

THE DEVELOPMENT OF A PROPOSED SERIES OF CARTOONS
AIMED AT CHANGING THE PERCEPTIONS HELD
TOWARD THE KANSAS COOPERATIVE
EXTENSION SERVICE

by

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CHAPTER I

INTRODUCTION

The purpose of the study was to provide a possible means of influencing perceptions held toward the Kansas Cooperative Extension Service. The means proposed as a possible perception influence is a series of cartoon strips.

Cartoon strips were selected for study due to the wide readership they apparently have among the American public. Readership surveys conducted by newspapers, research organizations, and universities have indicated an almost universal audience for comic strips.¹

I. THE PROBLEM

Statement of the problem. Due to the unique adult teaching system of the Kansas Cooperative Extension Service and the multiplicity of people served, some areas of misunderstanding are bound to occur. To be effective the function and capabilities of any institution must be known and understood. Since the teaching program of the Kansas Extension Service is shaped by the public, any means that increases public understanding of the program will be of benefit to teacher and pupils alike.

II. BACKGROUND INFORMATION

Historical background. Cooperative Extension at K. S. U. is that portion of the university charged with the dissemination of educational

¹David M. White and Robert H. Abel (eds.), The Funnies, an American Idiom, (London: The Free Press of Glencoe, 1963), p. 180.

findings through a system of county agricultural, home economics, and county club agents.

The extension program at Kansas State University can be traced back to the Farmers' Institutes which were first held in 1868.¹ In 1899 the state legislature appropriated \$2,000 to support this program. With the passage of the Smith-Lever Act in 1914, the Federal Government became a partner in the extension education program. County financial support was assured in 1915 with the passage of the "Farm Bureau Law" by the Kansas State Legislature. This law, as amended in 1919, required county commissioners to appropriate county funds in support of county agent work in counties in which a Farm Bureau was organized. This law was changed in 1951, at which time the Farm Bureau and the Extension Service were separated. County support of extension work was continued, but the local organization was through a framework of township representatives and a county-wide extension council. The council, being elected from the township representatives, serves as an executive body in selecting agents, setting salaries, and determining program content.

Related studies. Other states have gone through similar organizational growth. Since each state has slightly different enabling legislature and organizational structure, no two states are exactly alike. Gradual growth over a period of years, changes and amendments in legislation, and a highly mobile population have compounded the problem of having an informed electorate. This problem is not unique to Kansas, but applies to other states as well.

Differences of opinion as to what Extension is or should be doing can cause problems, whether the differences stem from a lack of understanding or

¹Extension Service, Kansas State University, County Agents' Guide on Development and Philosophy of the Cooperative Extension Service on Employee Benefits, Miscellaneous Folder No. 68, (Manhattan: Extension Service, 1960), p. 2. (multigraphed.)

from inadequate information. Most related studies deal with the perceptions held by various groups of Extension clientele or by members of state legislative bodies.

It would seem that extension workers and administrators have assumed that people know far more about the Extension Service than they actually do:

Studies of program planning committee members in Montana, formula feed operators in Kansas, selected agricultural business concerns in Wisconsin, and commercial fertilizer manufacturers and distributor representatives in Arizona, show great diversity and considerable misinformation among respondents concerning Extension's organizational affiliation. . .¹

Kyd found the Missouri legislators had a rather poor understanding of the entire field of adult education. They tended to view it as night classes concerned primarily with hobbies.²

Among members of the public, having some knowledge of what the Extension Service is, there is a lack of agreement as to whom Extension is responsible:

Reaction to Extension's responsibility to urban groups has been extremely varied. On one hand, there is feeling that Extension discharges its responsibility to the general public through service to agriculture alone. Another group interprets the Smith-Lever Act to imply that we should serve all people regardless of their place of residence.³

Within the parent institution Extension's image leaves something to be desired. Knowledge of Extension organization and teaching methods are often misunderstood or disparaged as not being academic. That there is a need for Extension to identify more closely with the total University is emphasized

¹Thomas C. Blalock, Mary Nell Greenwood, and Roland Abraham, "What the Public Thinks of Extension," Journal of Cooperative Extension, 1:49, Spring, 1963.

²Stirling Kyd, "Extension Administration and State Legislative Process-- A Case Study of the 71st Missouri General Assembly," (unpublished Ph. D. thesis, University of Wisconsin, 1962), p. 162.

³Blalock, Greenwood, and Abraham, op. cit., p. 54.

by the lack of understanding of Extension functions by educators and the general public. This is especially necessary with the continued growth and complexity of all land-grant universities. This growth, together with our increasingly urban society, has resulted in less intimate contact with or knowledge of Extension.¹

The role of mass media. The process of adoption is described as having five stages: awareness, interest, evaluation, trial, and adoption.

The role played by information sources in adoption processes is described by rural sociologist, Herbert F. Lionberger, as:

Mass media inform people and create interest. Mass media (i.e., radio, newspapers, farm magazines, and television) taken collectively rank very high as a means of making people aware of new farm practices and in providing additional information at the interest stage. However, they do not rate high at the evaluation and trial states.²

This line of thought is furthered by Bond L. Bible, Extension Specialist in Rural Sociology, Ohio State University, Columbus, Ohio, who observes:

Research in the diffusion process has shown that mass media are most effective in the awareness and interest stage of the process. More people become aware of new ideas from mass communication media than from other sources.³

That people are made aware and informed through mass media is not a new concept to the advertising industry. The success of the campaigns and public relations work undertaken by these agencies is measured in dollars of income by the businessmen for whom they work.

The continued growth of advertising agencies and the continued success of their clients' business would seem to indicate confidence in

¹Ibid.

²Herbert F. Lionberger, "Individual Adoption Behavior," Journal of Cooperative Extension, 1:163, Fall, 1963.

³Bond L. Bible, "Methods in Home Economics Extension," Journal of Cooperative Extension, 1:111, Summer, 1963.

the use of mass media. Since businesses undergo changes, new products are introduced, new competitors appear, and markets for products change, businessmen are well aware that continued interest and awareness is necessary for their presence on the business scene.

An example of the approach used by an advertising agency in overcoming apathy and ignorance about a client's product is found in the words of Holton C. Rush, president of Greenshaw and Rush Incorporated:

Imagine a product you can't see, that no one really wants to buy, that offers no fun, no pride of ownership, that the public knows little about, (and most of what they 'know' isn't so.)¹

He was speaking of a commercial termite treatment product. Continued study of the problem revealed:

Termite and pest control had a bad image in the public mind. Most advertising in this field was viewed with distaste, for the simple reason that it was for the most part distasteful--devoted primarily to extreme examples of termite damage or stomach-churning pictures of insects and rodents. Readership was low; the public had, in self defense, built up an immunity.²

The solution of the problem by the agency is of particular interest to this study:

. . .light-touch cartoon approach, supported by calm, factual copy that would strike a delicate balance of tasteful dignity, good humor and intriguing readability.

 it fattered a popular series and broke new ground in the industry, but, more important, it helped produce sales increases.³

In this instance cartoons were used humorously to build acceptance of

¹Holton C. Rush, "Humor Broke New Ground," Printers Ink, 280:8, July 27, 1962.

²Ibid.

³Ibid.

a product that had poor appeal at best, and which had not produced increased sales following conventional advertising methods.

Printers Ink, a weekly magazine, which is widely read by advertising agency personnel, advertisers, editors, and publishers, has a regular feature called "Which Ad Pulled Best?" In it, similar advertisements are compared by means of Starch ratings and response to offers for further informative literature. Several advertisements featuring cartoons have been compared in this feature. One ad, using photographs, was compared to a similar ad, using drawings, which were presented in cartoon format. Both ads ran as black and white, full page insertions in the same magazine, with eighteen months interval between insertions. The cartoon ad (ad B) followed the photographic ad (ad A). The cartoon ad was noted by fourteen more readers, seen and associated by twelve more readers, and read most by fifteen more readers than was the photographic ad. In the words of the advertising manager, "Believe-it-or-not type treatment [used in ad 'B'] did the best job of shaking the readers out of their 'ho-hum' attitude about nickel alloys."¹

The common elements of interest for this study of the two examples of cartoon uses were public apathy and lack of accurate information. In these two instances the cartoon was effective in surmounting these obstacles. The mass medium used in both instances was a national magazine. The audience, or reading public to which the termite treatment and nickel alloy advertisements were addressed were adults.

Advertisements directed to a youthful audience, which compared a fictional cartoon strip as opposed to a factual photographic sales message, (ads compared ran in Boy's Life) revealed that:

¹"Which Ad Pulled Best?" Printers Ink, 270:38, March 18, 1960.

. . . ad A's copy might appeal to an expert but not to the ordinary boy reader. The comic strip approach [ad 'B'] gives the reader an exciting action adventure to follow and offers him an opportunity to identify with the hero.¹

The elements that bear on this study are that the probable readers must be considered, that the cartoon reader "identifies" in varying degrees with the characters, and that cartoons were a successful solution to this advertiser's problem.

Conceived originally as a "humor" feature designed to build newspaper circulation among the many immigrants to this country following the Civil War, comics have grown to have an impact on the language and some have outlived their creators.

The term "Gerrymander" was coined by cartoonist Elkanah Tisdale. He was referring to setting of district boundaries to the advantage of one political party by Governor Gerry. This cartoon was published in the Boston Weekly Messenger in 1812.² The term has survived to the present time and has been referred to frequently during present redistricting of state legislatures.

Readership of comic strips in the United States is best illustrated by the sales figures of comic strip paperback books. Mad magazine, described by its own editors as "a sickening collection of humor, satire, and garbage," reaches 1,700,000 copies per issue. Eight issues per year are published. "Peanuts," a daily strip featuring children with adult viewpoints and vocabularies, appears each morning in over 800 papers in forty countries and is published in nine languages--including Finnish and Afrikaans. Sales of paperback books featuring characters of this strip have exceeded 3,000,000 copies. When one stops to consider that these figures reflect only the

¹"Which Ad Pulled Best?" Printers Ink, 280:32, July 20, 1962.

²White and Abel, op. cit., p. 89.

original purchaser's readership, and that most of the paperbacks are read and passed on to others, the true volume of readership can be appreciated.

Our penchant, as a nation, for reading comics has been noted and commented on by a British anthropologist, Geoffrey Gorer:

As one travels about the country one may be unable to learn what is happening in Congress or at the United Nation's meetings; but there is no excuse for ignorance of the latest adventures of Li'l Abner, Joe Palooka, Skee-zix Wallet, and numerous other protagonists of these synthetic fantasies. . .¹

III. OBJECTIVE OF THE STUDY

Production of the test vehicle (the series of proposed cartoons) which is to be published in a county newspaper was the major objective of this study. The material to be presented in cartoon form was developed in cooperation with the Programs and Training and County Operations sections of the Kansas Cooperative Extension Service.

Possible uses of cartoon strip technique, if the test vehicle proved successful, would be in working with low income groups and with youth programs.

In urban areas where a lack of understanding of what Extension is and how it works constitutes a real stumbling block; the use of cartoons developed for this study might prove to be a useful tool for gaining cooperation.

The use of comics as a teaching method. The comic strip format has been made use of by the armed forces for presentation of instructional material since 1940. Animated cartoons are used for teaching such diverse subjects as preventive medication and weapons' functioning. A digest-sized booklet called P.S., The Preventive Service Magazine is published and 110,000 copies are

¹White and Abel, op. cit., p. 2.

distributed monthly. Army Information Digest made this reference to the services of the little magazine:

The maintenance message is wrapped up in a colorful, compact package designed to attract and hold the attention of the soldier . . . What he sees is an attention-arousing combination of cartoons, color, and familiar contour, linked together by paragraphs of prose so informal in presentation as to appear almost an afterthought. But whether he is aware of it or not, what he is actually reading is a series of hard-core technical articles overlaid with a thin veneer of deliberate and studied spontaneity.¹

IV. DEFINITIONS OF TERMS

In order to clarify what is meant by certain terms used throughout this study a more exact meaning must be established. The following terms, when used in this study, will be used in the sense of the limitations herein set up.

Perception. The definition of perception expressed by Ernest R. Hilgard best meets the needs of this study:

Perception is the process of becoming aware of objects, qualities or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is . . . , the result of complex patterns of stimulation plus past experience and present attitude.²

Perception, then, is a compound made up of the elements of sensory stimulation, past experiences and present attitude or set.

Extension. The definition of Extension referred to in this study is the Kansas Cooperative Extension Service as the institution is presently organized

¹Donald K. Hubbard, "A Colorful Curve of Communication," Army Information Digest, 19:33, April, 1964.

²Ernest R. Hilgard, Introduction to Psychology, (New York: Harcourt, Brace, and Co., 1957), pp. 336 and 587.

at Kansas State University and throughout the counties in the state of Kansas.

Cartoon strip. The term cartoon strip, as used in this study, refers to a sequence of drawings arranged in strip form. Action and situations are suggested by the characters drawn within the individual panels and the dialogue lettered in the balloons. Humor may or may not be an element in the dialogue and situations. The terms funnies, comics, comic strips, and cartoon panel are understood to be synonymous with cartoon strip.

V. SCOPE AND PROCEDURE

The production of the artwork for the cartoon strips which describe the organization, function, and relationships of the Kansas Cooperative Extension Service is the objective of this study. The ultimate use to be made of the study is to attempt to test the impact of the cartoons upon a selected audience.

No attempt to utilize the proposed test vehicle is planned, since a project of this size is beyond the scope of this study from the viewpoint of time and financial considerations.

Even though actual use is not contemplated, certain assumptions must be made. To establish the size of the artwork and techniques to be employed, publication in an average size county newspaper must be assumed.

The assumption of a weekly newspaper establishes the number of complete sequences to be produced. Fifty-two sequences of from three to five individual panels represent a year's supply of artwork for a weekly newspaper. Selection of a weekly newspaper as mass-media means of presenting the cartoon test

vehicle was from the viewpoint of probable readership, ease of obtaining newspaper space, and engraving cost.

The outline of the proposed comic strip sequences was developed from a seminar. Dr. Wilbur E. Ringler, Assistant Director of Extension, Dr. Oscar W. Norby, State Leader, Field Operations, and Dr. Curtis Trent, Coordinator of Extension Personnel Training participated in the discussion. The desired perception or image of the Cooperative Extension was developed in this discussion. This outline of desired perceptions served as a guide for the author in designing the proposed cartoon series.

Problems peculiar to this type of study were discussed, and suggestions for the guidance of further investigation along this line of inquiry were set forth.

The findings of the proposed study will be valid only for these proposed cartoon strips in the selected county in which it is tested.

CHAPTER II

REVIEW OF THE LITERATURE

The broad purpose of this study is to determine if cartoons may be used effectively in changing or influencing attitudes held toward the Kansas Cooperative Extension Service. This study will attempt to set the stage for a later study of the possible attitude influence of a cartoon series. The development of this cartoon series is the principal objective of this study.

The subject matter of the cartoons is the Kansas Cooperative Extension Service. Some understanding of the organization and teaching philosophy of Extension as it presently exists was necessary to create the cartoon series. To that end the materials on Extension were assembled.

An examination of the anatomy of perception was needed to determine what perceptions are, how they are formed, and what effect they have on learning.

Cartoons have had a decided impact upon the spoken language in this country.¹ The impact has not always been a desirable one from the viewpoint of a grammarian. If an instrument can produce this effect on our society accidentally, what might be the result if applied purposefully? To produce such a purposeful tool is the primary objective of this study.

I. EXTENSION

Development of Extension in the United States. Though many countries

¹David Manning White and Robert H. Abel (eds.) The Funnies an American Idiom, (London: The Free Press of Glenco, 1963) pp. 88-96.

have attempted to organize Extension Services using the American system as a model these countries have been less successful. One reason may be that they lack the democratic climate that characterizes the United States. Certainly the freedoms of speech, assembly, and press contributed to the organization of the early agricultural societies which took the lead in extending information about farming.¹

Early organization for adult education. The Philadelphia Society organized in 1785 was one of the earliest efforts toward organization on a local level for adult educational work. This movement is considered to have led to the establishment of land-grant colleges, farmers' institutes, experiment stations and finally the Cooperative Extension Service.²

Land-grant colleges. The concept of extending the opportunity of higher education to the great mass of the people rather than restricting it to the privileged few was considered quite radical. President Buchanan questioned the cost and constitutionality of the first land-grant college bill passed in 1859. His pocket veto of the bill delayed further action until President Lincoln's administration. On July 2, 1862 the second measure was signed into law by Lincoln. This law, known as the Morrill-Turner Act, provided that the educational institutions proposed for mass higher learning be financed by proceeds from the sale of public lands.³

¹Extension Service, Kansas State University, County Agents Guide on Development and Philosophy of the Cooperative Extension Service and Employee Benefits, Miscellaneous Folder No. 68, (Manhattan: Extension Service, 1960), p. 2 (multigraphed.)

²Ibid.

³U. S. Congress, Public Law No. 503, 37th Congress, 2nd Session, approved July 2, 1862.

Kansas' land-grant school. The first of the land-grant colleges to be established under the provisions of the Morrill Act was Kansas State University. Established at Manhattan, Kansas in 1863 by act of the Kansas Legislature the school was then known as Kansas State Agricultural College.¹ In 1959 the institution was redesignated Kansas State University.

The Experiment Stations. The Agricultural Experiment Stations were established as a result of the Hatch Act passed by Congress in 1887.² To better make use of the research conducted by Experiment Stations led to the establishment of the third branch of the land-grant college--the cooperative extension service.

The Cooperative Extension Service. The establishment of a cooperative extension service completed the educational spectrum offered by the land-grant college; resident instruction, research, and extension. Cooperative extension was authorized by the Smith-Lever Act of 1914. As stated in the language of the act Extension's purpose was:

. . .To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same. . .³

Farmers' Institutes in Kansas. Actual extension work at Kansas State University can be traced back to the Farmers' Institutes. The first of these

¹General Statutes of Kansas, No. 76-401, approved February 16, 1863.

²U. S. Congress, Public Law No. 314, 49th Congress, 2nd Session, approved March 2, 1887.

³Sub-committee on Scope and Responsibility, Extension Committee on Organization and Policy, American Association of Land Grant Colleges and State Universities, The Cooperative Extension Service Today--A Statement on Scope and Responsibility, 1958, p. 3.

institutes was held November 14, 1868.¹ These early institutes were volunteer efforts by faculty members to extend the university beyond the confines of the campus.

Teaching by demonstration. A pioneer extension worker, Dr. Seaman A. Knapp, developed teaching methods and organizational techniques basic to extension work and they are still used. With the success of his first demonstration at Terrell, Texas in 1903, Dr. Knapp worked to consolidate his educational gains.² At first men were assigned to establish demonstrations in districts numbering 10-20 counties and so were known as district agents. The first county agent, W. C. Stallings, was appointed in Smith County, Texas in 1906.³ Dr. Knapp had realized that a few widely scattered demonstrations would not have the effect necessary to overcome established practices. In 1908 he stated:

There must be at least five or six demonstration farms and quite a number of cooperators in each township so that we reach every neighborhood, arouse interest and competition everywhere, and arouse the whole community. To do this requires at least one agent in each county.⁴

First Kansas county agent. Mr. P. H. Ross was employed as Leavenworth county agent August 1, 1912. The Progressive Agricultural Club of Leavenworth

¹Charles C. Howes, (ed.), Kansas State University--A Pictorial History 1863-1963, (Manhattan: Kansas State University, 1963), p. 102.

²Extension Service, Kansas State University, Miscellaneous Folder No. 68, op. cit., pp. 10-11.

³Ibid.

⁴Ibid.

was his employer. His employment was financed in part by funds subscribed from local farmers and business men.¹

Organization of youth. Though the Farmers' Institute idea spread to forty states the interest they first aroused gradually lagged. To renew interest, Mr. Will B. Otwell of Macoupin County, Illinois, organized a corn growing contest for boys.² This organization not only aroused the interest of the farmers but also motivated the youth, the businessmen and caught the attention of the press. This corn club movement spread to other states and was the forerunner of the 4-H club.

Home Economics Extension. The impetus for home economics work appears to have come from the demands from the southern states for girls clubs similar to the boys corn clubs. This work gradually expanded from the first girls' tomato clubs until it covered many phases of home life. The term "home demonstration work" was suggested by Miss Mary E. Cresswell, the first woman to serve on the U. S. D. A. staff in Washington.³

The Kansas Farm Bureau Law. The Smith-Lever Law provided that its funds should be distributed to "each state which shall, by action of its legislature assent to the provisions of this act." Accordingly the Kansas Legislature passed the Kansas Farm Bureau Law in 1915.⁴ The Kansas Law stated

¹Ibid.

²Ibid.

³Ibid.

⁴Curtis Trent, Outline of the Objectives and Philosophy of the Cooperative Extension Service, Induction Training Unit I, (Manhattan: Extension Service, 1964), p. 9 (multigraphed.)

that federal and state funds would be provided toward the salary of a county agricultural agent when there was organized in the county a Farm Bureau having a membership of twenty-five per cent of the bonafide farms of the county or as many as 250 farmers.

County Agricultural Extension Council Law. County extension programs became the cooperative responsibility of a county extension council and Kansas State University with the adoption of the County Agricultural Extension Council Law. This law, passed by the Kansas Legislature in 1951, replaced the Farm Bureau Law of 1915. The sole purpose of the county agricultural extension council is:

The giving of instruction and practical demonstrations in agriculture, home economics and 4-H club work to all persons in the county and imparting to such persons of information on said subjects through field demonstrations, publications, or otherwise and to plan the extension-educational programs of the county.¹

By eliminating the requirement for membership in the Farm Bureau the 1951 law officially separated the Extension Service from the Farm Bureau. The participation by the Farm Bureau in the insurance business was continued and expanded. Both institutions continue to exist and cooperate but the relationship is not as direct as it was formerly.

Organization of the County Agricultural Extension Council. The County Agricultural Extension Council is composed of three members from each township and each city not part of a township (first and second class cities). Of the three elected members from each township or city, one represents agriculture, one home economics, and one 4-H Club work. At the annual meeting

¹Extension Service, Kansas State University, Handbook for County Agricultural Extension Councils, (Manhattan: Extension Service, 1963), p. 5.

of the council these representatives elect from their members an executive board. The executive board consists of a chairman, a secretary, a treasurer, and six other members. Not more than one member of the executive board shall be elected from any one township or city unless the county has less than nine townships or cities not part of a township. The township representatives are members of the advisory committees provided in the law. All elected agricultural representatives make up the agricultural advisory committee, the home economics representatives and 4-H club representatives form their respective advisory committees. Each advisory committee meets annually or at such other times as the executive board may designate. The purpose of these meetings is to elect a chairman and develop the educational program for their respective area.¹

II. PERCEPTION

Perceptual definitions. As stated in the definition of terms the definition of perception used in this study is:

. . .the process of becoming aware of objects, qualities or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is . . ., the result of complex patterns of stimulation plus past experience and present attitude.²

By definition perception is the result of complex patterns of stimulation. Because of this complexity the views of various investigators were included in this study.

¹Extension Service, Kansas State University, Handbook for County Agricultural Extension Councils, op. cit., p. 6.

²Hilgard, loc. cit.

Definitions of the phenomena of perception while containing common elements vary in exactness and viewpoint. The definition given in Webster's New International Dictionary illustrates this point:

Perception is an immediate or intuitive cognition or judgment; an insight analogous to sense perception in respect to immediacy and the feeling of certainty accompanying it, and often implying nice observation or subtle discrimination.¹

This definition does little more than define perception as an immediate process while implying that visual senses are involved with judgment and insight. Lawrence Schlesinger's definition, "Learned dispositions to think, feel, and act in certain ways toward things and people we encounter,"² adds the elements of learning and acting to the process of perception. This simple definition does not specifically mention visual stimuli but it does suggest that perception is a learned process.

Psychologists perceptual definitions. Psychologists have developed many of the theories and definitions about perception. Lawrence E. Cole points out that perception is not a static process since the perception of the same stimulus at two different intervals of time may be quite different to an individual. He accounts for this by changes in attitude that occur as a result of continued accumulation of experiences.³

Another psychologist, Gardner Murphy hypothesizes that:

1. Perceptual structure changes in such fashion as to give emphasis to that which is pleasant, in contrast to that which is unpleasant or affectively neutral.

¹Webster's New International Dictionary, 2nd Edition, Unabridged, (Springfield, Mass.: G. and C. Merriam Co., 1955).

²Lawrence Schlesinger, "Why Do We Feel As We Do", Adult Leadership, 5:242, February, 1957.

³Lawrence E. Cole, General Psychology, (New York: McGraw-Hill Book Co., 1939), p. 441.

2. Many changes are cumulative. . .that which is most frustrating is most likely to be observed. . . The perceptual field comes to take on a structure.¹

Both Murphy and Cole have noted that perceptions are not static but continually changing as experiences are accumulated.

J. W. Getzels feels that the real significance of an attitude is that, "it predisposes us to react to the present event in terms of past experiences and beliefs."² Getzels goes on to point out that:

By the time we are ready to react to an object we are ready to react in a particular way. We have an "attitude" or "set" toward the object. These attitudes or sets determine:

What we will see,
What we will hear,
What we will remember or forget,
What we will think and say, and
What we will do.³

Getzels adds the terms "attitude" or "set" to the elements of seeing, hearing, remembering, forgetting, thinking, saying and doing. He implies that attitude may be a learned reaction but he does not include learning in his definition.

Jerome S. Bruner feels that sequences enter into the process of perception.

Because the organism has come to associate certain patterns of stimuli as occurring in sequences Bruner says, "We hear the approaching whistle of a train and are readied to see the train."⁴ Perception may then involve a sequential expectation.

¹Gardner Murphy, "Affect and Perceptual Learning", Psychological Review, 63:14, January, 1956.

²J. W. Getzels, "Attitudes at Work," Adult Leadership, 5:245, February, 1957.

³Ibid.

⁴Jerome S. Bruner, "Social Psychology and Perception," Readings in Social Psychology, Eleanor E. Maccoby, Theodore M. Newcomb, and Eugene L. Hartley, (eds.), (New York: Holt, Rinehart, and Winston, 1958) p. 90.

Thomas C. Blalock in writing of perception has summarized:

1. Perception is an individual matter, thus there are as many perceptions as there are individuals.
2. Perception must be considered and dealt with in terms of what the organism actually experiences and not necessarily what the physical world contains or is made up of.
3. Perception involves not only receiving stimuli but interpreting and describing those stimuli in terms that are meaningful to the individual.
4. Various internal and external factors may profoundly influence both the interpretation of the stimulus and the response it is likely to provoke.
5. Perception is a dynamic, cumulative phenomenon that may be continually changing within the organism.¹

Perception, then involves awareness of objects, qualities, or relationships by means of the sensory organs. This awareness may be influenced by attitudes, sets, experiences, beliefs, and by external factors. Perception is not static but changes with learning experiences. Through our perceptions we are predisposed to see, hear, remember, forget, think, say or perform an act in light of current interpretation of these perceptions. Perceptions are not necessarily standardized but are very individual matters in terms of the response to a given stimulus. The perceptions an individual has may not necessarily correspond to what the physical world contains. What he thinks or expects the world to contain may be his perception.

The terms image, attitude, and perception have much in common and have been used almost interchangeably by the researchers in the field of social psychology.

¹Thomas C. Blalock, "Perception State Legislators Have of the North Carolina Cooperative Agricultural Extension Service" unpublished Ph. D. thesis, University of Wisconsin, 1963.

III. PERCEPTION AND EXTENSION

Perception and value judgments. The significance of the image or perception of an institution is apparent when a value decision must be made of the institution. Wilmer V. Bell points out that in regard to legislation and financing adult education:

Tax supported institutions are constantly involved in competition for the tax dollar. Success in this competition depends upon the public image of the institution and its program as well as the image held by members of the legislative bodies.¹

This institutional image can be significant at the direct participation level as well. Many persons will vote for a bond issue or support a fund drive who will not take sufficient interest to involve themselves personally in discussion of the issues or in offering their services. Many more parents are members of the Parent Teachers Association than ever are present at meetings or serve on committees. This same observation can be made of other organizations as well.

The Michigan Township Extension Experiment. Since perception is a learned process it presumably may be changed by additional learning experiences. This observation has been borne out by an experiment involving the Cooperative Extension Service in Michigan. The Michigan Township Extension Experiment was conducted by James Neilson and William Crosswhite who found:

Analysis of the relationship between knowledge of the program and participation in it indicated that farmers who were best informed about the program activities participated the most. The relationship between the knowledge of the program organization and participation was even stronger (with those best informed participating most). . . Apparently when farmers understand how the program is

¹Wilmer V. Bell, "Finance, Legislation, and Public Policy for Adult Education," Handbook of Adult Education in the United States, Malcolm S. Knowles (ed.), (Chicago: Adult Education Association of the United States, 1960), p. 140.

organized and feel that they have a voice in how it is run, they participate more enthusiastically.¹

Extension workers and administrators have tended to assume that people know far more about Extension organization and programs than is the case.² Even among extension workers and members of county extension councils there is not complete agreement as to the rank order of functions as they should be performed by county agents. Specialists, District Agricultural Agents, and Club Agents ranked "Planning annual and long-time programs" considerably lower than did other groups. District Agents ranked this function thirteenth, as compared with fifth by County Agricultural Agents, and fourth by extension council members.³ If there is difference of perception among persons associated this closely with the extension program possibly there is even greater difference in the perception held by persons having less contact with the institution.

IV. CARTOONS

Characteristics of early cartoon strips. The earliest comic strips were notable only for their intention to be comic. They were conceived as circulation builders and were limited to the Sunday editions. These "funny sheet" sections were replete with slapstick and sadism. It was this element that caused the first wave of concern on the part of upper-class gentility toward

¹James Neilson and William Crosswhite, The Michigan Township Extension Experiment, Tech. Bulletin No. 266 (East Lansing, Michigan: Agricultural Experiment Station, Michigan State University, February, 1958), p. 24.

²Blalock, Greenwood, and Abraham, loc. cit.

³Gene C. Whaples, "Major Duties and Responsibilities of County Agricultural Agents in Kansas," (Extension Education Graduate Student Report, Kansas State University, Manhattan, April 14, 1965), pp. 6-7. (multigraphed)

this boisterous vulgar reading matter. These early comic strips gradually responded to the changes in an expanding, urban, industrial America. The development of Bud Fisher's Mutt, of the strip Mutt and Jeff, into a harassed suburban husband--after his origin as a sportsman-hustler--is a classic example of this evolutionary process.¹

Swanson readership study. A study of newspaper readership was conducted by Dr. Charles Swanson over a twelve year period (1939 to 1950). During this period 50,000 adults were interviewed regarding what they read in their respective newspapers. The category that ranked the highest was "the comics." The average male readership of this feature was 58.3 per cent and the average female readership was 56.6 per cent.² The next highest category was "war" with an average readership of 34.6 per cent. Since this study was conducted during World War II it is significant to note that the readership of war news was about one half the readership of the comics.

The Robinson-White survey. In a 1962 survey conducted by Edward J. Robinson and David Manning White an attempt was made to answer the questions:

How many people in the United States read the funnies? How does this readership break down as to age, education, occupation, and sex differences? What do Americans think of this activity called comic strip reading? How they would feel if they could not read them? What occupational groups read comics the most?³

Number of comic readers. Assuming that Robinson and White's data are representative, more than 100 million Americans, from very young to very old,

¹White and Abel, op. cit., pp. 8-9.

²Ibid, p. 180.

³White and Abel, op. cit., p. 183.

read one or more comic strips in their Sunday newspapers. The daily readership is assumed to be only slightly smaller.

For regular Sunday comic readers Robinson and White found the peak reading years to be between the ages of thirty and thirty-nine, followed by a slow decline thereafter. Lowest readership was in the "over seventy" category.

Educational level of readers. The survey brought out that as it progressed from grade school students to those attending college, the percentage of regular readers increased by a factor of almost two.¹ College graduates and persons having completed some graduate work apparently read comics more than those with eighth-grade education or less. More than fifty per cent of the respondents regarded comic strip reading in positive pleasure terms, e.g., "enjoyable," "fun," "relaxing." In free association responses only one in twenty respondents voiced any negative association.

Perception of comics readers. In Robinson and White's sample universe the negative responses varied from four to ten per cent. This proportion was found to parallel the number of nonreaders in the sampling. The adult response to a question, "How would you feel if you could not read the comics?" seemed to be: they could get along without them and switch to some other activity until comics were again available. Approximately one out of five responded in terms of disappointment. Seemingly people enjoy comics, seek them out but are willing to postpone the pleasure of reading them if necessary. The individual reader perceived his own reading of comics in positive pleasure terms.

¹White and Abels, op. cit., p. 184

Though the readers viewed the activity as pleasurable, seventy-five per cent of the adult respondents expressed feelings of shame, guilt, or fear that their intellectual and/or social status would be lowered if they openly admitted readership of comics. This feeling of ambivalence toward comics reading may be partially explained by the responses to a question: "What occupational group reads comics the most?" Fifty-four per cent of the occupational categories cited were from the lowest end of the occupational continuum. Robinson and White felt that the reader who was not of these occupational categories was reluctant to identify with his perception of the readership group and tended to rationalize his readership as exceptional.

Among the 1,100 Massachusetts school children interviewed by Robinson and White comics reading was a popular activity. They found that ninety-nine per cent of the boys and ninety-seven per cent of the girls regularly read one or more strips daily and Sunday. Their favorites were non-narrative and humorous consistently. These data would seem at variance with the theory of critics of the medium who posit that children seek violence and sensationalism from the comics. The children felt no social stigma was attached to reading comics. They used the comics extensively as a form of socializing. The survey also pointed out that the main ingredients savored by 100,000,000 Americans of all ages, occupations and educational levels was humor, adventure, and domestic situation drama.¹

The Bogart survey. In a study conducted of Leo Bogart of 121 male workers of low social status from the Lennox Hill slum area the following conclusions were reached:

¹White and Abel, *op. cit.*, p. 189.

. . . people who show the greatest interest in comics are those who in general are most responsive to mass media. . . Foreign-born persons show the least interest in the comics. . . comics belong to their American-born children, and are often identified as "childish" things . . . Persons with the least education show the least interest in comics. . . comic strip readers take roles as they read.¹

Bogart also concluded from other surveys that comics readership declines with age and that readership is highest in the lower-middle educational and socio-economic range. This view is in disagreement with Robinson and White as to the educational level of the readers. Bogart's sample universe was considerably smaller than was Robinson and White's sampling. The geographical area sampled by Bogart was also narrower. These variations may account in part for the disagreement between the two studies.

The Arnold M. Rose research. A questionnaire study using the entire sophomore classes of three Minneapolis, Minnesota high schools had some implication on changing perceptions through the use of comic strips.² Rose felt that with the wide range of comics readership this medium might be especially advantageous for "getting messages across." He also raised the question of resistance or resentment on the part of the readers to propaganda in their entertainment medium.

The strip chosen for the test vehicle was Rex Morgan, M. D., written by Dr. N. P. Dallis a psychiatrist, which highlights the daily experiences of a general physician. The situation chosen for the study dealt with the onset and cure of a mild case of paranoid psychosis. The episode provided an opportunity to study the attitudes of the youngsters toward mental health

¹Ibid., pp. 238-245.

²Arnold M. Rose, "Mental Health Attitudes of Youth as Influenced by a Comic Strip," Journalism Quarterly, 35:333-342, Summer, 1958.

and mental disease and ascertain the effect on them of a piece of popular literature, written for youngsters and offered to them for voluntary reading in a medium they tend to select themselves. Rose reached the following conclusions:

1. Mental health material did not so provoke anxieties as to reduce readership of that material.
2. Recognition of the educational nature of the strip did not reduce readership.
3. It [the strip] seems to have influenced a small but significant number of readers to have more "favorable" attitudes toward mental health problems. It had this effect only on the attitudes directly associated with the strip, there was no carry-over to encourage other "good" attitudes.
4. There is some evidence that the comic strip episode helped sharpen and clarify perceptions and definitions of mental problems.
5. Factual information is learned from a comic strip by a small proportion of the readers.¹

If the emotionally charged subject of mental illness can be thus dealt with some apparent success, possibly the same technique may be of use for extension purposes.

Use of cartoons in classroom teaching. In an opinion poll conducted by the Textbook Clinic of the American Institute of Graphic Arts 299 teachers expressed their views on cartoons as teaching aids.² More than sixty-five per cent of the teachers were favorable though some felt that the art was crude. Replies from teachers in urban areas indicated that eighty-five per cent of those teachers favored the use of cartoons. More than a third of the teachers pointed out that cartoons date rapidly. Students must learn to "read" the stereotypes used in cartoons and that young students often miss the point

¹Rose, op. cit., pp. 41-42.

²Edgar Dale, Audio Visual Methods in Teaching Revised Edition, (New York: The Dryden Press, 1954), p. 317.

because of this. In Los Angeles and New York City, cartoons were regarded as particularly effective teaching tools for slow learners.

Comics may be useful "toys". Heinz Politzer, Professor of German at the University of California, states:

For a century we have looked to the schools to develop a national unity in our heterogeneous population by inculcating children, as they grow up, with common concepts, doctrines, attitudes, sentiments. But the comics, claiming to be no more than toys, have been doing just that, reaching continuously more than the schools, more than the newspapers.¹

The preceding observations and examples would seem to lend credence to the thought that through the use of cartoons and mass media awareness might be created, interest aroused, information imparted, and possibly attitudes could be modified.

White and Abel, op. cit., p. 8.

CHAPTER III

THE PROPOSED CARTOON SERIES

The main objective of this study was the production of proposed art work to be used in a future study. The determination of the attitude influence of a cartoon series depicting daily events in a county agricultural agent's life will be the objective of a future study.

The presentation method. The presentation method used in the development of the cartoon series was the domestic situation-adventure type. According to previous studies of audience preference and as indicated by the fifteen most popular comic strips this type of presentation would seem to interest most readers.¹

The seminar on the desired perception of Cooperative Extension in which Dr. Ringler, Dr. Norby and Dr. Trent participated determined that the proposed cartoon series should:

1. Be told from the viewpoint of a county resident.
2. Briefly outline the present organizational structure.
3. Describe the agents as educators, organizers, and coordinators.
4. Illustrate the major educational programs in which Extension is presently engaged.
5. Picture the Extension teaching methods.
6. Mention Extension's contributions to our present society.
7. Present the multiple relationships of Extension on a national, state, and county level.
8. Project the flexible nature of the Extension Service's educational program.
9. Identify the agents as instructors of Kansas State University.
10. Delineate the clients of Extension as any individual or group residing in the state of Kansas who expresses a desire for educational help.

¹White and Abel, op. cit., p. 189.

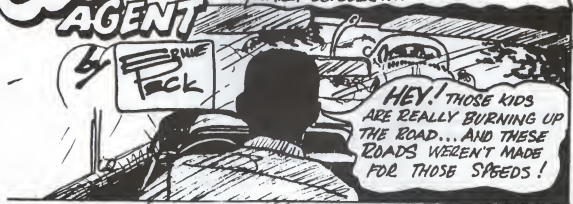
The sequence of presentation was based on the present yearly schedule of all county offices. District Agents, County Agents, Home Economics Agents, Club Agents, Administrators, and Extension Council members were consulted to verify the situations illustrated.

Some literary license was exercised in naming the county and the characters in the strip. Other material presented was factual or based on factual events.

The art work was drawn larger than actual size and reduced photographically. In Figures 1 - 52 on pages 32 - 83 are reproductions of the proposed cartoon series. The series should start with the first weekly edition of the cooperating newspaper during the month of October. The series would conclude with the last weekly edition in the following September.

a day with your...
COUNTY AGENT

COUNTY AGENT JIM FYSCH IS DRIVING TO A A-H CLUB MEETING IN EARLY OCTOBER....



JUST OVER THE HILL JIM FINDS THE SPEEDING CAR HAS CRASHED INTO A TRACTOR...



LATER - AT THE MEETING JIM TELLS OF THE ACCIDENT...



Figure 1. The introductory cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of October.

a day with your food
COUNTY AGENT
 by **RUHE FECK**



Figure 2. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of October.

a day with your
COUNTY AGENT
 by RINE
 FECK

NEXT MORNING IN THE COUNTY AGENT'S OFFICE LOCATED IN THE DAVIS COUNTY COURTHOUSE JIM FYSCH, THE COUNTY AGENT IS GREETED BY SUE WILLIAMS, HIS SECRETARY...

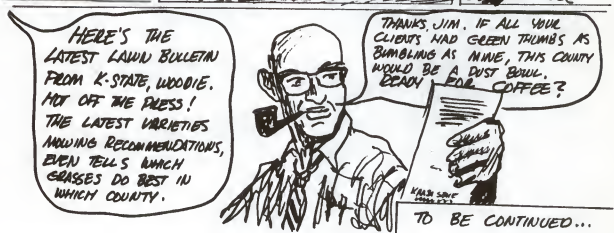
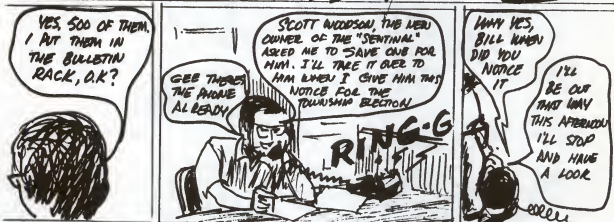


Figure 3. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of October.

a day with your food

COUNTY AGENT

by ERNIE FOCK

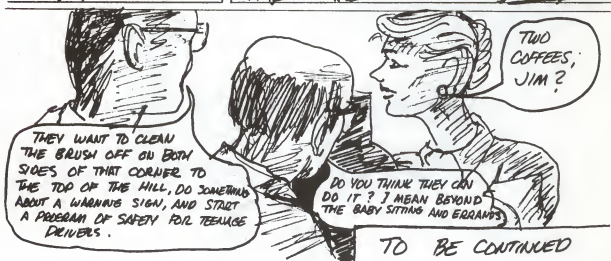
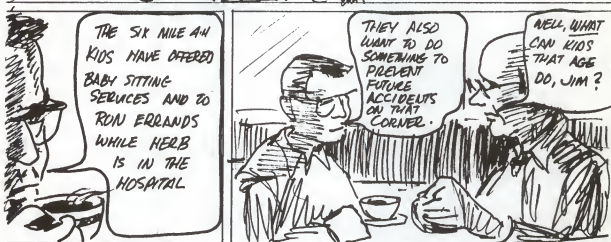
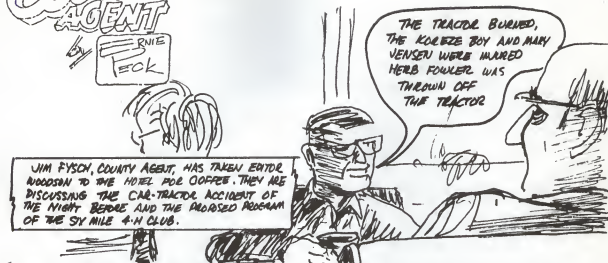


Figure 4. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of October.

a day with you...

COUNTY AGENT

by RUBE FECK

AS COUNTY AGENT JIM FYSCOF PAYS FOR THE COFFEE HE DEFENDS THE SAFETY PROGRAM THAT THE SIX MILE 4-NERS HAVE PROVIDED...

WOODIE, HAVE YOU EVER SEEN KIDS GO AFTER SOMETHING THEY WANT? THERE'S NOTHING MORE PERSISTANT.

THOSE KIDS WERE REALLY WORKED UP. TOMMY KOUBEZ IS QUITE AN ATHLETE—ALL OF THE JENSEN GIBBS ARE ACTIVE IN SCHOOL ORGANIZATIONS AND HERB FOLLER IS A VERY POPULAR PROJECT LEADER.

I'D BE WILLING TO BET ONE OF MALTHA'S HOME COOKED MEALS THAT THEY DO GET

OR OR I GUESS I'M NOT UP ON 4-NERS

JIM, IF THOSE 4-N KIDS ARE AS SERIOUS AS YOU SAY THEY DESERVE ALL THE HELP THIS PAPER CAN GIVE 'EM.

JIM, HERB UNSCHIED IS TRYING TO GET YOU. HE JUST PHONED.

THANKS, LOIS. IF I CAN TIE UP THE "SENTINAL'S" HOT LINE FOR A MINUTE I'LL CALL HIM BACK.

TO BE CONTINUED...

Figure 5. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of November.

a day with your food
COUNTY
AGENT
 RENE
 FECK

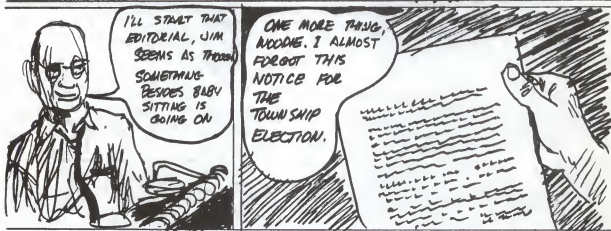
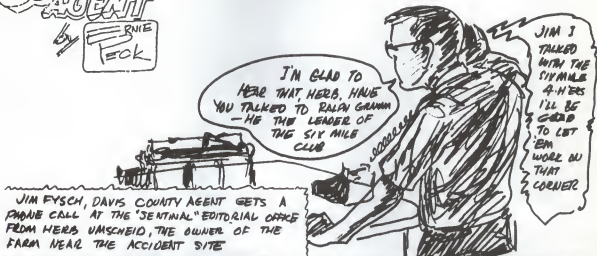


Figure 6. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of November.

a day with your food
COUNTY
AGENT
 by **FRANK**
LECK

DAVIS COUNTY AGENT, JIM FYSCH IS EXPLAINING HOW A KANSAS TOWNSHIP ELECTION WORKS AND WHY THEY ARE HELD...

THEY'RE HELD EVERY YEAR DURING SEPTEMBER AND OCTOBER TO CHOOSE THE THREE TOWNSHIP REPRESENTATIVES TO THE AGRICULTURAL EXTENSION COUNCIL

WOODIE NOTES THAT NOT ALL OF THE TOWNSHIPS IN DAVIS COUNTY ARE LISTED IN THE NOTICE...

FORGOT TO LIST ALL THE TOWNSHIPS DIDN'T YOU, JIM?

LET'S SEE -- NO, THAT'S RIGHT, WOODIE ONLY HALF OF THE TOWNSHIPS HOLD ELECTIONS EACH YEAR.

THIS ASSURES THAT HALF OF THE COUNCIL WILL HAVE SOME EXPERIENCE

THAT MAKES SENSE. DO ALL STATES HOLD ELECTIONS THIS WAY?

I COULDN'T SAY FOR SURE, WOODIE BUT I BELIEVE THAT EACH STATE HAS A LITTLE DIFFERENT SYSTEM DUE TO THE ENABLING LEGISLATION EACH ENACTED.

ONE PERSON REPRESENTS ONE HOME ECONOMICS AND THE OTHER 4-H CLUB WORK UNDER THE KANSAS LAW

TO BE CONTINUED

Figure 7. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of November.

a day with your Food
COUNTY AGENT

by **ERNIE PECK**

YES, AND THERE'S JURICH JUNCTION WHICH IS A FIRST CLASS CITY SO THEY HAVE THREE REPRESENTATIVES TOO.

JIM FYSCH IS EXPLAINING THE FUNCTIONING OF A TOWNSHIP ELECTION TO SCOTT WOODSON, THE NEW EDITOR OF THE DAVIS COUNTY "SENTINEL"...

LET'S SEE, JIM WE'VE ABOUT FIFTEEN TOWNSHIPS IN DAVIS COUNTY ISN'T THAT RIGHT?

WHY, THAT'S 48 PEOPLE, JIM! DO ALL COUNTIES HAVE SO MANY?

SOME HAVE MORE, SOME WESTERN KANSAS COUNTIES HAVE AS FEW AS NINE PERSONS WHICH IS THE MINIMUM SIZE AN COUNCIL MAY BE ACCORDING TO KANSAS LAW.

WELL, WHAT DO WE PAY THEM AND HOW LONG DO THEY SERVE?

WE DON'T PAY THEM, THEY SERVE WITHOUT SALARIES. A REPRESENTATIVE MAY SERVE TWO CONSECUTIVE TWO YEAR TERMS

FROM A PRACTICAL VIEWPOINT ISN'T A COMMITTEE OF 48 PERSONS A LITTLE UNWIELDY?

TO BE CONTINUED

Figure 8. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of November.

a day with you!
COUNTY
AGENT
 ERNE
 FECK

EDITOR SCOTT WOODSON IS CURIOUS ABOUT TOWNSHIP ELECTIONS. THE DAVIS COUNTY AGENT, JIM FYSCH IS EXPLAINING THEIR FUNCTION...

DAVIS COUNTY PUBLISHING COMPANY

A COMMITTEE THAT SIZE COULD BE UNHANDY SO THE ELECTIONS A CHAIRMAN, TREASURER, SECRETARY, AND SIX OTHERS FROM THEIR NUMBER WHO MAKE UP THE EXECUTIVE BOARD

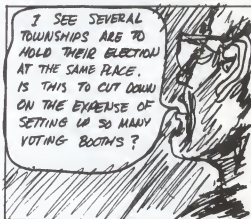


WHAT HAPPENS TO THE OTHER 41 PEOPLE WHEN THE EXECUTIVE BOARD IS PICKED?

THEY SERVE AS ADVISORY BOARDS FOR THE AREA THEY REPRESENT -- AG, HOME ECONOMICS, OR 4-H CLUB WORK



I SEE SEVERAL TOWNSHIPS ARE TO HOLD THEIR ELECTION AT THE SAME PLACE. IS THIS TO CUT DOWN ON THE EXPENSE OF SETTING UP SO MANY VOTING BOOTHS?



OH, THE ELECTIONS AREN'T THAT FORMAL NOODIE. THE TOWNSHIPS THAT ARE DOUBLING UP AREN'T HEAVILY POPULATED -- MOST OF THEM ARRANGE A PROGRAM AND REFRESHERS -- BY HOLDING THE ELECTION JOINTLY THEY GET A BETTER VOTER TURNOUT



THEN WHAT HAPPENS?



TO BE CONTINUED

Figure 9. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of December.

a day with you too
COUNTY
AGENT
 by ERNE
 FECK



Figure 10. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of December.

a day with you
COUNTY AGENT
 by ERNIE FECK

DAVIS COUNTY AGENT JIM FYSCH CONTINUES HIS EXPLANATION OF THE EXTENSION COUNCIL LAW TO SCOTT WOODSON, THE NEW EDITOR OF THE DAVIS COUNTY "SENTINEL", A WEEKLY NEWSPAPER ...

ANNUAL MEETINGS?
 WHAT'S THAT?

IT'S THE MEETING WHERE WE AGENTS REPORT ON THE YEAR'S TEACHING ACTIVITIES. WHAT'S BEEN DONE - WHAT NEEDS DOING

WHO RECEIVES THIS REPORT AND WHO MAKES IT? CAN ANYONE ATTEND THESE MEETINGS?

I MAKE THE REPORT ON AGRICULTURE, BETTY NORSE, ON HOME ECONOMICS, AND NORM STERNISH ON 4-H. WE REPORT TO THE EXECUTIVE BOARD. THE BUSINESS MEETING IS OPEN TO THE PUBLIC.

JIM, YOU TOLD ME THAT THE RULES ON THE EXTENSION COUNCIL - ALL 48 OF 'EM AEBN'T PAID. WHERE DO THE FUNDS FOR YOUR OFFICE COME FROM AND WHO DECIDES HOW TO SPEND THEM?

TO BE CONTINUED

Figure 11. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of December.



Figure 12. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of December.

a day with your ^{FOOD}
COUNTRY
AGENT

FRIDAY
FECK

AFTER INVITING EDVID SCOTT WOODSON TO ATTEND THE ANNUAL MEETING OF THE DAWS COUNTY EXTENSION EXECUTIVE BOARD, JIM FYSCH LEAVES FOR A FARM VISIT HE HAD SCHEDULED BY TELEPHONE - HE TELLS HIS SECRETARY....



SUE, I'LL STOP AT DR. SCHUMANN'S THEN I'M GOING TO HERB UNSCHIED'S TO SEE ABOUT THE FEED HANDLING TOUR. IF THERE ARE ANY URGENT MESSAGES I'LL LIKELY BE THERE UNTIL 3:30 OR SO. HOLD THE FORT!

OK, JIM - I'LL LEAVE THESE LETTERS ON YOUR DESK TO SIGN. THEY SHOULD GO OUT TONIGHT



Figure 13. The cartoon strip to be published in the fifth weekly edition of the cooperating newspaper during the month of December.

a day with your
COUNTY
AGENT
 by RUIE
 TECK

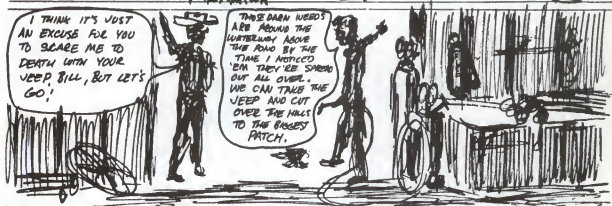
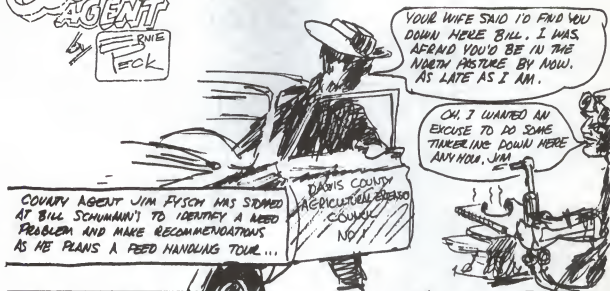


Figure 14. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of January.

a day with your food

COUNTRY AGENT

by R. H. FECK

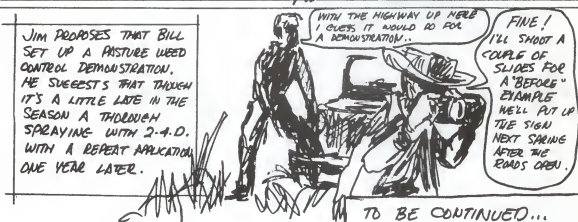
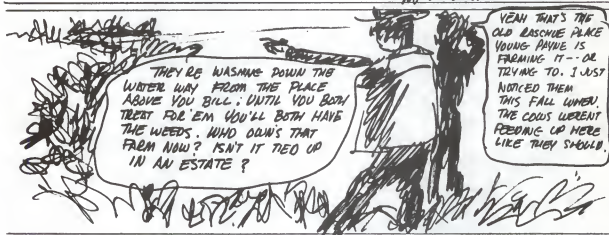
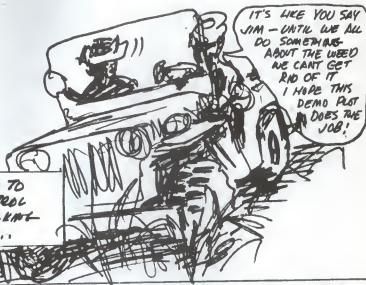
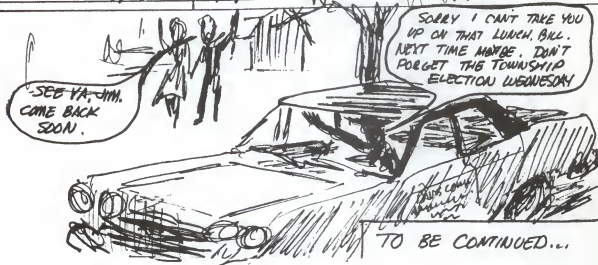


Figure 15. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of January.

a day with you!^{FOOD}
COUNTY
AGENT
 by ERNE
 FECK



BILL SCHUMANN HAS AGREED TO ESTABLISH A PASTURE WEED CONTROL DEMONSTRATION PLOT AFTER TALKING TO COUNTY AGENT, JIM FYSCH...



TO BE CONTINUED...

Figure 16. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of January.

a day with your food

COUNTY AGENT

By ERNIE FECK

DAVIS COUNTY AGENT
JIM FYSCH IS
DRIVING TO HERB
UMSCHEID'S FARM
TO MAKE FINAL
ARRANGEMENTS FOR
A FEED HANDLING
TOUR....

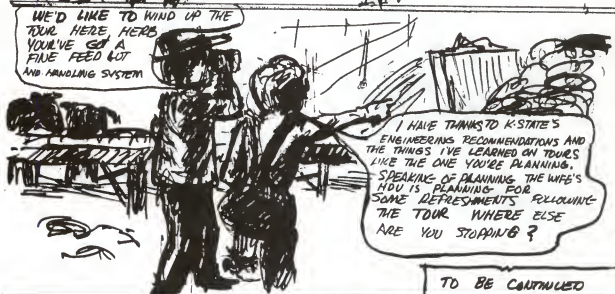


Figure 17. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of January.

a day with you...

COUNTY AGENT

BY ERNE ECK

AT HERB UMSCHIED'S FARM AGENT JIM FYSCH DISCUSSES A FEED HANDLING TOUR...

WE'RE GOING TO SMITHS TO SEE THEIR NEW TRENCH SILO - THEN DOWN TO FOWLERS TO SEE HIS DAIRY FEED SET UP - OVER TO HAMMOND'S FOR THEIR PAVED FEED LOT - ACROSS TO BILL SCHUMANN'S, AND END UP HERE, HERB.

IS BILL GOING TO SHOW THAT AUGER SYSTEM HE BUILT?

HE DIDN'T MENTION IT, WHY?

HE'S GOT A DANDY, JIM, THAT HE BUILT OUT OF A BUNCH OF ODDS AND ENDS. LOOK SOMETHING LIKE THIS

WELL I'D BETTER GIVE HIM A CALL AND GET HIM TO INCLUDE THAT. HE'S SURE HANDY WITH THAT SHOP OF HIS.

YOU KNOW, JIM IF BILL WAS AS SHARP ON MARKETING AND CREDIT AS HE IS WITH HIS SHOP, HE'D BE HARD TO CATCH! LOOKS LIKE MOTHER HAS COFFEE READY, JIM. WE'D BETTER HEAD FOR THE HOUSE.

THAT YOUNG FARMER'S SHORT COURSE THAT KANSAS STATE OFFERED LAST WINTER COULD PROBABLY HELP HIM. IT WAS OFFERED FOR SIX WEEKS IN JANUARY. YOU SUPPOSE HE'D BE INTERESTED?

TO BE CONTINUED

Figure 18. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of February.

a day with you food

COUNTY AGENT

by RNE
FECK

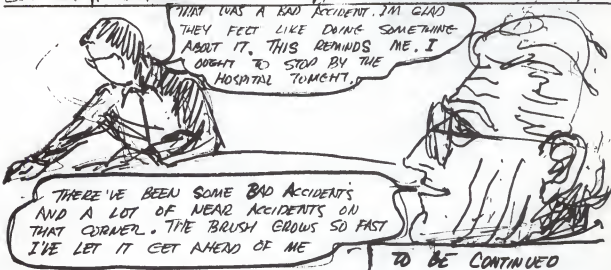
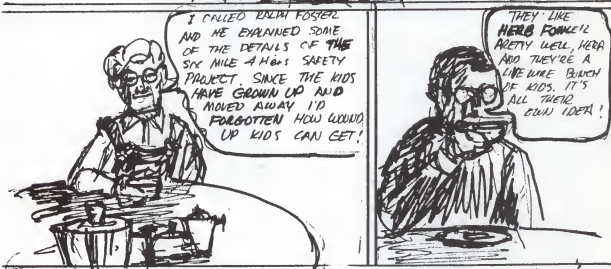


Figure 19. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of February.

a day with your food

COUNTRY AGENT

ERNE
FECK

JIM CONCLUDES HIS FEED HANDLING TOUR PLANS WITH HERB UMSCHMID AS HE RISES TO LEAVE....

THAT'S A HARD INSTRUMENT TO GET AWAY FROM THANKS, GRETA.

TELEPHONE, JIM

YES SUE WHAT IS IT?

MARY JENSEN'S MOTHER CALLED AND SEEMED ANXIOUS TO SEE YOU - I THOUGHT YOU MIGHT WANT TO CALL HER. THERE ARE SOME LETTERS TO SIGN ON YOUR DESK AND SCOTTY WOODSON WOULD LIKE TO TALK TO YOU IF YOU CAN REACH HIM TODAY.

THANKS, SUB. I'LL SEE YOU IN THE MORNING

TO BE CONTINUED...

Figure 20. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of February.

a day with your food

COUNTY AGENT

ERIE
TECK

AS HE FINISHED PLANNING A FEED HANDLING TOUR WITH HERB UMSCHEID, COUNTY AGENT JIM FVSN RECEIVES A PHONE CALL FROM HIS SECRETARY, SUE.

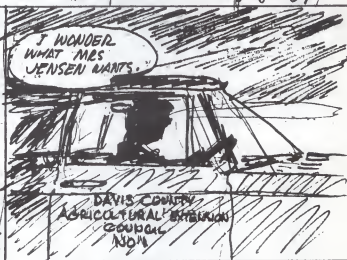


Figure 21. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of February.

a day with you! food

COUNTY AGENT

by **BOB FECK**

JIM DRIVES TO HIS BACHELOR APARTMENT TO CLEAN UP AND FIX SUPPER...

HI, MR. FVSCH

HI, TOMMY, DON'T RUD OVER ME WITH THAT SKATEBOARD



Figure 22. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of March.



Figure 23. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of March.

a day with you Fooo
COUNTY AGENT
 by PHIL
 FECK

COUNTY AGENT
 JIM FVSCHE LEARNS
 THE MARY JENSEN,
 THE INJURED GIRL,
 WOULD LIKE TO SEE
 HIM... THE

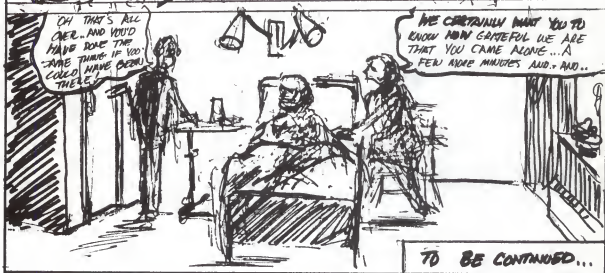


Figure 24. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of March.

a day with your
**COUNTRY
 AGENT**
 by ERNIE
 FECK



JIM FYSCA, DAVIS COUNTY AGENT IS TALKING WITH NANCY JENSEN, AN ACCIDENT VICTIM AND HER MOTHER ...

I WAS RETURNING SOME STATE FAIR ENTITIES TO THE SIX MILE A-H CLUB



TO BE CONTINUED

Figure 25. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of March.

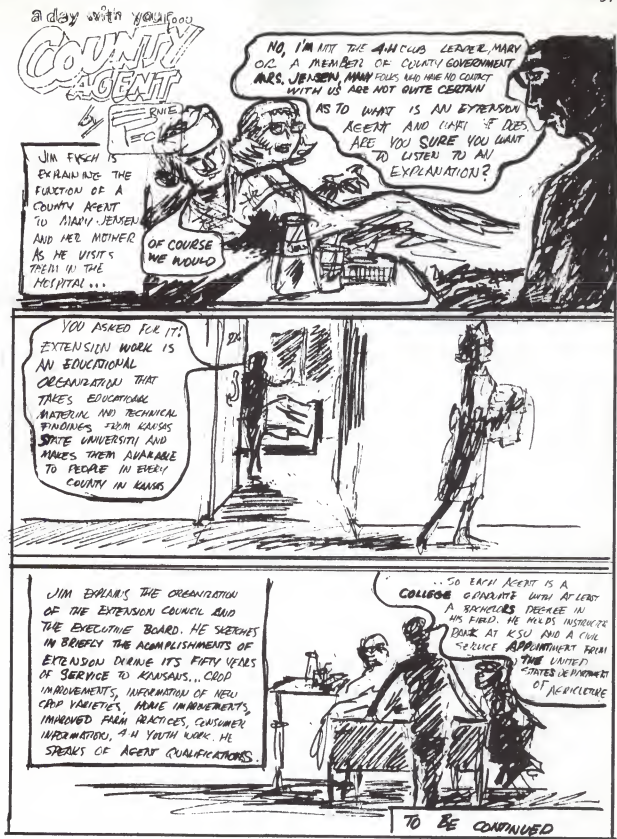


Figure 26. The cartoon strip to be published in the fifth weekly edition of the cooperating newspaper during the month of March.

a day with your food

COUNTY AGENT

by **DUKE ECK**

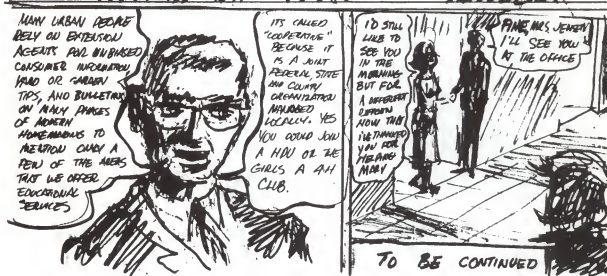
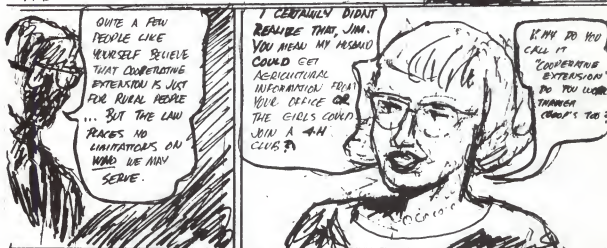
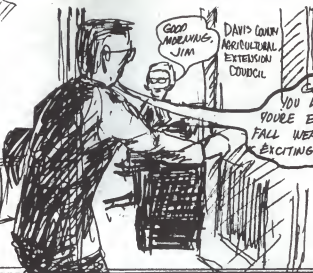


Figure 27. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of April.

a day with you
COUNTY
AGENT
 ERNIE
 FECK

JIM FYSCH ARRIVES AT HIS OFFICE IN THE DAVIS COUNTY COURT HOUSE. HE HAS AN APPOINTMENT TO SEE MRS JEUSEU, THE MOTHER OF ONE OF THE ACCIDENT VICTIMS..



GOOD MORNING, SUE. YOU LOOK AS THOUGH YOU'RE ENJOYING THIS FROSTY FALL WEATHER. ANYTHING EXCITING HAPPEN YESTERDAY?

AREN'T THE TREES GORGEOUS THIS YEAR? I LEFT ALL THE MESSAGES ON YOUR DESK. DID YOU GET IN TOUCH WITH MRS JEUSEU?



YES, I CALLED HER LAST EVENING AND SHE'LL BE IN THIS MORNING. I MET HER - AND HER DAUGHTER AT THE HOSPITAL LAST EVENING.



YES, JOHN IT'S GOOD TO TALK WITH YOU AGAIN. HOW ARE THINGS WITH OUR MARKETING SPECIALIST?



I'M SORRY TO HEAR THAT JOHN. I UNDERSTAND. MRS URKHART WILL FILL YOUR SCHEDULE THEN. SHE'LL TEACH ON CONSUMER CREDIT?

RIGHT, I'LL PUT A STORY IN THE PAPER AND DOUBLE CHECK THE ARRANGEMENTS.

TO BE CONTINUED

Figure 28. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of April.



Figure 29. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of April.

a day with your
COUNTY
AGENT
 by RUIE
 FECK

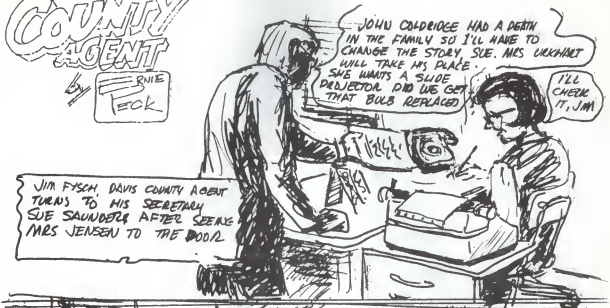


Figure 30. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of April.

a day with your food
COUNTY AGENT
 by R. NIE
 FECK

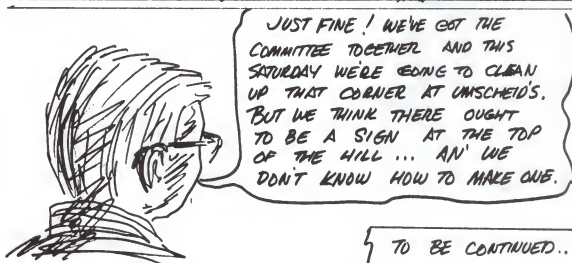


Figure 31. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of May.

a day with your
COUNTY
AGENT
 by ERNE
 FECK



AFTER THE MEETING JIM HELPS THE KANSAS STATE UNIVERSITY SPECIALIST TO LOAD HER CAR, THEN...



TO BE CONTINUED..

Figure 32. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of May.

a day with your
COUNTY AGENT
 by R. NIE
 FECK

WHAT KIND
 OF A SIGN
 NORMAN?

AS JIM FYSCH TALKS WITH SOME
 A-H CLUB MEMBERS IN A CAFE
 AFTER A MEETING, ONE MEMBER
 MENTIONS A SIGN...

OH, ONE THAT SAID
 CAUTION OR
 LOOK OUT.. OR
 SOMETHIN' LIKE
 THAT

THE COUNTY
 COMMISSIONERS
 WOULD HAVE
 TO OK THAT,
 NORMAN. I'LL
 TELL YOU
 WHAT...

SURE
 THING
 MR.
 FYSCH

YOU HAVE YOUR
 COMMITTEE WORK
 UP A TALK GIVING
 YOUR REASONS AND
 I'LL SEE THAT YOU
 GET TO SEE THE
 COMMISSIONERS
 FRIDAY.. OK?

TO BE CONTINUED

Figure 33. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of May.

a day with you
COUNTY
AGENT
 by ERNIE
 FECK



THE SIX MILE 4-H CLUB SAFETY COMMITTEE
 MAKES AN ILLUSTRATED TALK GIVING THEIR
 REASONS FOR WANTING A CAUTION SIGN...



Figure 34. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of May.

a day with you!
COUNTY
AGENT
 by R. NIE
 TECK

COUNTY AGENT JIM FYSCH, INVITES JACK BOB, KANSAS STATE UNIVERSITY TELEVISION SPECIALIST TO MAKE A FILM OF THE 4-H SAFETY PROJECT



Figure 35. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of June.

a day with you^{foo}
COUNTY
AGENT

by PHIL
 FECK

EDITOR SCOTT ANDERSON INTERVIEW AGENT
 JIM FISH FOR SUMMAY SUPPER. THEY
 WATCH THE FILM OF THE SIX MILE A-H
 SAFETY PROJECT AS IT APPEARS ON TELEVISION.

THAT PALM
 MAKES IT LOOK
 JUST AS COLD
 AS IT WAS
 YESTERDAY,
 JIM

WHAT'S THE
 NEXT BIG
 PROJECT ON YOUR
 AGENDA, JIM?

OH, I GUESS THE
 NOVEMBER ANNUAL
 MEETING,
 WOODIE



WHY DON'T YOU
 DROP IN AND SEE
 WHAT GOES ON, WE'LL
 BE AT THE HOTEL
 CONFERENCE ROOM
 WEDNESDAY

I'LL BE
 THERE, JIM

TO BE CONTINUED

Figure 36. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of June.

a day with your
COUNTY
AGENT
 by ERNIE
 FECK



Figure 37. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of June.

a day with your...

COUNTY AGENT

BY RUTH FECK

DURING THE JANUARY PLANNING MEETINGS ADVISORY COMMITTEES, SOME OF WHOM WERE ELECTED IN THE OCTOBER TOWNSHIP ELECTIONS MEET TO DISCUSS PROBLEMS, WAYS AND MEANS, AND PRIORITIES...



OLD PROBLEMS ARE DISCUSSED AND THE STAGE OF THE SOLUTION IS OUTLINED. NEW PROBLEMS ARE SUGGESTED AND POSSIBLE EDUCATIONAL PROGRAMS TO SOLVE THEM ARE PROPOSED...

BIT BY BIT, COMMITTEE BY COMMITTEE, AGREEMENT IS REACHED ON THE COURSE OF THE EXTENSION EDUCATIONAL PROGRAM FOR THE COMING YEAR AND THE PEOPLE GO HOME...

DAVIS COUNTY COURT HOUSE



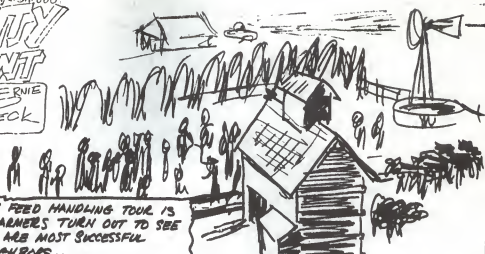
TO BE CONTINUED

Figure 38. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of June.

a day with you! Food

COUNTY AGENT

by ERNIE FECK

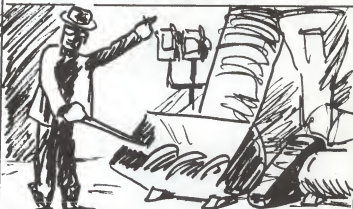


JIM'S FEBRUARY FEED HANDLING TOUR IS HELD AND 45 FARMERS TURN OUT TO SEE WHAT METHODS ARE MOST SUCCESSFUL FOR THEIR NEIGHBORS...



THROUGH DISCUSSION...

EXPLANATIONS BY JIM AND THE EQUIPMENT OWNERS...



...THE POINTS MADE ARE DIGESTED — ALONG WITH SOME GOOD FOOD SERVED AFTER THE TOUR BY THE HOME DEMONSTRATION UNIT AT THE LUMSCHEID'S.



Figure 39. The cartoon strip to be published in the fifth weekly edition of the cooperating newspaper during the month of June.

an ally with you
COUNTY AGENT
 by RUIE
 FECK

DURING THE MONTH OF MARCH OR APRIL THE BUDGET COMMITTEE—MADE UP OF EXECUTIVE BOARD MEMBERS—REPORTS ON THEIR PROPOSED BUDGET FOR THE COMING FISCAL YEAR TO THE WHOLE EXECUTIVE BOARD...



AT THE SAME TIME THE DISTRICT EXTENSION AGENT FROM THE CENTRAL STAFF, KANSAS STATE UNIVERSITY MEETS WITH THE EXTENSION COUNCIL TO RENEW AGENTS, CONTRACTS, HIRE NEW AGENTS IF NECESSARY— TO MAKE SUGGESTIONS AND ARRANGEMENTS BETWEEN K.S.U AND THE COUNCIL...



... IF APPROVED BY THE EXECUTIVE BOARD AND THE DISTRICT AGENT, THE PROPOSED BUDGET GOES TO THE COUNTY COMMISSIONERS. UPON APPROVAL BY THE COMMISSIONERS THE LOCAL FUNDS ARE RAISED BY TAX LEVY.



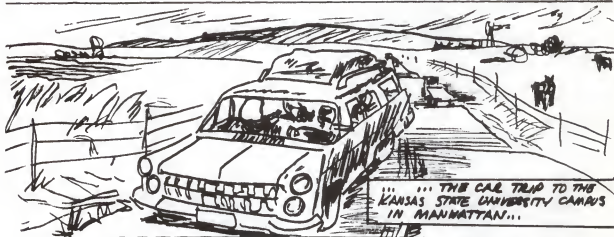
TO BE CONTINUED...

Figure 40. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of July.

a day with you!^{ooo}
COUNTY
AGENT
 by RUIE
 FECK



THE DELEGATES TO THE ANNUAL 4-H
 ROUND-UP ARE SELECTED BY THE TRIPS
 AND AWARDS COMMITTEE DURING APRIL.
 ABOUT THE FIRST OF JUNE THEY MEET AT
 THE COURTHOUSE TO BEGIN....



... THE CAR TRIP TO THE
 KANSAS STATE UNIVERSITY CAMPUS
 IN MANHATTAN...

THERE THEY REGISTER IN AT K-STATE'S STUDENT UNION, ARE ASSIGNED
 TO DORMS AND SHOWN WHERE MEALS WILL BE SERVED.



TO BE CONTINUED

Figure 41. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of July.

a day with you^{FOOO}
COUNTY
AGENT
 by **RNIE**
TECK

WHILE ATTENDING THE A-H
 ROUND-UP THE DELEGATES
 "SLEEP" IN THE K-STATE DORMS...



... LISTEN TO TALKS AND MAKE SPEECHES
 - LEARN ABOUT OTHER CLUBS AND
 WHAT THEY ARE DOING ...



... TOUR THE CAMPUS AND SEE
 WHAT IS OFFERED AT K-STATE
 - THE VALUES AND COSTS OF
 HIGHER EDUCATION ARE EXPLAINED.



TO BE CONTINUED...

Figure 42. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of July.



Figure 43. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of July.



Figure 44. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of August.

a day with you! Fooo

COUNTRY AGENT

by RUIE
TECK

SCOTT WOODSON, EDITOR OF THE DAVIS COUNTY SENTINEL, HAS AGREED TO JUDGE THE PHOTOGRAPHY ENTRIES AT THE COUNTY FAIR...

..AND THIS ONE IS GRAND CHAMPION.

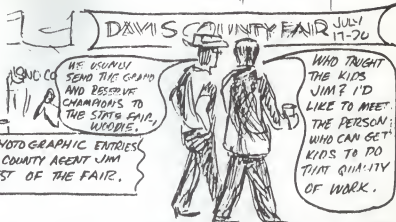


Figure 45. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of August.

a day with your...

COUNTY AGENT

BY ERNIE FECK



AFTER JUDGING THE PHOTOGRAPHIC ENTRIES, SCOTT WOODSON, EDITOR, AND COUNTY AGENT JIM FYSCH LOOK OVER THE REST OF THE FAIR.

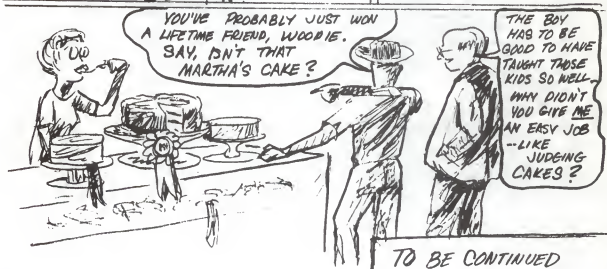


Figure 46. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of August.



Figure 47. The cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of August.

a day with you^{foo}
COUNTY AGENT

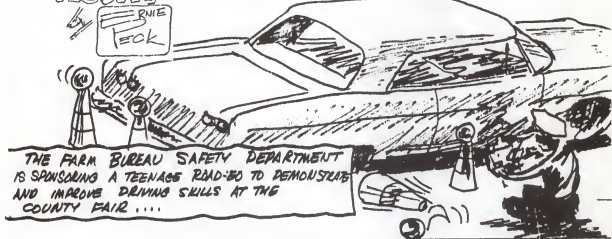
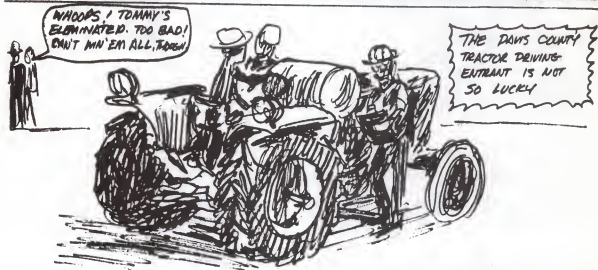
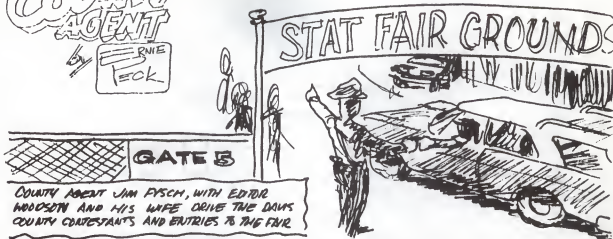


Figure 48. The cartoon strip to be published in the fifth weekly edition of the cooperating newspaper during the month of August.

a day with you
COUNTRY
 AGENT
 by ERNE
 FECK



TO BE CONTINUED...

Figure 49. The cartoon strip to be published in the first weekly edition of the cooperating newspaper during the month of September.

a day with your food

COUNTY AGENT

DATE _____
ECHK _____

DAVIS COUNTY AGENT, JIM FYSCH, AND EDITOR SCOTT WOODSON HAVE TAKEN THE COUNTY ENTRANTS TO THE STATE FAIR AT HUTCHINSON...

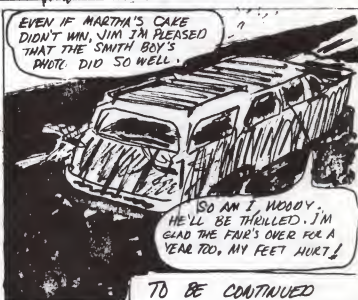
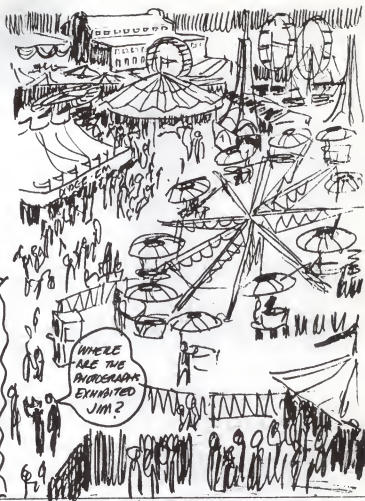
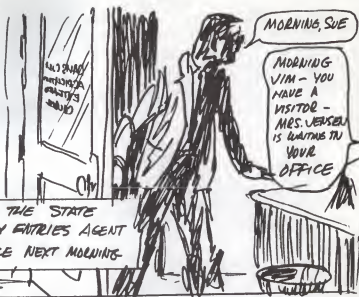


Figure 50. The cartoon strip to be published in the second weekly edition of the cooperating newspaper during the month of September.

a day with your food

COUNTY AGENT

BY ERNE FECK



AFTER RETURNING FROM THE STATE FAIR WITH THE DAVIS COUNTY ENTRIES AGENT JIM PYSCH ENTERS HIS OFFICE NEXT MORNING.

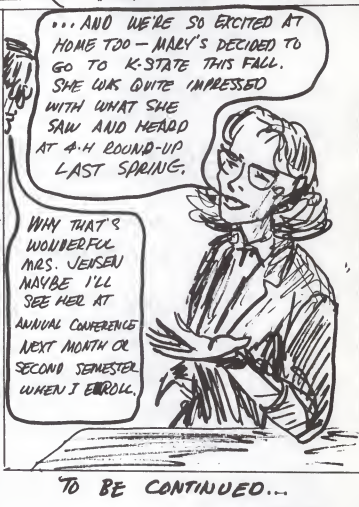


Figure 51. The cartoon strip to be published in the third weekly edition of the cooperating newspaper during the month of September.

a day with your food
COUNTY AGENT
 by ERNIE FECK

MRS JENSEN HAS JUST TOLD JIM FYSCH THAT MARY, HER DAUGHTER IS ENROLLING AT KANSAS STATE UNIVERSITY... SHE LEARNS THAT JIM IS PLANNING TO WORK ON A MASTER'S DEGREE...



EXTENSION AGENTS MUST KEEP UP IN THEIR FIELD -- JUST AS ANY OTHER TEACHER MUST. BY KEEPING THE AGENTS CURRENT EXTENSION IS ABLE TO BE A VERY FLEXIBLE TEACHING SYSTEM.

GOOD FOR YOU, JIM BUT WHAT WILL WE DO FOR A COUNTY AGENT WHILE YOU'RE GONE?

IN THIS CASE, NORM STEINSH WILL FILL IN FOR ME -- AND TRY TO KEEP BOTH RECURTURE AND 4-H CLUB WORK CAUGHT UP! HE'LL BE WORKING SO LONG-DAYS!

I'LL RUN ALONG, JIM HERE I AM ADVISING ABOUT LOSING OUR AGENT -- ONLY A YEAR AGO I KNEW ALMOST NOTHING OF EXTENSION UNTIL THAT HORRIBLE ACCIDENT

FULL CIRCLE, WOODS HERE'S THE TOWNSHIP ELECTION NOTICE!

NOTICE OF TOWNSHIP ELECTION FOR 1911 ON OCTOBER 15

I THINK I KNOW MORE ABOUT IT THIS YEAR, JIM. I WON'T HAVE TO ASK SO MANY QUESTIONS.

Figure 52. The final cartoon strip to be published in the fourth weekly edition of the cooperating newspaper during the month of September.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

In Chapter I of this study the evolution of cooperative extension work was outlined. The various phases which the institution passed through and the problems created by virtue of this passage were cited. The changing character of the audience served was discussed. Terms essential to the study were defined.

The second chapter reviewed in more detail some of the existing literature on Extension, perception, and comics. The various phases through which the institution of cooperative extension passed, were traced. Through this evolutionary process the author hoped to demonstrate how confusion and misinformation could occur through a lack of information on any one phase in the developmental process. An attempt was made to describe the effect of perception on an institution. The use of comics as a perceptual influence was described.

The proposed cartoon series made up the majority of the third chapter. Through the series the organization's function, and relationships of the institution of cooperative extension were visually presented.

II. RECOMMENDATIONS

To produce a means for effecting a change in attitude has been stated as the purpose of this study. To this end the proposed cartoon strips in Chapter III were created. These cartoons are but half a tool alone. To become a whole, meaningful tool they must be combined with a method of determining

the audience attitude. To determine if a change in attitude has occurred the audience's present attitude must be ascertained. A means of obtaining an indication of audience attitude must be devised. This same means could serve as both a pretest and post-test instrument. This instrument might be a questionnaire, an interview schedule, or a combination of the two methods.

Construction of questionnaire or interview schedule. The construction and administration of any test involving groups of people will determine to some extent how representative the test results are. If the wording of the question is ambiguous, vague, or involved the results of the test will be affected. If the interview method is used the emphasis given certain words by the interviewer can damage the meaning of the question. The pitfalls of constructing questions are outlined in Stanley L. Payne's The Art of Asking Questions. The problem of words with more than one meaning or pronunciation; assuming knowledge on the part of the audience; use of technical jargon; loaded questions; pretesting and brevity are all discussed. A list of 1000 words with problem words indicated is included. This check list of question criteria could be useful in determining how a proposed questionnaire measures up in terms of readability and clarity. To illustrate the danger of taking information for granted Payne suggests that persons constructing questionnaires attempt to answer all of these questions:

What color is the complement of blue?
How do you spell Mabel?
What is the cube of 2?
Name the capital of Missouri.
Name our five largest cities.
Name a defeated vice-presidential candidate in the most recent national election.
Who are the U. S. senators from this state?
What date is Columbus Day?
Without counting them, how many keys are on your key ring?

Again without counting, how many teeth
do you have?¹

Though this is simple information that everyone "knows" few people can answer all these questions correctly. Payne suggests that questionnaires and questions be as brief as is consistent with the purpose. He feels that no one type of question is a cure-all and that there is a place for true-false, completion, and free association questions in almost any area of research. Robinson and White concurred with Payne on questionnaire brevity:

. . . we ascertained that the shorter, indirect projective techniques provided us with stable, consistent data. . . When compared with the findings of the more conventional open-end interview, the data were remarkably similar.²

Payne pointed out that errors in sampling could occur by mentioning the 1936 Literary Digest poll and the Gallup Poll on the 1948 presidential election.³ Though he doesn't mention the intended audience specifically, Payne implies that they should be considered when the questionnaire is being constructed.

In addition to the problems suggested by Payne the researcher should also recall the findings of Robinson and White concerning guilt feelings among adult comic strip readers. Their research would seem to indicate that respondents would prefer to be anonymous if the response is to be representative.⁴

¹Stanley L. Payne, The Art of Asking Questions, (Princeton, New Jersey: Princeton University Press, 1951) p. 31.

²White and Abel, op. cit., p. 181.

³Payne, op. cit., p. 4.

⁴White and Abel, op. cit., p. 186.

Methods employed in similar studies. Robinson and White found that in a test of eleven hundred school children in two Massachusetts communities, from third through ninth grades, the sentence completion technique gave as much information about attitudes as all other projective measures combined.¹

Bogart found that because of the mobile nature of his respondents, the open-end field interview best suited his study of adult comic readers from the Lennox Hill slum area.²

Rose used a field experiment using a "panel" of subjects. His questionnaire was administered to the entire sophomore classes during their regular study hall periods. Two graduate students assisted in keeping order and answering questions. The respondents were given verbal instructions and all filled out the questionnaire at the same time. The questions were taken in part from a 1950 mental health study by the National Opinion Research Center. The questions about comics were formulated especially for the comic readership study.³

Suggestions for the proposed study. Seemingly the method used must be the most workable plan available for the group being surveyed, and within the resources of the researcher. The projective questionnaire or interview schedule would seem to hold the most promise for this proposed study. The universe to be studied will undoubtedly be drawn from the mailing list of the cooperating weekly newspaper. As the persons on this list will not normally be assembled in one place the questions will have to be taken to the audience.

¹Ibid, p. 181.

²Ibid, p. 235.

³Rose, op. cit., p. 335.

Individual interviews, though informative, would be quite time consuming for an audience scattered throughout a county area. Many weekly papers include mailings to persons outside the county area and outside the state. The elimination of these persons as respondents could constitute a selective bias. A mailed questionnaire would reach these persons. Questionnaires have the disadvantage of not commanding the attention of a personal interview nor can they clarify a question or expand a response. They are, however, less expensive per contact and do not require interviewer training.

Possible uses for the proposed study. The review of literature has suggested that young people read comic strips extensively. Certainly this group would represent a potential audience for teaching material in comic strip form. The data on adult readers from low income areas would seem to indicate that the comic strip approach might not reach this group. The conclusions reached on the study of adults in the low income grouping were based on a small sampling from a single area. Perhaps further study of this aspect of the problem is indicated. Though they hesitate to admit readership, persons with education beyond high school do read comics. A direct approach using comic strip format in teaching material would probably alienate this group. This type of direct approach would seem to many of this group to be a form of "talking down". This same group would probably read general information or safety materials presented by comic strip technique through mass media.

With expanding international exchanges of students and faculty, the possibility of achieving understanding through drawings and schematic diagrams, should not be overlooked. Through proper interpretation and translation many types of instruction could be achieved utilizing comic strip format. This is

not to suggest that comic strips would eliminate classroom instruction. They could supplement and reinforce the conventional teaching methods.

Should the materials developed for this proposed study prove to be effective as a means of imparting information about cooperative extension, with slight modification they could be assembled in booklet format for further distribution.

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THE DEVELOPMENT OF A PROPOSED SERIES OF CARTOONS
AIMED AT CHANGING THE PERCEPTIONS HELD
TOWARD THE KANSAS COOPERATIVE
EXTENSION SERVICE

by

ERNEST GEORGE PECK

B.S., Kansas State College, 1958

AN ABSTRACT OF A MASTER'S THESIS

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PURPOSE OF THE STUDY

The broad purpose of this study is to determine if cartoons may be used effectively in influencing the perceptions held toward the Kansas Cooperative Extension Service. This study is an attempt to set the stage for a future study of the possible attitude influence of a cartoon series. The development of the cartoon series was the principal objective of this study.

PROCEDURE

To establish that there were opportunities for misunderstandings about the function of the Cooperative Extension Service its historical and legal origin was traced. The terms perception, cartoon, and Extension were defined, as they were construed for the purposes of this study. Related studies pertaining to perceptions of Extension, to cartoon readership, and the composition of the cartoon reading audience were reviewed. Administrators, District Agents, Specialists, County Agricultural Agents, Home Economics Agents, County Club Agents, and Extension Council members were consulted to obtain background material for the situations depicted in the comic strips developed for this study. Numerous photographic notes were taken and several meetings held with committee members in developing the continuity of the strip. To establish a size and number of cartoons, publication in a weekly paper having a county wide circulation was assumed. Previous studies of audience preference indicate that the most popular comic strips are of the domestic situation-adventure type. These data are illustrated by the fifteen most popular strips in the United States which are: Blondie, Dick Tracy, Little Orphan Annie, Peanuts, Rex Morgan, M. D., Dennis the Menace, Li'l Abner, Mary Worth, Nancy, Snuffy Smith, Beetle Bailey, Brenda Starr, Bringing Up Father, Steve Canyon,

Prince Valiant. On the basis of these data the presentation of the strip produced by this study was of the domestic situation-adventure type.

RECOMMENDATIONS

Although the actual use of the instrument produced in this study is beyond the scope of the study the author felt that the following recommendations should be made:

1. A suitable pretest and post-test instrument for determining present attitude and attitude following exposure to the comic strip should be constructed.
2. The same instrument would probably be suitable for both uses.
3. Based on observations of similar studies the most practicable technique for this study would be a questionnaire or a combination of questionnaire and interview schedule.
4. Assuming the composition of the Kansas audience to be similar to audiences in previous studies this type of instructional vehicle would be most useful with youthful audiences (age 8 to 14 years) and with audiences with an educational level beyond high school.
5. Since the construction and administration of the test vehicle will to a large extent determine the success or failure of this study sufficient pre-testing of the questionnaire or interview schedule should be accomplished to insure their clarity and reliability.
6. Selection of a suitable county and newspaper should be carefully considered. A county with a highly urban population or conversely a county with a low population density could constitute a selective bias. The newspaper chosen to publish the cartoon series should have a circulation large enough to insure that the test universe be of significant size.