



## ABSTRACT

### 4-H DEVELOPMENTAL COMMITTEES AS THEY RELATE TO LOCAL 4-H LEADER INVOLVEMENT IN COUNTIES OF NEW YORK

by Donald L. Jewett

With the challenge of serving the increasing number of youth living on farms and in rural and suburban areas, it is realized that 4-H Club Extension workers need to explore ways of more effectively using the resources available. Since, in New York State counties, it cannot be assumed that any appreciable increase in employed professional staff will occur in the near future, county 4-H club agents may need to rely more on volunteer leadership in building programs.

Local 4-H club leaders play a key role in the 4-H club program, yet another potentially valuable leadership resource available to 4-H club agents of New York is the lay advisory or action committee.

It has been assumed that these committees, in this study called 4-H Developmental Committees, serve an important program building function, but it has not been established that they do have any effect on the program.

The primary purpose of this study is to determine the relationship between the use of 4-H Developmental Committees in New York counties and the number of 4-H club leaders and

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the length of service of these leaders. Useable data were obtained by mail questionnaire from 47 of the 54 counties with organized 4-H club work, and from State 4-H Club office records.

Since the number of youth served is limited by the number of local leaders involved, and since leaders need to be involved through time, the dependent variable established in this study, Leader Years per Agent (LY/A), is designed to take these factors into consideration. Relationships of this single dependent variable are explored in relation to the number of Developmental Committees used: the number of persons serving on these committees; the percent of the committee membership made up of persons other than local leaders; the percent of all local leaders serving on these committees; and the emphasis placed by committees on different areas of work.

A rank correlation coefficient was calculated for each comparison with very slight to moderately strong evidence indicated by the correlations to support the stated hypotheses. Findings indicate that the counties with one or more committees have a greater average LY/A than counties without committees. Up to a "critical point" or level of about six committees or 75 persons serving per county, as the number of committees

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or persons is greater the LY/A tend to be greater.

Up to about the 60 percent level a positive relationship exists between the percent of all committee membership composed of persons other than local leaders and the LY/A. Counties with from 45 to 60 percent of the committee membership composed of persons other than local leaders tend to have the most LY/A. Counties with 10 percent or less of all local leaders serving on Developmental Committees tend to have the most LY/A.

Counties with committees placing emphasis on carrying out planned phases of the program, as well as planning, tend to have a much greater LY/A.



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COUNTIES OF NEW YORK

By

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## CHAPTER I

### INTRODUCTION

#### Purpose of This Study

The primary purpose of this study is to determine the relationship between the use of 4-H Developmental Committees and the number of 4-H club leaders and the length of service of these leaders in counties of New York State. Through this exploratory study general information regarding the number, characteristics and responsibilities of these committees is obtained. It is not intended to determine the effect of 4-H Developmental Committees on the 4-H club program, except as this effect may be represented by such relationships as the number of Developmental Committees and the number of 4-H leaders. Neither is it the purpose of this study to determine how these committees function, the attitudes of persons involved, methods of organization, nor training needed or given for assuming committee responsibilities.

#### The Need for Leadership

"No task is more important today than the creation or cultivation of responsible men and women who are ready

to accept the challenge and responsibility of leadership."<sup>1</sup> In typical fashion, extension workers, after a quick glance of pride, wonder how greater strength can be attained. It has been said that "One of Extension's major contributions has been the development of leadership ability in persons it has served."<sup>2</sup> But, with the challenge of serving farm families and more and more non-farm people in the future it is very quickly realized that the development of lay leadership is not only one of the end results of the program, but has been and must be an important means by which objectives are achieved. A great many volunteer leaders will be needed if Extension is to fulfill the responsibilities spelled out by the "Scope Report."<sup>3</sup>

Various responsible roles are filled by over 300 thousand volunteer adults serving as leaders in the 4-H program in the United States.<sup>4</sup> Many of these people are leaders of

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<sup>1</sup>A Guide to Extension Programs for the Future (Raleigh, North Carolina: North Carolina State College, Agricultural Extension Service, July, 1959).

<sup>2</sup>The Cooperative Extension Service . . . Today, A Statement of Scope and Responsibility, by the 1957 Extension Committee on Organization and Policy (April, 1958).

<sup>3</sup>Ibid.

<sup>4</sup>Extension Activities and Accomplishments, USDA Extension Service Circular No. 531 (July, 1960).



local 4-H clubs, organized units of boys and girls. Some local club leaders may serve as organizing or coordinating leaders, while others may serve as project leaders, teaching in a specific subject matter field. Others may not serve as local club leaders but may serve on county or community committees or councils. They may serve in an advisory capacity and may also assist with county or community program development in many ways which help the local club leaders to do a more effective job.

Since 4-H Club work is of a voluntary nature, the number of young people served is limited by the number of volunteer leaders who are willing to contribute their time and talents. It is a requirement that every local club have at least one leader.

Because of the important role played in 4-H program development by local 4-H club leaders, the total years of service given by leaders of a county is used in this study as a measure of local 4-H leader involvement.

Persons must first become involved as leaders before they can provide guidance to 4-H club members. Studies of 4-H club work have pointed out that it is also desirable to hold local club leaders for as long a period of time as possible.

Not only are more adult local 4-H leaders needed, but

leaders now working with 4-H youth must be helped to do a more effective job, thus helping them receive more satisfaction from their services, and holding them for longer periods of time. In a study of 4-H leadership in 11 western states it was found that one-half of the 4-H club leaders were first year leaders.<sup>5</sup> This only points out that each year a considerable amount of the agent's time may need to be spent in training new leaders just to maintain the previous year's level of program effectiveness. The average tenure of all local club leaders in New York State is 3.57 years.<sup>6</sup> Maintaining this tenure while trying to meet the needs of more youth in the future may mean that more agent time must be devoted to working with local club leaders in order to help more of them become more effective.

How can the resources of the Cooperative Extension Service be used more effectively in serving the increasing number of youth living on farms and in rural and suburban areas?<sup>7</sup> It cannot be assumed that any appreciable increase in employed

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<sup>5</sup> Laurel K. Sabrosky and Fern S. Kelly, Let's Strengthen Our Local 4-H Leader Training, USDA Federal Extension Service Bulletin PA 395 (August, 1959), p. 1.

<sup>6</sup> Semi-Annual Report 4-H Club Work, 1960. New York State.

<sup>7</sup> Report of National 4-H Evaluation Development Committee (January, 1959), p. 1.

professional staff will come about in the near future in New York State counties. Therefore, it may be necessary to find ways of more effectively working with the volunteer leadership and other resources of the 4-H club program in the county.

#### 4-H Developmental Committees

Another potentially valuable resource available to the county 4-H club agent is the lay committee, also considered an important form of volunteer leadership. Numerous committees of lay people have been established for years in many counties in New York State to assist with 4-H program development.

In New York State each county with a 4-H club agent has a 4-H club executive committee. It is an elected governing body of seven to nine persons, legally responsible for the administration of the educational program for youth conducted by the 4-H club department of the County Extension Service Association. The 4-H club executive committee and the executive committees of the agricultural and home demonstration departments together make up a county Extension Service Association Board of Directors in New York State counties.

To assist the executive committee and the 4-H club agents, other committees or subcommittees are established in

most counties. For the purpose of this study we have called them 4-H Developmental Committees for they may serve many functions in the development of the 4-H program. In referring to such committees, L. D. Kelsey and C. C. Hearne said:

From the purely administrative point of view the purpose is to get a functioning program. From the teaching point of view the purpose is to provide opportunity for the maximum number of leaders to grow and develop in their ability to analyze situations, clarify problems, define objectives, decide upon solutions, and help make plans of work. As time permits, these people may be expected to evaluate the effectiveness of the work and make suggestions for changes.<sup>8</sup>

If committees function properly, committee membership gives people opportunity to develop their personal leadership abilities. These committees might be justified on the basis of leadership development alone if the demands were not so great to meet the needs of an ever increasing audience of youth. Not only do Developmental Committees serve as an end but they must serve as a means to more effective program development if they are to be justified.

It has been assumed for years that these 4-H developmental committees serve an important program building function but

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<sup>8</sup>L. D. Kelsey and C. C. Hearne, Cooperative Extension Work (Ithaca, New York: Comstock Publishing Associates, 1955), p. 143.



there have been no studies of their effect on the 4-H club program in counties of New York State.

The question being asked in this exploratory study is whether or not there is a relationship between the use of 4-H Developmental Committees and the local club leader involvement.

### Definitions

1. A Local 4-H Club Leader is any person serving as a leader or advisor to an organized 4-H club. His name is included in the county office files and on the State Semi-annual Report as a 4-H club leader. This person may be known as organizing or coordinating leader, assistant leader, project leader, or recreation leader. There may be other titles depending on the particular club or county situation. The number and kinds of leaders for a particular club depend on the need and interests of the members involved, and the persons available and willing to accept the particular roles. An adult usually assumes responsibility as the "organization leader" but other leader responsibilities may be assumed by older youth.

2. A 4-H Developmental Committee is any appointed or elected committee, formed within a county, assuming a degree of

responsibility for some phase of the 4-H club program and serving to advise the County 4-H Club Executive Committee or the County 4-H Club Agent. Each committee may work with a major area of program emphasis or serve in the development of 4-H club work for a certain geographic region of the county.

Because of the various names used for these committees or subcommittees, for this study they are being identified as 4-H Developmental Committees. They may be known as project committees, program planning committees, community or township committees, or association committees. There may be other committees or subcommittees included in this definition which have some of the same types of responsibilities, such as groups studying the situation and determining the objectives, planning program activities and events in the county or a section of the county.

In many counties, these committees may serve to promote the program, develop new ideas, assist with leader training, or handle publicity, as well as evaluating the program and counseling with the agents. The Developmental Committee may assume responsibility for the execution of educational activities or phases of the program it plans or promotes.

The committees may be made up of 4-H club leaders but may

also draw upon other people interested in serving the youth of the county. For example, a county dairy committee might include 4-H dairy project leaders, dairy farmers, a dairy cooperative representative, an artificial breeders cooperative representative, a representative of each major cattle breed association and the D.H.I.A., plus a vocational agriculture teacher.

3. Major 4-H program areas are the main areas of emphasis in the 4-H club program within a county. These might be homemaking, dairy and livestock, poultry, conservation and forestry, agricultural engineering, horticulture, fairs and achievement, awards, leader development, financing, public relations, health and safety, etc. These might be broken down further into more specific area committees.

4. Geographic regions are the townships, school districts, or other major divisions of the county, such as trade center areas which might be served by an over-all 4-H program developmental committee.

5. Agent Year. This calculated figure refers to the years of professional extension agent time devoted to 4-H club work in a county in any given year. It is obtained by dividing the number of days of agent time devoted to 4-H club work in a year reported by all 4-H club agents in a

county by 269 days. According to the November monthly agent reports for New York State counties this 269 day figure is the average number of working days in a year for the 82 men and women agents who worked for the same 12 consecutive months (December 1, 1958 - November 30, 1959).

This has been done in order to compare counties employing several 4-H club agents and those with few agents. It adjusts for part-time agents in several counties and also for changes or absences of an agent from a county for periods of time. Throughout the study reference is made to this calculated figure as being equivalent to one "agent" working for a year. The range in the 47 counties included in this study is from 1.1 to 6.0 "agents."

6. Leader Years per Agent is the factor used in this study as a measure of local club leader involvement. It is a calculated factor determined for each county by dividing the total number of years of local leader service by the number of agent years of work as determined for any given report year. A leader year is equivalent to one local 4-H club leader serving for one year. The total number of years service of local club leaders is the sum of all the years leaders have served voluntarily in the counties, as reported by years on the semi-annual report from each county. This



factor is referred to throughout this report as LY/A.

### Hypotheses

The following hypotheses are stated for use in this study regarding 4-H Developmental Committees in New York State counties and their relationship to local leader involvement as measured by the Leader Years per Agent (LY/A).

A. Number of 4-H Developmental Committees

There is a positive relationship between LY/A and the Number of these committees established in the county.

B. Number of Persons Serving on 4-H Developmental Committees

There is a positive relationship between LY/A and the number of persons serving on these committees.

C. Percent of Membership of All 4-H Developmental Committees Made up of Persons Other than Local Club Leaders

There is a positive relationship between the LY/A and the percent of membership of all these committees in a county made of persons other than local club leaders.

D. Percent of All Local Club Leaders of a County Serving on 4-H Developmental Committees

There is a negative relationship between the LY/A and the percentage of the total number of local leaders serving on committees.

E. Emphasis of Committee Work as Rated by Agents

There is a positive relationship between LY/A and the extent to which committees in each county place emphasis on all three of the following areas of committee work: (a) long range planning, (b) planning for program implimentation, and (c) carrying out planned phases of the program.

No attempt is made in this study to determine causal relationship between the various independent variables and the leader years per agent criterion established for this study as a measure of leader involvement.

Because the counties of New York State are not representative of all counties throughout the nation, conclusions and generalizations stated in this study are limited to New York State.

Methods and Procedures

Collection of Data

Because of the nature of the data needed regarding 4-H Developmental Committees and because it was not available from any other source, a prepared survey form was sent with a cover letter to the County 4-H Club Agent in each of the 54

counties with organized club work in New York State.<sup>9</sup> Since the data were to be used to answer questions relating to New York State it was felt that the study should include every county in that state. It was known by the author that the organization of 4-H club programs was similar in counties throughout most of the state. Requesting data from every one of the 54 counties was not a problem.

The survey form was pretested with six county 4-H club workers who were enrolled as students in the Institute for Extension Personnel Development. Their answers and interpretations of the various questionnaire items helped the author clarify the items and the instructions.

Comparisons in this study are based on the 47 counties returning completed questionnaires. It was requested of respondents that the completed forms be returned in an enclosed stamped envelope within 10 days. After two weeks a follow-up letter was sent to those persons not returning a form. Only five of the 54 did not return a form. Two returned questionnaires were incomplete. There was no agent employed in one county and the office secretary partially completed the form from available office records.

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<sup>9</sup> See Appendix 3 for copy of questionnaire and letters.

Data regarding the 4-H Developmental Committees were obtained from the county 4-H club agents. The number of local 4-H club leaders in each county and the total years of service of local 4-H club leaders of each county for 1960 were obtained from State 4-H office records and the leader years per agent factor was computed for each county.

The percent of the total number of local club leaders in a county serving on committees was determined by dividing the number of local club leaders on Developmental Committees reported by agents by the total number of local leaders and multiplying by 100. The percent of committee membership made up of persons other than local club leaders was determined by subtracting the number of local leaders serving on all Developmental Committees from the total persons serving and dividing the remainder by the total number of persons serving and multiplying by 100.

Although data are available on only 47 of the 54 counties with organized 4-H club work, this represents 87 percent of the counties and for the purpose of this study the data are treated as the total population. Any relationships determined from comparisons can be used in referring to 4-H club work in all counties of New York State. Observable differences indicated in the tables of comparisons are assumed to be

actual differences existing within the state.

The Dependent Variable - Leader Years per Agent

A decision was made to use the total leader years of service as the dependent variable rather than the number of active local leaders and the average tenure of local leaders although these factors are commonly used to compare counties in relation to leader development. The combination of these two factors gives a more meaningful measure of local leader involvement in counties throughout the state. To use the number of active leaders alone as a factor for comparison tends to give an advantage to a county which has a great many new leaders, while a county with a gradual growth adding only a few new leaders each year might be penalized. It might also be that a rapidly growing county program with a fairly rapid growth in number of local leaders could be penalized by using leader tenure as the only factor, while the county with no new leaders or perhaps a decrease in total number of leaders might have a fairly high tenure. As a reflection of total leader involvement by number and by years this factor is the best known to be readily available. If more young people are to be served it is assumed that more leaders must be involved. It is also the desire of 4-H

extension workers to hold these people long enough so that they may become effective as they teach and guide the young people with whom they work.

It is recognized that on the average, one leader serving for five years would have an opportunity to serve as many or more youth over the years as five leaders serving for one year. At the same time, the one leader serving for the five years probably would have a greater impact on the youth with whom he worked because of his training and experience through the years and the accumulative impact on some youth through years of membership. Both number and tenure are important. By using a combination of factors, as either number or tenure of local leaders increases so does the total leader years of service.

Because it is possible that the number of local leaders active in a county program might be limited by the potential number of leaders in a county, a comparison was made between the number of leaders and the total population to determine the relationship, if any.<sup>10</sup> It must be assumed that the potential leadership is some percentage

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<sup>10</sup> U.S. Census of Population: 1960 Final Report P.C.  
(1) 34A (Washington, D. C.: U.S. Department of Commerce Bureau of the Census).

of the total population of a county. Without knowledge of factors which may influence this potential in different counties, it is assumed that the percentage is the same in every county. The 54 counties with 4-H club work were ranked according to total population and the number of local leaders. To determine the interdependence of the total population and the number of local leaders a rank correlation coefficient was calculated.<sup>11</sup> The following formula was used:

$$r = 1 - \frac{6 (\sum d_1)^2}{N (N^2 - 1)}$$

The coefficient of correlation was found to be +.570 thus indicating a strong positive relationship. A rank correlation Coefficient was also calculated for total population and the number of 4-H club agent years in each county. This correlation also was found to be strongly positive (+.564).

To control the effect population might have on the number of potential leaders, and also to control the effect of the number of agents working in a county might have on the number of local leaders, the Leader Years of Service are being considered on a per agent basis. Leader Years

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<sup>11</sup>W.J. Dixon and Frank J. Massey, Jr., Introduction To Statistical Analysis (New York: McGraw-Hill Book Company, Inc., 1957), p. 294.

per Agent (LY/A) will be used in this study as the measure of local leader involvement.

For the purposes of this study, "involvement" is limited to a consideration of the number of persons and the time in years, although it is realized that the extent or degree to which leaders are involved is extremely important. "Involvement," as measured by LY/A, is the single operational criterion of "success" used in this study.

#### Ratings of Agents on Emphasis of Committee Work

To obtain information regarding the emphasis placed on different phases of committee work, Section III of the questionnaire was prepared so that the agent was asked to rate the committees in his county according to job items prepared to determine where committees placed work emphasis.<sup>12</sup> Job items were included in the following areas:

1. Analyzing situations, clarifying problems and determining objectives. This shall be called long range planning for the purpose of this study to differentiate from the other two areas of committee work.

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<sup>12</sup> Appendix 2-A Guide to Section III of Questionnaire.



2. Planning for the Implimentation of the program.
3. Conducting or carrying out the planned phases of the program.
4. A blank item was provided which would allow agents to add any of their own statements denoting committee work emphasis. In analyzing data these responses were subsequently placed in one of the above areas.

Agents were asked to write in the number of committees placing "A Great Deal," "Some," "Very Little," or "No" emphasis on each particular item listed. Weights of 3, 2, 1, and 0 were given, ranging from "A Great Deal" to "None" on the scale. The number of committees reported was multiplied by the weight for the column checked and totals were determined for each item. The totals for all items in the particular area of emphasis were totaled and an average score per item was determined. Any average score per item over one-half the maximum possible score per item was considered as emphasis on that area of work by the Developmental Committees of the county.

Because of inconsistency of agents in reporting Leader Association committees all such committees were omitted from the study. Very few agents reported these committees.

## Treatment of Data

To test all but one of the hypotheses the data for each independent variable are ranked from the largest to the smallest quantity by counties. The counties are then classified by equal or nearly equal intervals in the data.

The arithmetic mean or average (M) of the Leader Years per Agent is determined for all counties and for the counties in each particular interval grouping so that any visible relationship or pattern of relationships may be observed.

A rank correlation coefficient is calculated using the following formula:<sup>13</sup>

$$r = 1 - \frac{6 (\sum d_1)^2}{N (N^2 - 1)}$$

Because all the counties of the state with organized 4-H club work are used as a sample, any value of r greater or less than 0 is considered significant. In this study unless otherwise noted an r value from 0 to .150 is considered a very slight correlation. From .150 to .300 is considered a slight correlation. From .300 to .500 is considered a moderate correlation. From .500 to 1.00 is considered a

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<sup>13</sup> Dixon and Massey, op. cit.

strong correlation.

If the correlation is greater than 0 the hypothesis can be accepted. If the correlation is 0 or less the hypothesis must be rejected. To accept Hypothesis (D)  $r$  must be less than 0.

To test the hypothesis concerning Emphasis of Committee Work as Rated by Agents, a classification is made of the data for the independent variable and the arithmetic mean  $M$  is calculated for each classification grouping of counties. If any positive difference is found in the means of the LY/A as the independent variable is increased the hypothesis may be accepted.

#### The Time Factor

Being aware that the time committees have been in use might be related to the Leader Years per Agent, the following classification is made of counties:

Group A -- counties having had one or more committees  
formed before 1954.

Group B -- counties without committees in 1954 which  
formed one or more by 1957.

Group C -- counties which had no committees by 1957  
reporting committees formed since then.

Group D -- counties which have not formed committees.

Kelsey and Hearne state that the length of time committees of this type are in use in the county is often indicative of the ability of local leaders to function profitably.<sup>14</sup> They refer to the committee members as local leaders. If what they say is so, counties with Developmental Committees for more years should tend to have more leader years per agent.

It was known that accurate data might not be available in many counties in the number of persons serving on committees in years previous to 1960. Therefore, only data on the number of persons serving in 1960 were requested. It is assumed for the purpose of this study that the average number of persons serving per committee has remained the same over the period of years considered. It is also assumed that the percentage of committee membership made up of local leaders and the percentage of all local leaders serving on committees have likewise remained constant.

By calculating a rank correlation coefficient it was determined that the correlation between the number of committees and number of persons serving on these committees in 1960 was  $+0.989$ .<sup>15</sup> This is so close to a perfect correlation

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<sup>14</sup>Kelsey and Hearne, op. cit.

<sup>15</sup>Dixon and Massey, op. cit.

that for the purpose of this study the number of committees may be used as a measure of the number of persons serving on committees in 1960. It is assumed this same relationship existed in 1954 and in 1957.

### Descriptive Findings<sup>16</sup>

Most of the 4-H Developmental Committees in New York State counties are county project or subject matter advisory committees. No community or regional committees were reported. Fifty-three percent of the committees were formed before 1954 and only two counties reported in this study that they had none in 1960.

Counties with committees report an average of five committees with 42 persons serving on the committees per county.

Fifty-one percent were local club leaders, nine percent were parents, other than leaders, 15 percent were reported as older youth, and 24 percent were other persons.

The committees held an average of 2.4 meetings per year per committee. Eleven of the 12 meetings per county held by these committees are attended by the 4-H club agent.

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<sup>16</sup> See Appendix for complete tables of the reported data.

Counties with over four committees per agent in 1960 held an average of 10.5 committee meetings per agent in 1958 and 1959. Counties with less than four committees per agent held less than six meetings per agent per year.

By the nature of the organization of 4-H club work in New York State counties Developmental Committees are advisory to either the 4-H club agent or to the executive committee. A majority of the agents in counties which have these committees reported that they are responsible to both the agent and to the Executive Committee.

## CHAPTER II

### REVIEW OF LITERATURE

In this chapter some of the related studies, knowledge and opinions are reported, giving direction to the findings reported in later chapters. Included are concepts dealing with involvement of people; leadership; the relationship of the local 4-H club leader to the 4-H program; and the place of 4-H Developmental Committees in the program. Also a brief description of 4-H club work is given as an introduction to the chapter.

#### 4-H Club Work - An Educational Program for Youth

Four-H Club work is a practical, informal, primarily out-of-classroom educational program in which young people learn by doing. It is set up on the national level as part of the Federal Extension Service of the USDA. On the state and county levels it is part of the Cooperative Extension Service of the Land Grant College or Colleges in the state. It was established by the Smith Lever Law of 1914. "The primary aim of the 4-H program--is to provide opportunities for mental, physical, social and spiritual

growth of young people. It supplements the training received in the home, church, school and other youth serving agencies."<sup>1</sup>

The program is carried on by more than two and a quarter million members in the United States between the ages of 10 and 21.<sup>2</sup> The members in communities are organized into groups of boys and girls with at least one or more adults or older youth providing guidance for each group. The 8,000 persons who volunteer their services in New York State are called local 4-H club leaders.<sup>3</sup> One or more county Extension Agents are the professional representatives of the Extension Service employed to work with this program for youth in the counties of the United States and Puerto Rico. In New York State they are called 4-H club agents.

#### Related Literature

The necessity for a growing and more varied program to meet the needs of an increased rural and suburban youth

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<sup>1</sup>A Guide to Extension Programs for the Future, op. cit., pp. 29, 30.

<sup>2</sup>Extension Activities and Accomplishments 1959, USDA Extension Service Circular No. 522 (June, 1960), p. 3.

<sup>3</sup>Data from the New York State Semi-Annual 4-H Club Report, June, 1960.



population has made it necessary for volunteer leaders to assume more responsibilities in carrying out the program.

"Extension reports show a steady increase in both the amount and quality of work done by volunteer leaders within the Extension program."<sup>4</sup>

As has been pointed out in the previous chapter, 4-H club work relies primarily on two types of lay leadership. One is the local club leader serving as an advisor, teacher, and guide for youth and the other is the person serving to give guidance, support and strength to the 4-H program through county or community committees such as the Developmental Committees referred to in this study. Both forms of involvement are considered to be very important.

#### Involvement of People in Program Building

"There is practically unanimous agreement in all studies that the maximum involvement of potential and actual constituents in program building produces the best results."<sup>5</sup>

J. Paul Leagans says, "Good extension work . . . reflects

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<sup>4</sup> A Guide to Extension Program for the Future, op. cit., p. 36.

<sup>5</sup> Edmund deS Brunner, et. al. An Overview of Adult Education Research (Chicago: Adult Education Association of the U.S.A., 1959), p. 133.

the best knowledge and insights of both the lay people and the professional trained agents. Local people must be involved if extension is to have its roots in the social and economic life of a local area. Participation of local leaders in planning and carrying out extension work gives them pride of authorship and the satisfaction of joint accomplishments."<sup>6</sup> He speaks of "local leaders" as those persons involved in extension who represent important economic, social, and geographical elements of a county. Developmental Committee members as well as local 4-H club leaders may represent these elements.

"Participation," which is a term used for the involvement of people, is essential to a 4-H program which teaches democratic procedures as necessary in allowing everyone to grow and work according to his own interests and abilities.<sup>7</sup> It helps develop more of a relationship of independence of the community toward the county extension agent. The people of the county are in a position to assume more responsibility for 4-H club work or other program relieving the extension

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<sup>6</sup>J. Paul Leagans, Developing Professional Leadership in Extension Education, Comparative Extension Publication No. 3 (Ithaca, New York: Cornell University, May, 1958), p. 18.

<sup>7</sup>Kenneth Benne, et. al., "Participation and Democracy," Adult Leadership (Mount Morris, Ill.: Adult Education Association, May, 1952), Vol. I, pp. 25-27.

agent of the burden of their dependency. Of course, some extension agents feel this may not be desirable for then they may lose control of the program.

It is believed that when people participate adequately, certain values seem to result. They are as follows:

1. Decisions and actions are enriched by the knowledge, insight, and imagination of many different people.
2. The plans made and actions taken are more likely to meet all the varied needs of the people involved and to fit the unique features of the situation.
3. Because each person plays a part in making decisions, he is more concerned and more interested. People who are actively involved don't need to be "sold."
4. Participation provides opportunities for each individual to learn from his activities. Passivity doesn't lead to learning and growth. As individuals participate in activities which concern them -- their homes, their work, their groups, their communities -- and learn from this participation, they become more competent and more mature.<sup>8</sup>

It seems that when people do not participate in planning

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<sup>8</sup>Ibid.

and deciding about matters of deep importance to them the result is indifference and apathy.

"Participation" doesn't mean the kind of involvement whereby individuals or representatives of groups within the community are brought into the planning and decision making purposely as a means of averting threats to the organization's stability and existence. Philip Selznick described this process of involvement as "cooptation," or the process of absorbing new elements into the leadership or policy-determining structure of an organization as a means of averting threats to its stability or existence.<sup>9</sup> Of course, this cannot be ignored. This tool of action is considered to be one of the better tested means for preventing resistance, in respect to bringing about changes in a culture.<sup>10</sup> It involves taking part in the planning and discussion of advantages to be gained, in the devising of methods for introduction, and in the execution of the innovation. It lets people work adjustments out in their own way.<sup>11</sup>

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<sup>9</sup> Philip Selznick, T.V.A. and the Grass Roots (Berkeley, Calif.: California Press, 1953), p. 13.

<sup>10</sup> Edward Spicer (ed.), Human Problems in Technological Change (New York: Russell Sage Foundation, 1952), pp. 292-93.

<sup>11</sup> Benne, op. cit.

Robert Dubin states, in referring to the decision-making process in an industrial situation, that more useful results may follow participation through the medium of a group rather than through channels in which there had been no inter-participator communication.<sup>12</sup> Important factors in this context are the feeling of "group belongingness" obtained by means of "action together" and the role of norms, set as a result of group discussion, toward which behavior will tend to gravitate. Perhaps it is good to consider these remarks in relation to use of 4-H Developmental Committees and the role they play in the program.

In his concluding statement, Selznick points out that continuous attention must be given to the tendency of this democratic participation to break down into administrative involvement.<sup>13</sup> He says that this must be seen as part of the organizational problem of democracy and not as a matter of morals or good will of administrative agents. Extension agents are in a position of this nature where they should continually work to get advisory committees to act on their

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<sup>12</sup>Robert Dubin, Human Relations in Administration (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1951), pp. 223-28.

<sup>13</sup>Selznick, op. cit., pp. 264-65.

own and independently of the Agent's viewpoint, not just because it is a good thing to do, but because it is necessary to accomplish the established goals.

How does participation of local people apply to 4-H club work in the community? As it was stated by T. T. Martin new ideas tend to "click" if introduced as a part of the local situation with which the people are familiar, rather than when handed down from the county, state, or national administrative units.<sup>14</sup> He also says that new plans are usually more readily accepted if they are thoroughly understood, and if people who will participate in carrying them out have had a share in their selection.

The requirements necessary for full effective participation are stated by Benne as follows:<sup>15</sup>

1. Efforts to secure peoples' participation should be in matters that are important to them.
2. Opportunities for participation should include the processes for both making and acting on decisions.
3. Participation is most likely to continue and develop

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<sup>14</sup>T. T. Martin, 4-H Club Leaders Handbook (New York: Harper and Brothers, Inc., 1956), pp. 66-67.

<sup>15</sup>Benne, op. cit.

into responsibility when both individuals and the group are able to see the consequences of their actions and how their action achieved the consequences.

4. Participation must include the opportunity to "make a difference"; activity related only to minute parts of the problem that prevents a person from grasping it as a whole is not participation.

#### The Place of 4-H Developmental Committees in the Program

The existence of numerous 4-H developmental committees in New York State strongly indicates that they play a very important role in the 4-H club program of many 'counties. As stated by Cyril O. Houle in referring to boards of various types it could be said that 4-H developmental committees provide:

1. ". . . an opportunity for the use of collective wisdom . . . the right decision is more likely to be arrived at if several minds seek it together."<sup>16</sup>
2. ". . . means of securing support" in the county.<sup>17</sup>

If committees are functioning effectively the persons

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<sup>16</sup>Cyril D. Houle, The Effective Board (New York: Association Press, 1960), pp. 8-10.

<sup>17</sup>Ibid.

serving on them will feel the program developed as a result of their efforts in "theirs" rather than that of the 4-H club agent . . .

3. ". . . for continuity of program."<sup>18</sup> County agents may come and go but effectively functioning developmental committees should bring more stability to the 4-H club program. Findings by Maynard Heckel in a study of the County 4-H Committee in Windham County, Connecticut, support this in that the committee assumed responsibility for much of the work while the 4-H club agent was on leave for several months.<sup>19</sup>
4. . . . an opportunity for the individual committee member "to grow in social stature and understanding."<sup>20</sup> He acquires first-hand experience of working with others which will serve to make him a more effective citizen in any community organization. To develop this type of community leadership is one of Extension's long established objectives.

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<sup>18</sup>Ibid.

<sup>19</sup>M. C. Heckel, "Some Factors Associated with the Functions of a County 4-H Committee" (unpublished M.S. thesis, Cornell University, 1956), 72 p.

<sup>20</sup>Houle, op. cit.



### Leadership Theories

In any discussion of the importance of the role played by lay leaders it is necessary to understand what is meant by the concept "leader." The theory of leadership used as a basis for this study is that leadership is a skill that can be learned by study and practice.

Numerous theories on leadership have been expressed in the past. One of the first was that leaders were born not made. The theory that some persons (kings) had inherited traits of leadership, was supported by some people. Others have theorized that leadership is entirely situational, saying that almost anyone under the same circumstances in the same situation might have been the leader. With the development of the study of human behavior, it was strongly believed that leadership was something composed of a special combination of personality traits. These theories are still held by some people today but the first two have been disproven many times. The third one is becoming increasingly doubtful as improvement is made in the conception and measurement of personality traits. The trend by theorists today describes democratic leadership as a group function which is concerned with the independence of the group members and their freedom to take an active part in shaping

their destinies.<sup>21</sup>

Today leadership in 4-H club work is considered to be a skill that can be learned by study and practice.<sup>22</sup> Roger Bellows says, "Our future will depend on individuals trained in those qualities of leadership which guide individuals into harmonious and concerted group action."<sup>23</sup> In light of Extension's objective of leadership development the following concepts, as expressed by many of today's theorists may have implications:

1. Leaders are made, not born;
2. Leadership is diffuse, that is to say, several persons are not just one participate in group leadership; and
3. Leadership depends on mutual goals and mutual understanding by members of the group.

Leaders in 4-H club work must be trained to understand these concepts of leadership, and how they operate in the 4-H club if leaders are to help others to grow to positions of

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<sup>21</sup> Thomas Gordon, Group-Centered Leadership (Boston: Houghton-Mifflin Co., 1955) pp. 38-65.

<sup>22</sup> Henry Lee Ewebank and J. Jeffery Auer, Discussion and Debate (New York: F. S. Crofts & Co., 1941), pp. 328-42.

<sup>23</sup> Roger Bellows, Creative Leadership (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 196.

leadership. The development of leadership skills in youth is a primary concern in 4-H club work but these skills are also very essential to adults assuming positions of leadership in the program.

This trained individual we call a 4-H club leader or 4-H committeeman must have the know-how to help the group achieve its ends, and this know-how must be recognized and accepted by the others of the group.<sup>24, 25</sup>

#### 4-H Studies Related to Developmental Committees

As a result of effective use of developmental committees it may also be assumed that the involvement of more people in the county on committees which help to plan and carry out phases of the county program should result in greater strides being made toward achieving objectives of the county 4-H club program.

It has been stated in this study that the leader years of service of local club leaders is related positively to the number of Developmental Committees and the number of

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<sup>24</sup> Emory S. Borgardus, Leaders and Leadership (New York: D. Appleton-Century Co., Inc., 1934), p. 282.

<sup>25</sup> Donald L. Fessler, Developing Local Leadership, Circular 727, V.P.I (Blacksburg, Va.: Agricultural Extension Service), 13 p.

persons serving on these committees. As a result of a summarization of case studies in counties and communities of 12 southern states and Puerto Rico, Sabrosky reported that where successful 4-H club work existed, that a factor nearly as important as the professional leadership was the cooperation and support of other local adults in the county, such as parents of 4-H club members, school principals, teachers, school boards, civic clubs, businessmen and commercial firms, farm organizations, Home Demonstration clubs, adults in state and federal agencies and other interested individuals. She said that considering the scope of club work in membership and program it was not surprising that both local and county organization affected the success of the work.

"Organized county groups that worked with the extension agents in planning the program brought to many people a feeling of responsibility for the program and an interest in the outcome."<sup>26</sup>

The lack of interest and cooperation by parents and the community toward 4-H club work was listed as a major reason

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<sup>26</sup>L. K. Sabrosky, Factors Which Contribute Toward Successful 4-H Club Work in Counties and Communities. Twelve Southern States and Puerto Rico, (Washington, D. C.; U.S. Extension Service, 1952), 41 p., as quoted in Review of Extension Studies, 1952, USDA Extension Service Cir. 486 (Jan., 1953).

given frequently for leaders leaving 4-H club leadership. This information was given as a result of questions asked of county agents and former 4-H club leaders in a study by H. Honna.<sup>27</sup>

Concluding from the study of local 4-H club leaders needs in the western states, Sabrosky and Kelley state, "The greater the number of people who help leaders (4-H club), the greater the number who will be interested in 4-H club work; the more they help, the more interested they will become."<sup>28</sup> These findings give support to the hypothesis that the leader years are related to the percent of membership on committees made up of persons other than local club leaders.

Sabrosky reports, based on 4-H leader studies, that it is important to give local leaders a leading role in planning the 4-H program and county events.<sup>29</sup> But it has also been found that local leaders can be overburdened. Their first

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<sup>27</sup> H. Honna, "Increasing Length of Service of 4-H Club Leaders" (unpublished M.Ed. thesis, Colorado Agricultural and Mechanical College, Fort Collins, Colorado, 1950), 131 p.

<sup>28</sup> Sabrosky and Kelley, op. cit., p. 8.

<sup>29</sup> L. K. Sabrosky, Here Are Some 4-H Facts about Getting More Effective Results from Local Leaders, USDA Extension Service, PA 116 (July, 1950), p. 6.

responsibility is to work with the local club and this is where most local club leaders derive their satisfactions. Rogers concluded that rapid turnover in leadership may be the result of expecting too much of the leader.<sup>30</sup> Sabrosky and Kelley say extension agents should "Recognize that there is a limit to the number of meetings people will attend even if they can."<sup>31</sup> They recommend that "attendance at advisory and program planning and action meetings be expected only of those leaders who function well in active organizational activity." They also recommend having "people who are not local club leaders among those who assist with advisory and program activity work."<sup>32</sup> Some people would prefer to do this to leading a club. This procedure also helps to more effectively use the "human resources" of the community or county. Because of these findings it is hypothesized that the relationship will be negative between the leader years and the percent of all local club leaders serving on committees.

Through 4-H developmental committees people should be

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<sup>30</sup> Rogers, op. cit., p. 31.

<sup>31</sup> Sabrosky and Kelley, op. cit., p. 11.

<sup>32</sup> Ibid., p. 8.

able to assist with both making and acting on decisions. In the study of the County 4-H Committee in Windham County, Connecticut, Heckel points out that "agents should recognize the value of these advisory committees to the extent of encouraging them to share in the carrying out of programs they have helped plan. If this isn't given due consideration, the committee may cease to be an active and progressing group and become merely an approving body."<sup>33</sup> He concluded from the study that:

1. Added responsibility shared with committee members can result in increased interest based on a mutual realization of a job to be done and personal satisfaction for both committee members and extension agents.
2. Committee members may be able to perform certain tasks, such as recruiting committee members, new leaders and new members more effectively than the agents.
3. A county program can be carried on successfully in the absence of the county 4-H club agents for short periods of time (if a county 4-H committee is effectively functioning).

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<sup>33</sup> Heckel, op. cit., pp. 51-53.

### Local 4-H Club Leader Tenure and Effective Programs

This study is concerned with the two types of leadership used and the relationship between the two. To re-establish the importance of the local 4-H club leader in respect to this study some of the studies relating to tenure are cited.

With need for more and better trained leaders the responsibility for providing the proper training falls upon the 4-H club agent. Laurel K. Sabrosky and Fern Kelley, stated that, on the basis of studies of 4-H leadership, "there is a strong possibility that a trained local leader will stay with the program."<sup>34</sup> If County agents need to devote more of their time to leader training, many of the tasks now handled by agents will need to be assumed by others.

It has been known for years that the years of service or tenure of local 4-H club leaders, is related to other factors which have been used as measures of "successful" club work. Based on a study of local 4-H club leaders in New York State, R. C. Clark, Jr., and W. E. Skelton stated that there appears to be a direct relationship between tenure

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<sup>34</sup> Sabrosky and Kelley, op. cit., p. 3.



of adult leaders and the length of time 4-H club members are active in the program.<sup>35</sup>

In a study of the effectiveness of 4-H club leaders in St. Lawrence County, New York,<sup>36</sup> B. J. Rogers concluded, "Generally speaking, it would appear that leaders gain in effectiveness during their first and second years. Leaders who have served longer than two years continue to be more effective than first year leaders." It was also found in this study that there seemed to be a relation between the percentage of members completing their project work and the rated effectiveness of the leaders.

E. W. Aiton lists all three factors which were mentioned above as being related to leadership. The average tenure of members, percent of member re-enrollment, and the percent of members completing work undertaken, are three of nine "Vitality Factors" he identifies as elements of 4-H club programs which are positively related to the achievement of

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<sup>35</sup> Robert C. Clark, Jr., and William E. Skelton, The 4-H Club Leader, Cornell Bulletin No. 94. "The Status and Training of 4-H Club Leaders in Relation to Tenure" (unpublished thesis, Cornell University, Ithaca, New York).

<sup>36</sup> B. J. Rogers, A Study of 4-H Club Local Leadership in St. Lawrence County, New York, 1938, USDA Extension Service Cir. No. 314 (August, 1939), pp. 25-26.

recognized objectives and purposes of 4-H club work.<sup>37</sup>

He suggests that the percent of re-enrollment is perhaps the most significant of the nine factors used.

T. T. Martin says, "Probably the hardest 4-H club situation to meet is that of maintaining continuous club membership over a period of years."<sup>38</sup> He reports that in work titled, "Study of Factors Affecting 4-H Club Re-enrollment in Colorado," Audrey Sanstead found that the disbanding of clubs, usually caused by the local leader quitting for some reason, headed the list of factors mentioned most often by members who did not re-enroll.<sup>39</sup>

These studies are mentioned to point out the key position in 4-H club work held by local club leaders. Having a great many leaders in a county or a high average tenure does not assure a successful program nor does it assure that these leaders are effective, but these factors have long

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<sup>37</sup> E. W. Aiton, "Background and Design for a Study of Vitality Factors in the 4-H Club Program" (unpublished Ph.D. dissertation, University of Maryland, College Park, Md., 1956), p. 118.

<sup>38</sup> T. T. Martin, The 4-H Club Leaders Handbook (New York: Harper and Brothers, 1956), p. 136.

<sup>39</sup> Audrey Sanstead, "Factors Affecting 4-H Club Enrollments in Colorado" (unpublished M.S. thesis, Colorado Agricultural and Mechanical College, 1952), as reported in The 4-H Club Leaders Handbook, p. 137.



been used as indicators of leader development.<sup>40</sup> The total leader years of service, a combination of these factors, is the dependent variable in this study used as measure of local leader involvement.

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<sup>40</sup>Reported annually on County Semi-Annual Report of 4-H Club Work in New York State.

## CHAPTER III

### PRESENTATION OF FINDINGS

To test the hypotheses, data are classified as may be noted in the following tables. To test each of the first four hypotheses, a rank correlation coefficient was calculated for each comparison.

The number of leader years per agent (LY/A) for the year 1960 ranged from 93 to 695 for the counties of the state.

#### Time Committees Have Been Established

The period of time committees have been active is considered to be a factor which might influence the relationship of the LY/A to the number of Developmental Committees and/or the number of persons serving on these committees.

The time Developmental Committees have been in existence appears to be related positively to LY/A as shown in Table 1. The four counties without committees in 1957 have the same average LY/A as the two counties without committees in 1960.

Table 1

Relationship of Time 4-H Developmental Committees Have  
Been Established to Leader Years per Agent

Counties With 1-8 Committees

Counties	Group	One or more committees were formed	1960 Leader year per Agent
34	A	Before 1954	243
7	B	1954-1957	200
4	C	Since 1957	168
2	D	No committees in 1960	168

The six counties in groups C and D, which had no committees in 1957 have a LY/A average of 168 while counties with one or more committees by 1957 have an average of 236 LY/A.

When compared on the basis of the same number of committees, the counties with one or two committees formed before 1954 (Group A) have an average LY/A not appreciably greater than counties without committees in 1954 forming one or two committees before 1957 (Group B). This situation may be viewed in Table 2.

Table 2

Relationship of Time 4-H Developmental Committees Have  
Been Established to Leader Years per Agent  
Counties With 1-2 Committees Only

No. of Counties	Group	Committees Formed	1960 Leader year per agent
14	A	Before 1954	189
5	B	1954-1957	183
3	C	Since 1957	149
2	D	No committees in 1960	168

Therefore, for the purposes of this study, all 41 counties with one or more committees established before 1957 are considered to be affected to the same extent by time, and are used for comparison, while the six counties without committees before 1957 are used as a control group.

### Testing of Hypotheses

#### Number of 4-H Developmental Committees

Hypothesis A: There is a positive relationship between

LY/A and the number of committees established  
in the county.

A calculation of the rank correlation coefficient

of the variables considered in this hypothesis and presented in Table 3 reveals a very slight positive correlation (+.107). Therefore, there is very slight evidence in support of the hypothesis.

In Table 3 and in subsequent tables a column is included in which is indicated "Differences from the Mean." This column is included in order to make the direction and size of differences more readily apparent.

Table 3

Number of Committees Reported in Relation to the  
Leader Years per Agent

Number of Counties	Number of Committees in 1957	Leader Year per Agent	Differences from Mean
Mean = 236			
2	9 - 11	194	-42
6	7 - 8	242	+ 6
6	5 - 6	291	+55
11	3 - 4	280	+44
16	1 - 2	188	-48
<hr style="border-top: 1px dashed black;"/>			
6 Counties without committees		168	

Even though the correlation is only very slightly positive it can be observed in Table 3 that up to a point as



the number of committees is greater the number of leader years per agent also is greater. Beyond five or six committees per county the number of leader years per agent is less as the number of committees is greater. All counties with committees in 1957 revealed an average number of 68 LY/A greater than the six counties without committees at that time.

The comparison shows a fairly sharp increase in LY/A from counties with 1 - 2 committees to those with 3 - 4 committees. From 3 and 4 to 5 and 6 committees the average LY/A continues to rise to 291 or 55 leader years per agent over the average. For counties with more than 6 committees the LY/A was less, than for those counties with 3 or 4 committees. All groupings of counties with Developmental Committees have an average of more leader years per agent than counties without committees.

#### Number of Committees per Agent

To control the number of agents as a factor which might affect the number of committees the same Hypothesis A is again tested using the number of committees per agent. A test of the hypothesis revealed a slight positive correlation (+.219); therefore, there is slight evidence in support of

the hypothesis. Table 4 presents the data upon which this relationship is based.

Table 4

Number of Committees per Agent in Relation to  
the Leader Years per Agent

Number of Counties	Number of Committees per Agent	1960 Leader Year per Agent	Difference from Mean
Mean = 236			
4	4.1 - 5.0	236	- 0
3	3.1 - 4.0	264	+28
6	2.1 - 3	259	+15
14	1.1 - 2.0	260	+24
14	1 or less	196	-40
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6 Counties without committees		168	

As is shown in Table 4 almost the same relationship exists between the number of committees per agent year of work and LY/A as was true of the total number of committees and LY/A. There is an increase from 196 to 259 LY/A as we compare counties with 1 - 3 committees per agent. Although the average LY/A increased sharply for counties with from one or less to two committees per agent it increased only

four LY/A more for those counties with up to four committees per agent. Counties with over four committees per agent show a lower average number of LY/A than counties with 1.1 - 2 committees per agent but the drop is not as sharp as was seen in the first comparison by total number of committees.

#### Number of Committees in Relation to Time

In Tables 5a, 5b, and 5c a comparison of counties by time periods in which counties formed committees, as reported by agents, shows the same relationship to exist as was pointed out in Tables 3 and 4.

Table 5a

Number of 4-H Developmental Committees formed before 1954  
(Group A counties) in Relation to Leader Years per Agent

Number of Counties	Number of Committees in 1954	1960 Leader Years per Agent	Difference from Mean
			Mean = 243
4	7 - 8	273	+30
8	5 - 6	275	+32
8	3 - 4	290	+42
14	1 - 2	189	-54
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13 Counties without committees		185	

Table 5b

Counties Without Committees in 1954 Establishing One  
Or More between 1954 - 1957 (Group B)

Number of Counties	Number of Committees in 1957	1960 Leader Years per Agent	Differences from Mean
			Mean = 200
2	3 - 4	245	+45
5	1 - 2	183	-17
<hr/>			
6 Counties without committees		168	

Table 5c

Counties Without Committees in 1957 Establishing One  
or More since That Date (Group C)

Number of Counties	Number of Committees in 1960	1960 Leader Years per Agent	Difference from Mean
			Mean = 168
1	6	224	+56
3	1 - 2	149	-19
<hr/>			
2 Counties without committees		168	

It can be noted in Tables 5a, 5b, and 5c that as we observe counties with from 0 to 4 committees the average

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862.

2. The second part is a report from the Secretary of the Treasury, dated January 3, 1862.

3. The third part is a report from the Secretary of the Interior, dated January 3, 1862.

4. The fourth part is a report from the Secretary of the Navy, dated January 3, 1862.

5.

6.

7. The seventh part is a report from the Secretary of the War, dated January 3, 1862.

8.

9. The ninth part is a report from the Secretary of the State, dated January 3, 1862.

10.

11. The eleventh part is a report from the Secretary of the Army, dated January 3, 1862.

12. The twelfth part is a report from the Secretary of the Navy, dated January 3, 1862.

13.

14. The fourteenth part is a report from the Secretary of the War, dated January 3, 1862.

15. The fifteenth part is a report from the Secretary of the State, dated January 3, 1862.

16.

17.

18. The eighteenth part is a report from the Secretary of the Navy, dated January 3, 1862.

19.

20. The nineteenth part is a report from the Secretary of the War, dated January 3, 1862.

21.

22.

23.

24. The twentieth part is a report from the Secretary of the State, dated January 3, 1862.

LY/A also goes up regardless of when the committees were formed. As may be noted from Table 5a in which four categories are established based upon the number of committees, above four committees per county the LY/A tend to decrease or level off.

Number of Persons Serving on  
Developmental Committees

Hypothesis B: There is a positive relationship between  
LY/A and the number of persons serving on  
4-H Developmental committees.

A calculation of the coefficient of correlation revealed a slight positive correlation (+.214); therefore, there is slight evidence in support of the hypothesis. Presentation of data related to this hypothesis may be found in Table 6.

Table 6

Number of Persons Serving on 4-H Developmental Committees  
in Relation to the Leader Years per Agent

Number of Counties	Number of Persons Serving	1960 Leader Years per Agent	Difference from Mean
Mean = 236			
3	101 - 115	274	+38
4	76 - 100	263	+27
8	51 - 75	312	+76
12	26 - 50	225	-11
15	1 - 25	192	-44
-----			
6 Counties without committees 168			
-----			

By comparing the total number of persons serving on committees and the LY/A the same relationship may be seen (Table 6) as appeared in the previous comparisons. As the number of persons per county increased the average number of leader years per agent increased from 192 LY/A for counties with 1 - 25 persons to 312 for counties with 51 - 75 persons. As was seen in previous comparisons by number of committees, beyond this point, as the number of persons serving on committees increased the LY/A did not increase, in fact, it decreased. It appears that number of LY/A is related to

the number of persons serving on committees up to a "critical point" or critical number of persons, then the relationship appears to be negative or levels off.

#### Number of Persons per Agent

To control the number of agents as a factor which might effect the number of persons serving on committees the same Hypothesis (B) is tested again using the number of persons per agent.

A moderately positive correlation (+.310) was obtained. Therefore, there is moderately strong evidence in support of the hypothesis. Data upon which this correlation is based are found in Table 7.

Table 7  
Number of Persons per Agent in Relation to  
Leader Years per Agent

Number of Counties	Number of Persons Serving	1960 Leader Years per Agent	Difference from Mean
Mean = 236			
9	26 - 45	265	+29
8	21 - 25	264	+28
11	16 - 20	248	+12
6	11 - 15	212	-24
7	10 or less	197	-39
-----			
6 Counties without committees 168			



In this comparison the same pattern exists as in earlier comparisons, but again by putting the dependent variable on a per agent basis, the sharp rise or drop that appeared in the previous comparison is not evident. Counties with 10 or less persons per agent on committees have an average LY/A of 197. As the number of persons per agent rises from 10 or less there is a fairly steady rise from 197 to 264 LY/A. Counties with over 25 persons per agent serving on committees tend to maintain about the same LY/A as counties with from 20-25 persons serving per agent.

Percent of the Membership of All  
Developmental Committees Made up of  
Persons Other than Local Leaders

Hypothesis C: There is a positive relationship between  
LY/A and the Percent of Committee Membership  
made up of persons other than local leaders.

A very slightly positive correlation (+.011) was revealed. Therefore, there is very slight evidence in support of the hypothesis. Data upon which this correlation is based may be found in Table 8.

Table 8

Percent of Committee Membership Made up of Persons  
Other than Local Club Leaders

Number of Counties	Percent of Committee Membership Other than Leaders	1960 Leader Years per Agent	Difference from Mean
Mean = 236			
10	61 - 75	203	-33
10	46 - 60	281	+45
13	31 - 45	236	0
8	14 - 30	221	-15
-----			
6 counties without committees 168			

As the percentage of persons other than local leaders on all committees of a county increases from 30 or less to 46 - 60 there appears to be a fairly consistent upward trend from 221 to 236, to 281 average LY/A (Table 8). Counties with over 60 percent of their committee membership made up of persons other than local leaders show a drop of 78, to 203 LY/A. Another way of stating this would be to say that counties having 40 to 55 percent of the committee membership made up of local leaders appear to have the highest leader

years per agent. The LY/A appear to be highest when the percentage of local leaders and persons other than local leaders is about the same. As this percentage of membership goes higher than 55 percent the LY/A declines. Agents reported at least 25 percent of total committee membership to be made up of local leaders in every county. This does not mean 25 percent of the membership of every committee.

Percent of All Local Leaders Serving  
on Developmental Committees

Hypothesis D: There is a negative relationship between LY/A and the percent of all local leaders serving on 4-H Developmental Committees.

A test of this hypothesis revealed a slightly negative correlation (-.158). Therefore, there is some evidence to indicate the hypothesis may be accepted. Data upon which this correlation is based may be viewed in Table 9.

Table 9

Percent of Local Club Leaders in the County  
Serving on Committees

Number of Counties	Percent of Local Leaders	1960	Difference from Mean
		Leader Years per Agent	
			Mean = 236
9	21 or more	232	- 4
10	16 - 20	209	-27
11	11 - 15	217	-19
11	10 or less	283	+51
-----			
6 Counties without committees		168	
-----			

The comparison shows a fairly high average LY/A for counties with from 1 to 10 percent of their leaders serving on developmental committees (Table 9). The 30 counties with more than 10 percent of the local club leaders serving on committees had an average LY/A of only 219, 17 less than the average for all 41 counties. There is no trend revealing increase or decrease beyond the 10 percent level.

Emphasis of Developmental Committee Work

Hypothesis E: There is a positive relationship between

LY/A and the extent to which committees in

each county place emphasis on all three of the following areas of committee work:

- a. Long range planning.
- b. Planning for implimentation of the program.
- c. Carrying out planned phases of the program.

A comparison is made using all counties with committees before 1957 according to emphasis on the three areas of committee work, as reported by agents. Thirty-nine counties are included in the comparison. Four counties are not included because that section of the questionnaire was incompletely or inaccurately filled. Six counties did not have committees by 1957. Of all counties reporting it was found that the counties divided themselves nearly equally into three groups according to the number of areas emphasized (see Table 10).

Table 10

All Counties with Committees in 1960 Rated on  
Committee Job Emphasis by Agents

Number of Counties	Number of Areas of Work Emphasized	Number of Counties Emphasizing Each Area of Work*		
		a	b	c
13	1	11	1	1
14	2	12	14	2
13	3	13	13	13
2	0			

\*Table refers to a, b, and c in Hypothesis E.

It can be observed that of those counties rated as placing emphasis on one area of committee work, 11 of the 13 counties were in column (a) Long Range, Planning. Twelve of the Counties placed emphasis on the two areas of work (a) and (b), while 13 counties placed emphasis on (a), (b) and (c).

Because a strong observed positive relationship between the number of areas of committee work emphasized as reported by agents, and the LY/A, the hypothesis is supported. Data supporting this hypothesis may be observed in Table 11.

Table 11

## Emphasis of Developmental Committee Work

1957 Number of Counties	Areas of work Emphasized	1960 Leader Years per Agent	Difference from Mean
		Mean = 240	
12	3	284	+44
14	2	228	-12
11	1	222	-18
2	0	152	-88
-----			
6 Counties without committees 168			
-----			

A comparison of the three groups in Table 11 shows that

counties with emphasis on (a), (b), and (c) areas of committee work are 44 LY/A greater than the average for all 39 counties while counties with emphasis on two or one area had an average LY/A 15 below the average for all counties included. Counties with emphasis on only one area of committee work had an average LY/A 18 below the average for the 39 counties, while the two counties without emphasis as reported by the agents were 88 LY/A below the average.

As counties place emphasis on 0 to 3 areas of work, as rated by agents, there appears to be a corresponding, greater average LY/A for each group.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary of Study

In this exploratory study an attempt is made to determine the relationship between the use of 4-H Developmental Committees in Counties of New York State and local 4-H club leader involvement as measured by the number of total leader years of service per agent year of work in each county. Usable data was obtained by mail questionnaire from 47 of the 54 counties with organized 4-H club work, and from the State 4-H Club Office records. Since local club leaders play a key role in the success of any 4-H club program; since the number of youth served is limited by the number of leaders involved; and since leaders must be involved through time, the dependent variable established in this study is designed to take these factors into consideration. Therefore, the Leader Years per Agent is used in this study as the single dependent variable. Relationships of this LY/A variable are explored in relation to: the number of Developmental Committees used in counties; the number of persons serving on these committees; the percent of the



committee membership made up of persons other than local club leaders; the percent of total number of local club leaders serving on these committees; and the emphasis placed on work of the committees as reported by the agents.

Two hundred and thirty-two of these committees were reported by 4-H club agents to be functioning in New York State counties, with membership of 1,952 people. They are considered by some as an important resource of the program. Many of these committees have existed for years, but no known studies have been made to establish whether or not they actually have any effect on 4-H club work. In fact, no known studies have been made to determine the relationship between the use of these committees and any factor considered to be a measure of successful 4-H club work. Studies in other states indicate that counties involving people on committees of this type have more successful programs.

#### Major Findings of the Study

Upon tabulating, classifying and analyzing the data it is found that in 41 counties with one or more committees established for two years or longer, up to a certain "critical point" the number of leader years per agent (LY/A) tends to

be related positively to the following factors:

1. Number of Developmental Committees in the County.
2. Number of Persons Serving on Developmental Committees.
3. Percent of Developmental Committee Membership made up of persons other than local club leaders.

Beyond the "critical point," as the numbers involved in the first three factors are shown to be greater, the number of LY/A tends to remain about the same or lessen.

The number of LY/A tends to be less as the percentage of all local 4-H club leaders serving on Developmental Committees is greater. Counties with 10 percent or less of the local leaders serving on Developmental Committees have the highest number of leader years per agent.

Counties in which committees are reported to place emphasis on all three of the following areas of work:

- a. Long range planning;
- b. Planning for the implimentation of the program; and
- c. Carrying out planned phases of the program

have a much higher average leader years per agent than counties in which committees place emphasis on (a) and (b). The counties reported by agents as placing emphasis on only one area (a) are next in order in relation to LY/A. The counties

without a rating by the agent on any particular area, high enough to be considered an emphasis, have the lowest average leader years per agent of all with committees.

Comparing counties on the basis of time it is learned that those establishing Developmental Committees since 1957 for the first time, had an average LY/A per agent not greatly more than that of counties which never formed committees. The group of six counties without committees in 1957 were used as a control group. Counties with no more than one or two committees formed before 1954 appear to have no greater average leader years/agent than counties with the same number which were formed 1954 - 1957.

Counties with about the same percentage of the membership of all Developmental Committees made up of local leaders, in contrast to persons other than local leaders, had the highest average leader years per agent.

If some predetermined maximum number of committees or persons had been used as an upper limit for the comparisons, much stronger support for the hypotheses could have been obtained. By including all counties without limiting the data, it was possible to discover, through their classification and tabulation, that a critical point exists beyond which there tends to be a negative relationship between the

number of committees or persons and the number of leader years per agent. This and other variations in the data would not have been observable in this study if a correlation coefficient had been used alone, or if a comparison of the first and fourth quartiles had been used for the analysis.

The limitations of this study should be recognized in that it is only an attempt to establish the existence of certain relationships using statistical data which is fairly readily available. These relationships should not be interpreted as cause-effect relationships for there is no proof for establishing that any particular factor used is the causal factor.

### Conclusions

As a result of this study the following major conclusions are made regarding County 4-H Developmental Committees in New York State counties:

(LY/A represents the Leader Years per Agent)

Counties with 4-H Developmental Committees tend to have:

1. Greater local 4-H club leader involvement as measured by the number of leader years of service per agent year (LY/A) than counties without these committees.

2. A positive relationship between the LY/A and the number of committees.
3. A positive relationship between the LY/A and the number of persons serving on committees.
4. A negative relationship between the LY/A and the percent of all local leaders serving on committees.
5. A positive relationship between the LY/A and the extent to which the committees place emphasis on all three of the following areas, as reported by the agents:
  - a. Long Range Planning.
  - b. Planning for Implimentation of the Program.
  - c. Carrying out the planned phases of the program.

Other conclusions which can be made are stated here to clarify and delimit the major conclusions.

1. Counties with more than six Developmental Committees tend to have less LY/A as the number of committees per county is shown to be greater.
2. Counties with more than four committees per agent tend to have less LY/A than counties with from 1.1 to 4 committees per agent.
3. Counties with more than 75 persons serving on Developmental Committees tend to have less LY/A

than counties with 51 to 75 persons serving.

4. Counties with more than 15 persons per agent serving on committees tend to have only slightly higher LY/A as the number of persons per agent is greater.
5. Counties with about the same committee percentage made up of persons other than local leaders as of local leaders tend to have the highest LY/A.
6. Counties with more than 60 percent of the membership of all committees made up of persons other than local leaders tend to have less LY/A.
7. Counties with less than 10 percent of the total number of local leaders serving on committees tend to have a higher LY/A than counties with a greater percentage of the leaders serving.
8. Counties with committees which are rated by the agents as placing emphasis in their committee work on (c), carrying out planned phases of the program as well as planning, (a) and (b), tend to have a much higher LY/A than counties that have committees which place emphasis on one or two of the three areas. Counties with committees reported to emphasize only one area of work tend to have less LY/A than counties where emphasis is placed on two or three areas of work.

Implications for 4-H Club Workers  
of New York State

The data suggest that 4-H Developmental Committees do have value as an important resource for program development.

Based on the findings of the study, it would seem advisable for counties with a few or no committees of this type to consider carefully how they might use this resource more fully in program building. If counties are to add committees, it is probably advisable to add only those for major areas of program, region or community which can be properly oriented and trained to function within a period of time rather than trying to organize a number of new committees which cannot be serviced properly.

Counties with several committees should carefully study the methods now being used in working with these committees. It appears that a "critical point" can be reached, beyond which a positive change in an independent variable is not accompanied by a similar change in the dependent variable. It seems possible that this "critical point" may be influenced by a factor long recognized in the field of management as the "Span of Control" or "Span of Supervision."<sup>1,2</sup> This is to say that any particular individual is limited in

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<sup>1</sup>J. M. Pfiffner, Public Administration (New York: The Ronald Press Company, 1956), p. 72.

<sup>2</sup>W.H. Newman, Administrative Action (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1951), pp. 257-77.

the number of persons he can supervise. It can be easily recognized that county 4-H club agents are limited by time, energy, and abilities. It is also known that as more committees are involved, communication becomes more of a problem. It may be that agents should work more closely with committee chairmen and help them to assume more of the responsibility for the committees.

This study reveals that an agent attends almost every Developmental Committee meeting held in the county. It may not be necessary for agents to attend all meetings, but if it is felt to be a necessity, this limits the committees to the number of meetings the agent or agents can attend. It may be that methods of working with committees can be found which may allow the agent to work more effectively.

The data also suggest that it would be advisable for many counties to consider methods of involving more people on committees. Counties with less than 25 persons serving on committees could benefit from the wisdom, support, time and energies made available by the involvement of more persons through committees of this type. Again caution should be used to establish those committees which will provide for a need in a major program area, region, or community. It is pointed out in Chapter I that the number of committees is



very closely correlated with the number of persons serving on committees so the number of committees may be considered a measure of the number of persons. We have expressed the relationships both ways because the number of committees tends to limit the number of persons serving on the committees.

In light of what is now known it would seem advisable for up to 60 percent of the membership of all committees in a county to be made up of persons other than local leaders. These persons can provide new ideas and their talents, skill, and time for the further enrichment of the program.

The study findings suggest local club leaders should be represented on these committees. To include local leaders on these committees may help committees to more accurately identify the needs of leaders and young people before planning programs. It is also a way of giving local leaders a voice in the planning and conduct of the county program, which, through various educational activities may effect the local club program. The data strongly indicates that it is not advisable to include all local leaders or even a high percentage of them on advisory committees. They have a job to do as club leaders and should not be expected to devote a great deal of time to committee work. More effective use of the available "human resources" might be to involve other

persons with knowledge, skills, and time to contribute to the committees. A balance of the number of local club leaders and the number of persons other than local leaders appears to be most advantageous.

It is also suggested that Developmental Committees help to carry out as well as to plan activities and phases of the program. They can and do assume responsibility in counties for conduct of phases of the program which might otherwise have to be carried out by the agent or not be included in the program.

#### Recommendations for Further Study

In view of what has been learned in this study it is recommended that the following areas be considered for further study:

1. In relation to their effectiveness, the committees themselves should be studied more closely.
  - a. To determine the degree to which people are actually involved and how much responsibility they assume for the program.
  - b. To determine the methods for selection of committee members, attendance at meetings, the characteristics of the members and other factors which may be

related to the effectiveness of committees of this kind.

c. How the committee members function as a group, how they get things done, their attitudes and actions, all may have a bearing on how effective they are at carrying on the roles they have assumed.

2. The manner in which the agent works with the Developmental Committees of a county may have a great influence on how committees function. Is the method of administration or the means by which responsibility for various aspects of the program development are shared, a limiting factor in terms of the effectiveness of these committees? The findings of this study tend to indicate this may be a very influential factor.
3. Evaluative studies relating to committees of this type should be made to measure the extent to which they have an effect on various aspects of the program and the extent to which they accomplish their established objectives.

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## BIBLIOGRAPHY

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## The Role of the Teacher

The teacher's role is to create a learning environment where students can explore and discover knowledge for themselves. This involves setting clear expectations, providing resources, and encouraging students to take ownership of their learning. The teacher should act as a facilitator, guiding students through the learning process rather than simply delivering information. This approach fosters critical thinking and problem-solving skills, which are essential for success in the 21st century.

Effective teachers understand that learning is a process, not a product. They recognize that students learn at different paces and in different ways. Therefore, they differentiate their instruction to meet the needs of all learners. This might involve using a variety of instructional strategies, such as direct instruction, inquiry-based learning, and collaborative learning. The teacher's role is to assess student progress and provide feedback that helps them improve.

Another key aspect of the teacher's role is to build a positive classroom culture. This involves establishing clear rules and procedures, promoting respect and kindness, and creating a safe space where students feel comfortable taking risks and asking questions. A positive classroom culture is essential for effective learning and teaching.

Finally, the teacher must be a lifelong learner. The field of education is constantly evolving, and teachers must stay current in their knowledge and skills. This involves attending professional development opportunities, collaborating with colleagues, and reflecting on their own practice. By continuously improving themselves, teachers can ensure they are providing the best possible education for their students.

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## APPENDIX

# APPENDIX TABLE

## Summarizing Data Reported on 4-H Developmental Committees

County Number	Number of Committees Established				Persons Serving on Committees				
	Since 1957	1954-1957	Before 1954	Total 1960	Local Leaders	Parents	Older Youth	Other Persons	Total
1	3	2	6	11	47	39	10	11	70
2	1	1	1	3	14	5	0	6	25
3	-	-	-	-	-	-	-	-	-
4	1	0	2	3	20	1	2	1	24
5	10	0	2	12	52	8	3	21	84
6	0	4	5	9	45	13	4	13	75
7	0	0	1	1	7	0	0	2	9
8	-	-	-	-	-	-	-	-	-
9	1	3	0	4	13	0	5	14	33
10	3	1	1	5	19	3	1	5	28
11	0	5	6	11	38	11	15	5	69
12	2	0	6	8	28	0	2	13	43
13	0	0	3	3	18	2	1	0	21
14	1	3	5	9	28	29	36	33	100
15	0	0	3	3	19	4	2	0	25
16	1	0	4	5	17	9	8	7	40
17	2	1	0	3	11	1	1	7	20
18	1	0	4	5	14	6	13	4	37
19	1	1	0	2	12	2	4	2	20

Appendix Table Continued.

County Number	Since 1957	1954-1957	Before 1954	Total 1960	Local Leaders	Parents	Older Youth	Other Persons	Total
20	0	0	3	3	6	17	3	12	22
21	0	0	3	3	20	1	0	3	24
22	0	1	0	1	5	1	0	4	10
23	0	0	0	0	-	-	-	-	-
24	-	-	-	-	-	-	-	-	-
25	2	5	1	8	31	7	2	33	72
26	2	0	0	2	6	0	1	8	15
27	2	4	0	6	85	-	9	15	109
28	1	0	7	8	71	0	21	23	115
29	0	0	1	1	5	0	0	1	6
30	2	1	5	8	31	6	25	21	83
31	2	2	0	4	22	3	4	20	49
32	4	0	1	5	20	5	10	15	50
33	2	0	1	3	11	2	2	2	17
34	0	0	7	7	12	12	18	5	36
35	1	1	3	5	29	6	1	15	52
36	1	1	7	9	41	0	11	25	77
37	2	0	4	6	14	18	12	0	44
38	1	1	5	7	24	2	7	8	51
39	1	2	2	5	31	7	3	13	54
40	0	1	0	1	3	1	0	4	8
41	0	0	2	2	7	7	1	4	14

Appendix Table Continued.

County Number	Since 1957	1954-1957	Before 1954	Total 1960	Local Leaders	Parents	Older Youth	Other Persons	Total
42	2	0	1	3	15	3	4	8	30
43	1	4	1	6	14	12	13	8	47
44	0	0	0	0	-	-	-	-	-
45	0	0	2	2	10	1	1	3	14
46	-	-	-	-	-	-	-	-	-
47	0	2	0	2	7	6	5	6	24
48	0	0	8	8	14	4	7	14	39
49	-	-	-	-	-	-	-	-	-
50	-	-	-	6	10	0	1	35	46
51	6	0	0	6	11	12	11	14	49
52	1	0	6	7	34	10	20	9	73
53	-	-	-	-	-	-	-	-	-
54	1	0	0	1	5	2	5	0	9

Appendix Table Continued.

Number of Meetings 1958 and 1959				Areas of Committee Work Emphasized			
Total of Meetings		Average Number of Meetings per year					
Held	Attended by an Agent	Held	Attended by an Agent	0	a	b	c
33	32	16.5	16.		-	-	-
7	7	3.5	3.5			X	X
-	-	-	-		-	-	-
28	28	14.	14.			X	X
71	71	35.5	35.5		X	X	X
90	90	45.	45.		X	X	
7	7	3.5	3.5		X		
-	-	-	-	-	-	-	-
12	12	6.0	6.0		X	X	
19	16	9.5	8.0		X	X	
42	42	21.0	21.0		X	X	
21	21	10.5	10.5		X		
19	16	9.5	8.0		X	X	
42	42	21.0	21.0		X	X	
21	21	10.5	10.5		X		
22	22	11.0	11.0		X	X	X
28	28	14.0	14.0		X	X	X
10	6	5.0	3.0		X	X	X
45	42	22.5	21.0		X	X	
27	27	13.5	13.5		X	X	

Appendix Table Continued.

Total of Meetings		Average Number of Meetings per year					
Held	Attended by an Agent	Held	Attended by an Agent	0	a	b	c
22	22	11.0	11.0	X			
10	10	5.0	5.0	-	-	-	-
19	19	9.5	9.5		X	X	X
19	19	9.5	9.5		X		
6	6	3.0	3.0		X	X	X
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
28	28	14.0	14.0		X		
8	8	4.0	4.0			X	
29	29	14.5	14.5		X	X	X
46	45	23.0	22.5		X	X	X
6	6	3.0	3.0		X		
43	40	21.5	20.0		X	X	
8	8	4.0	4.0		X	X	X
31	31	15.5	15.5		X		
21	19	10.5	9.5	X			
19	19	9.5	9.5		X	X	
30	23	15.0	11.5		X	X	X
29	20	14.5	10.0		X	X	X
44	41	22.	20.5		X		
31	31	15.5	15.5		X	X	

Appendix Table Continued.

Total of Meetings		Average Number of Meetings per year					
Held	Attended by an Agent	Held	Attended by an Agent	0	a	b	c
13	13	6.5	6.5		X	X	
0	0	0	0				X
16	16	8.0	8.0		X	X	
19	19	9.5	9.5		X	X	X
12	12	6.0	6.0		X		
-	-	-	-	-	-	-	-
11	11	5.5	5.5		X		
-	-	-	-	-	-	-	-
14	12	7.0	6.0		X		
32	32	16.0	16.0		X	X	
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
12	12	6.0	6.0	X			
17	16	8.5	8.0		X		
-	-	-	-	-	-	-	-
7	7	3.5	3.5		X	X	X

Appendix Table Continued.

Local Leaders 1960			
Number	Average Tenure (years)	Agent Years 1960	Leader Years Per Agent (LY/A)
125	3.49	2.42	180
105	3.72	2.38	164
95	3.92	2.28	163
111	3.12	1.85	187
169	2.96	2.49	201
129	3.82	2.10	187
153	3.01	2.20	209
160	4.93	2.39	330
125	2.82	1.55	228
112	3.29	2.28	161
133	3.56	2.37	200
175	4.35	2.24	340
101	5.26	1.94	274
208	3.37	3.95	177
82	3.84	1.29	244
128	4.42	1.84	308
59	2.86	1.18	143
94	4.90	2.10	220
76	3.94	2.04	147
124	3.35	1.90	218
126	4.52	2.14	266
57	5.19	1.13	262
61	3.32	1.76	115
142	3.51	1.39	358





Appendix Table Continued.

<u>Local Leaders 1960</u>			
Number	Average Tenure (years)	Agent Years 1960	Leader Years Per Agent (LY/A)
348	1.52	3.17	167
60	3.03	1.73	105
744	2.10	5.98	261
369	2.73	3.51	287
141	4.27	2.83	212
408	2.90	3.75	315
124	3.04	2.40	157
185	3.45	1.86	343
47	3.30	1.67	93
179	3.10	2.21	251
382	3.95	2.17	695
177	3.50	1.73	358
113	1.51	1.75	98
261	4.54	2.70	439
131	4.27	2.11	265
87	2.92	1.77	144
49	4.88	1.71	140
122	3.61	1.61	273
88	2.71	1.94	123
150	3.94	2.67	221
167	2.86	4.04	118
70	4.38	1.77	173
64	3.86	1.21	204
109	3.47	1.92	197

Appendix Table Continued.

<u>Local Leaders 1960</u>			
Number	Average Tenure (years)	Agent Years 1960	Leader Years Per Agent (LY/A)
132	3.92	2.22	233
82	2.92	.87	275
75	4.62	1.55	224
161	3.62	1.61	362
137	4.03	2.18	253
80	3.51	1.42	198

## Guide to Section III of the Questionnaire

To determine the areas of work which are emphasized by committees in each county the following procedure is used.

1. Agents are asked to rate the committees in the counties by reporting the number of committees in the appropriate columns from "A Great Deal" to "None," according to the emphasis placed on each item.

2. The emphasis columns are weighed as follows:

A Great Deal	3
Some	2
Very Little	1
None	0

3. The number of Committees is multiplied by the weight for the column and totals are determined for each item.
4. Average score per item is determined for all job items in each area of emphasis.
5. The maximum possible average score is determined by multiplying the number of committees by three.
6. Any average score greater than one-half the maximum possible average score is considered an emphasis for that area of work.
7. Committee Job Items Rated by Agents for Degree of Emphasis

- a. Long Range Planning.

1. Analyzing the Situation.
5. Defining problems to be solved.
7. Choosing course of action.
9. Making policy decisions.
10. Evaluation of the 4-H program under its jurisdiction.
15. Defining goals or objectives.
21. Counseling (or consoling) the agents.
22. Making recommendations regarding policy.

b. Planning for the Implimentation of the Program.

- 3. Working out schedules for activities and events.
- 4. Evaluation of activities.
- 11. Determine dates of activities.
- 12. Choosing persons to conduct meetings.
- 14. Obtain needed financial support for a specific program area.
- 16. Asking people to assist with county activity.
- 20. Arranging for transportation of members or leaders.

c. Carrying out planned phases of the program.

- 2. Conducting or helping with the work planned at 4-H events and activities (fairs, achievement days, dress revues).
- 6. Conducting leader training.
- 8. Giving instruction to members.
- 13. Handling publicity.
- 17. Promoting 4-H club work.
- 18. Organizing clubs.
- 19. Obtaining leaders.

COOPERATIVE EXTENSION SERVICE  
MICHIGAN STATE UNIVERSITY • EAST LANSING

Office of the Director

AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING

May 6, 1960

TO: Fellow 4-H Club Agents of New York State

With this letter you will find a long awaited five page questionnaire pertaining to a study I am conducting while on sabbatic leave. Will you take a few minutes of your time and dig into your memory and your files for the information requested?

This study is an attempt to determine the effect developmental committees have had on obtaining and holding volunteer local 4-H club leaders over a period of time.

As county extension workers, we are all aware of the importance of obtaining and holding volunteer local 4-H club leaders. Several counties in New York State and in other states have used lay committees for all major areas of program emphasis or geographic regions of the county. Other counties have not used these committees. These developmental committees, as defined on the enclosed green sheet may advise and give guidance, plan programs, and may carry out many phases of the county 4-H club program.

By obtaining data from every county with organized 4-H club work in the state, information will be available which could be helpful to you as a step in determining the effect developmental committees have or could have on the 4-H club program in your county.

The number and tenure of local club leaders will be obtained from the state 4-H club office records, but I am counting on you to give as accurate a picture as possible of how these committees are used in your county.

Although each questionnaire is identified by a number, the names of counties will not appear in the study or in the report of the findings. This information will be kept confidential.

Please return the questionnaire in the enclosed stamped envelope as soon as possible (preferably within ten days).

A report of the findings will be sent to each county.

Sincerely,

Donald L. Jewett

The following information was obtained from the records of the [redacted] Department of the [redacted] State of [redacted].

[The remainder of the page contains extremely faint, illegible text.]

COOPERATIVE EXTENSION SERVICE  
MICHIGAN STATE UNIVERSITY • EAST LANSING

Office of the Director

AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING

May 26, 1960

Dear

This is just a reminder about the questionnaire sent to you a couple of weeks ago. So far thirty-two counties have returned questionnaires.

This study of developmental (advisory) committees will be a great deal more meaningful to all those involved if every county is included. Regardless of whether or not developmental committees are used to any extent in the county, a questionnaire, filled out as completely as possible, is needed from you.

Fortunately, (for both of us) Bill Pease sent some of the data needed on number and tenure of 4-H club leaders from the state 4-H club office.

I don't blame you for wanting to bury the questionnaire under "more important" matters which appear on your desk, but I am sure you are still planning to fill it out in your first "free" minutes.

I certainly would appreciate it if you could find those "free" minutes within the next three days so the data could be tabulated and correlated before the end of this, the last term at old M.S.U.

If you didn't receive a copy of this important document, or if you misplaced the one sent earlier, by all means let me know by return mail and I will be more than happy to send one.

Thanks!

Sincerely,





MICHIGAN STATE UNIVERSITY  
INSTITUTE for EXTENSION PERSONNEL DEVELOPMENT

*Urgent! Degree at Stake!*

COUNTY 4-H DEVELOPMENTAL COMMITTEES AND THEIR RELATIONSHIP  
TO VOLUNTEER 4-H CLUB LEADERSHIP IN NEW YORK COUNTIES

Definition of terms:

Local 4-H club leader - - - - - Any person serving as a leader or advisor to an organized 4-H club whose name is included in the county office files as a 4-H club leader and included on the semi-annual report as a 4-H leader.

4-H developmental committee - - Any appointed or elected committee, formed within a county which assumes a degree of responsibility for some phase of the 4-H club program and serves to advise the county 4-H club executive committee or the county 4-H club agent. Each committee may work with a major area of program emphasis or serve in the development of 4-H club work for a certain geographic region of the county.

These committees may be known as project committees, program planning committees, community or township committees or association committees. There may be other committees or sub-committees to be included in this definition which have some of the same types of responsibilities -- such as -- groups studying the situation and determining the objectives, planning program activities and events, and carrying out the work at activities and events in the county or section of the county.

READ THE QUESTIONNAIRE INSTRUCTIONS CAREFULLY !

QUESTIONNAIRE

Instructions -- Read carefully !

1. Please answer every item as completely and accurately as the information available will permit.
2. If records are not available, please make your best estimate , but report it as such.
3. Please leave nothing unanswered.
4. If an item is not clear, answer it the way you think it should be answered and explain your interpretation on the back of the sheet.

I. Responsibility of the Developmental Committees.

Are there any 4-H developmental committees organized in the county?  
(As defined above)

\_\_\_\_\_ Yes      \_\_\_\_\_ No      If the answer is yes, do these committees  
(check one)

\_\_\_\_\_ have full responsibility for an area of the 4-H club program?

if so      \_\_\_\_\_ Geographic area  
                     \_\_\_\_\_ Subject matter area  
                     \_\_\_\_\_ Area of activities

or      \_\_\_\_\_ have a responsibility to the extension agent or agents?

or      \_\_\_\_\_ have a responsibility to the county 4-H executive committee?

or      \_\_\_\_\_ have a responsibility to the agents and the county 4-H executive committee?

or      \_\_\_\_\_ other (please list)

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Comments:

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Fact sheet on Developmental Committees in the county:

List the name of each committee and the number of persons on each committee in 1959 by categories. Record the number of meetings held by each committee in 1958 and 1959 and the number attended by the 4-H Club agent. Write in the year or check the proper column of the year formed.

Name of committee in 1959	Number of persons on the developmental committee in 1959					Number of meetings attended by a 4-H club agent		Year committee was formed		
	Total	Others	Older youth	Parents	Local leaders	1959	1958	1959	1958	1957
										Before 1954
										1954-1957
										Since 1957

back of sheet if needed.

Information above is from --

Office records

Best estimate

Other (list)



Name of committee

## Function

This image shows a single page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or ledger page.

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### III.

Developmental Committee Functions - Please report the total number of committees in the proper columns for each item below indicating the degree of emphasis placed on each job by the developmental committees serving in the county. Add any job or jobs not listed, which are done by developmental committees in the county.

Record the number of committees involved in the following:

Degree of emphasis committees placed on jobs.

	A (great Deal	Some	Very Little	None
1. Analyzing the situation				
2. Conducting or helping with the work planned 4-H events and activities (fairs, achievement days, dress reviews, etc.)				
3. Working out schedules for activities and events				
4. Evaluation of activities				
5. Defining problems to be solved.				
6. Conducting leader training				
7. Choosing courses of action				
8. Giving instruction to members				
9. Making policy decisions				
10. Evaluation of the 4-H program under its jurisdiction				
11. Determine dates of 4-H activities				
12. Choosing persons to conduct meetings				
13. Handling publicity				
14. Obtaining needed financial support for a specific program area				
15. Defining goals or objectives				
16. Asking people to assist with county activity				

	A Great Deal	Some	Very Little	None
17. Promoting 4-H club work				
18. Organizing clubs				
19. Obtaining leaders				
20. Arranging for transportation of members or leaders				
21. Counseling (or consoling) the agents				
22. Making recommendations regarding policy				
23. Other				

Information in the above table is from:

Office records\_\_\_\_\_

Best estimate\_\_\_\_\_

Other\_\_\_\_\_

Thanks for your help. A report of the findings of this study will be sent to each county as soon as they are thoroughly analyzed and summarized.

Other comments you might have:

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