

AN EVALUATION OF A SERIES OF 4-H LEADER
TRAINING MEETINGS HELD IN FIVE MICHIGAN COUNTIES

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY

Harold M. Black

1962

THESIS

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 10639 8252



V-057
2-313

P 063
MINI 1 07 00

APR 27 2004

ABSTRACT

AN EVALUATION OF A SERIES OF 4-H LEADER TRAINING MEETINGS
HELD BY FIVE MICHIGAN COUNTIES

by Harold M. Black

The purpose of this study was to evaluate a series of Michigan 4-H leader training meetings which were held as district meetings for leaders in Huron, Lapeer, Sanilac, St. Clair and Tuscola counties. Each leader had from one to five years of 4-H leadership experience.

The training was planned and conducted primarily by the county 4-H Extension agents in each of the five counties. They received help from the State 4-H office and District Director in planning the meetings and the preparation of the presentations, but each agent was responsible for the presentation at one of the meetings.

The subject areas covered in the series of five meetings were leadership, evaluation in 4-H, and understanding of boys and girls. The leaders who attended the training comprised an experimental group, and they were compared to a control group of leaders who did not attend.

The evaluation of the training was approached in four ways:

- (1) Measurement of the change in attitudes and opinions of the leaders as a result of the training meetings. Each leader in the experimental and control groups completed pre-test and post-test questionnaires. The questionnaire was developed about criteria obtained as a result of an extensive



Harold M. Black

review of research studies in the subject areas.

(2) Measurement of behavior changes through pre-test and post-test questionnaires sent to a random sample of club members of the leaders in both the experimental and control groups. These were used to determine if there was any change in the way in which the leaders worked with the members in their clubs.

(3) An over-all evaluation by the leaders who attended the meetings. This included an individual evaluation by each leader and a group evaluation.

(4) Observations of the author who attended and made tape recordings of each meeting.

The findings indicate that the leaders who received the training had a greater change in attitudes and opinions than those who did not. This was significant at the ten percent level. The greatest change in attitudes and opinions of the leaders occurred in the area of leadership. A smaller change was found in understanding boys and girls. The least change was in evaluation in 4-H.

No significant change occurred in the way in which the leaders worked with their club members as perceived by the members. It should be noted, however, that one limitation of this study was the short time span between the member pre-test and post-test. An evaluation at a later date might reveal measurable differences.

The over-all evaluation by the leaders indicated that the training had been helpful. The subjects in which they felt they had learned the most were ranked in the same order



Harold K. Black

as shown by the leader questionnaire.

As a result of this study, it is recommended that further consideration be given to holding leader training meetings on a district basis for experienced 4-H leaders where the location of the counties makes this possible. District meetings offer the advantage of making it possible for Extension agents to concentrate on one subject, and they also provide for an exchange of ideas between leaders in different counties.

It is suggested that future studies give consideration to the extent to which principles of learning are applied to leader training meetings. The design of this study did not permit an adequate appraisal of the effects of applying the principles of learning, but it was apparent that the effectiveness of leader training is related to the extent to which they are applied.

AN EVALUATION OF A SERIES OF 4-H LEADER TRAINING MEETINGS
HELD IN FIVE MICHIGAN COUNTIES

by
Harold M. Black

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

Institute For Extension Personnel Development

1962

G21332
6/12/52

ACKNOWLEDGMENTS

The writer wishes to acknowledge and express his sincere appreciation to the following for their assistance and cooperation in this study.

First, to Oregon State University for the period of sabbatical leave which made the study possible

Dr. Jack Ferver, who served as advisor, showed a real concern and interest in the over-all education of the student. His guidance, encouragement and continuous efforts to stimulate broader thinking were deeply appreciated.

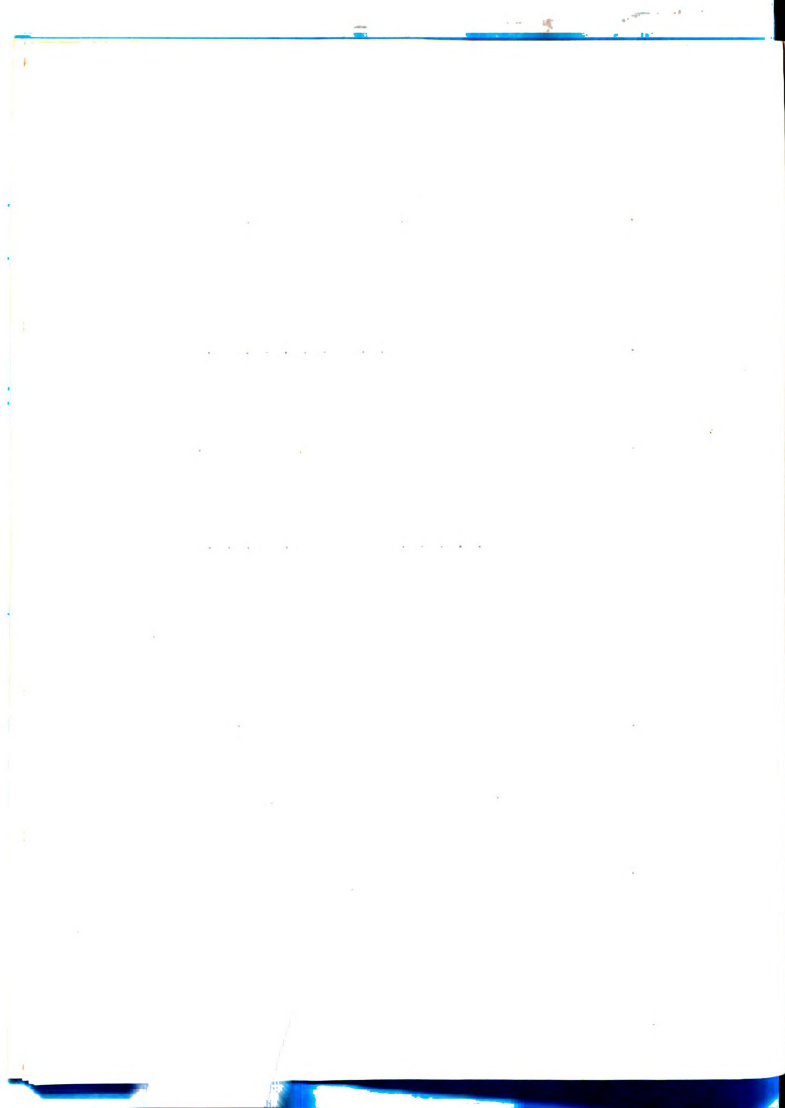
It was a pleasure to work with members of the Michigan State 4-H staff as well as the County Extension Agents in charge of 4-H in each of the counties which participated in the training program. These County Extension Agents were: John Heller, J. E. Malosh, Ed Schrader, Robert Schultheiss and Carroll Wamhoff.

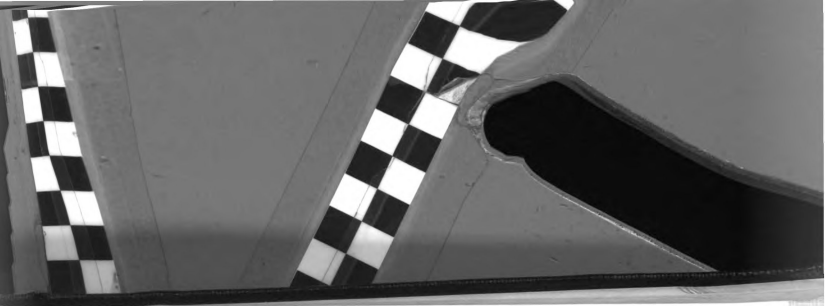
The author is also grateful to Mrs. Laurel Sabrosky, Extension Analyst, Federal Extension Service, who reviewed Chapter III.

Special appreciation goes to the author's wife, Ruth, who generously gave of her time and effort in typing of this study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Purpose of the Study	1
Background Situation	1
The Problem	7
The Objectives	7
Hypotheses	9
II. REVIEW OF LITERATURE	10
Recommendation for Leader Training	10
Specialized Training by Agents	14
How Adults Learn	17
III. RATIONAL FOR STATEMENTS ON QUESTIONNAIRES .	25
Leadership	26
Characteristics of Boys and Girls	36
Evaluation	41
IV. METHODOLOGY	46
Planning of the Training Meetings	46
Planning for the Evaluation	46
Developing The Questionnaires	49
Selection of Leaders to Participate	50
Selection of Club Members	53
Developing the Evaluation Sheets	54
Obtaining the Information	55
Definition of Terms	56
V. PRESENTATION AND ANALYSIS OF THE DATA . . .	58
The Leader Questionnaire	58
The Member Questionnaire	66
Combined Results of Both Questionnaires	69
Leaders' and Agents' Over-All Evaluation	80
Principles of Learning Applied	88
Leader Attendance at the Meetings	91
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . .	93
Summary	93
Conclusions	96
Recommendations	97





	Page
BIBLIOGRAPHY	102
APPENDIX A Responses To Leader Questionnaires	107
APPENDIX B Responses To Member Questionnaires	112
APPENDIX C Form For Obtaining Agents' Objectives and Results	116
APPENDIX D 4-H Leader Questionnaire	122
APPENDIX E 4-H Member Questionnaire	127
APPENDIX F Leader and Agent Evaluation Sheets . .	130
APPENDIX G Letters Accompanying Questionnaires .	133

LIST OF TABLES AND GRAPHS

Table		Page
1.	Characteristics of Participating Counties . . .	6
2.	Years of Leadership of Leaders in Experimental Group	51
3.	Years of Leadership of Leaders in Control Group	51
4.	Total Number of Club Members In Clubs Whose Leaders Are Participating in the Study	54
5.	Positive Responses on Leader Questionnaire on Pre-test and Post-test	63
6.	Number of No-Opinion Responses	65
7.	Changes in Responses to Questions on Member Questionnaire Between Pre-test and Post-test .	67
8.	Leaders' Ratings of Training Meetings	81
9.	Attendance at Training Meetings	92

Graph

1.	Changes By Leaders On Total Responses to Leader Questionnaire	61
2.	Change in Behavior Associated With The Leadership Role	71
3.	Change in Behavior Associated With Understanding Boys and Girls	73
4.	Change in Behavior Associated With Evaluation in 4-H Club Work	76
5.	Comparison of Changes in Each Subject Area . . .	78



CHAPTER I

INTRODUCTION

Purpose Of The Study

The purpose of this study is to evaluate a series of five 4-H leader training meetings which were held as district meetings for Huron, Lapeer, Sanilax, St. Clair and Tuscola counties in Michigan. The training was planned and conducted primarily by the county 4-H Extension agents in each of the five counties. They received help from the State 4-H office and District Director in planning the meetings and the preparation of the presentations, but each agent was responsible for the presentation at one of the meetings.

A number of studies have been conducted to determine what should be included in 4-H leader training. This study deals with a training program which includes some of the subjects being recommended for leaders who have had some 4-H leadership experience.

Background Situation

It is generally agreed that volunteer leadership is the heart of most county 4-H or Extension programs. A fundamental concept of Extension as an educational process has been that the effectiveness of the Cooperative Extension Service depends in large measure on the involvement and training of local volunteer leadership.

This has not always been the case. During the early

years of the Cooperative Extension Service, the leader's role was not considered as important as it is now. When Extension was still young, the county agent did much of the Extension teaching personally. In 1930, Clarence B. Smith and Meredith C. Wilson wrote that "as the years have gone by and the problem has been studied, the county Extension agents are increasingly seeing that, if they are in any adequate degree to reach the people, they must rally to their support these project or local leaders."¹ They felt that the amount of work a county agent could do in a county rested largely in the number of local leaders he was able to enlist in the cause, and the amount of training and direction he could give those leaders.

This is just as true today as it was in 1930. The size of the program has grown and many more people are being reached today than ever before. The 4-H Club program has continued to grow until at the present time there are over two and one-quarter million members in the United States.

The size and success of the 4-H Club program depends to a large extent upon the work of the adult club leader. With the ever increasing size of the 4-H Club program, the county Extension agent can give very little direct training to club members. Instead, he must work with 4-H leaders, who in turn will work directly with the members. The more effective an Extension agent is in obtaining and developing leaders, the greater the number of people who will be able to participate

1. Clarence B. Smith and Meredith C. Wilson, Agricultural Extension System of The United States, New York, John Wiley & Sons, 1930, p. 1920.

in the 4-H Club program. One of the basic beliefs listed by the Extension Sub-committee on 4-H Club work in 1960 was that development of leaders multiplies the effectiveness of Extension agents.²

Even though leader training is considered by many to be one of the most important responsibilities of the 4-H Extension agent, there is still considerable room for improvement in the leader training given to club leaders. County Extension agents cannot do effective training unless they want to train, know in what areas training is needed and know how to train. Being aware that leader training is important is necessary for good leader training, but it is just the first step.

There are many methods used to train 4-H club leaders. These include office visits, home visits, telephone calls, circular letters, bulletins, newspaper articles, and radio and television programs, as well as various types of meetings.

Training meetings can vary a great deal. One consideration is the size of area for which they are conducted. They may be held for the leaders in a neighborhood, a community, an area in a county, on a county-wide basis, on a district basis for several counties, or they may be state-wide.

Of considerable importance is the group for which the training is planned and the type of subject matter to be presented. Often in the past, too little attention has been

2. Summary Report of Extension Subcommittee on 4-H Club Work, 1960, p. 24.

given to these. Leader training meetings were often scheduled for leaders by project areas, with little consideration for the years of leadership of the leaders involved.

Greater emphasis is now being given to fitting the training to the needs of the 4-H leaders. Through the Federal Training and Research Office, studies³ have determined the following ten areas of training to be needed by all 4-H leaders: (1) understanding young people, (2) the philosophy and objectives of 4-H Club work, (3) the plan and content of project work, (4) being aware of local club activities, (5) developing a program, (6) developing skills in teaching procedures, (7) knowing about county events, (8) knowing the community responsibilities and opportunities, (9) knowing the county responsibilities and opportunities and (10) measuring the achievement of members.

Studies have shown that all leaders do not have the same need for all the ten areas listed above. First year leaders are more concerned with the immediate organization and operation of a 4-H club. They want help with things such as program planning, conducting a club meeting, project work and records. As a result, it is recommended that first year leaders be given special training which provides for these needs.

After leaders have led a club for at least one year, they become more conscious of needs related to better under-

3. Ruth Weston, "4-H Volunteer Leadership Development," Unpublished term project for Master Degree, Michigan State University, East Lansing, 1961, p. 48.

standing boys and girls and how to work more effectively with them. In order to provide training for these leaders that will be most helpful to them, separate training is recommended. This makes it possible to give them the help which is most directly related to their needs.

Another consideration in leader training is who should give the training. In the past, much of the training was given by the Extension agent or agents within each county. As the 4-H Club program grows and becomes more complex, however, it becomes more difficult for one person to be skillful in all phases of the program. Not only is there an increasing number of projects to keep abreast of, but there is now a recognized need to provide training in the general field of human relations and understanding of youth.

The Extension agent in the five counties involved in this study recognized these as some of the problems which they faced in improving their leader training programs.

Out of this need for better leader training, grew an idea. The idea, which originated at one of the regular district meetings, was for the five counties to cooperate in holding a series of training meetings for experienced club leaders.

There are many advantages to this type of cooperation among these five adjoining counties. They are generally very similar in size, 4-H enrollment, size of extension staff and general agriculture of the county. The following chart gives a comparison of certain figures for 1961.



Chart 1. Characteristics of Participating Counties

	Huron	Lapeer	Sanilac	St. Clair	Tuscola
County population (1960)	33,812	40,979	32,103	106,396	42,764
4-H enrollment	1,073	662	1,136	1,079	1,223
Number of 4-H clubs	50	48	44	37	54
Number of 4-H leaders	196	184	229	265	235
Size of Extension staff	5	4	4	4	4

While there has been some variation in the type of leader training which has been given in these five counties the past few years, it has generally been quite similar. All have had some project leader training. None have had any special training for new leaders. Four counties have given training for administrative or general leaders.

One county has held training meetings for leaders in the following areas: program planning, getting parent interest in 4-H Club work, the 4-H awards program and preparation of 4-H programs for different age groups.

Another county has stressed sociology and child development. Special emphasis during the past three years has been given in the field of personal interviewing and evaluation.

This study attempts to determine the results when training is given for experienced 4-H leaders with several counties

involved and with each agent responsible for the presentation of a specific subject.

This type of training in which several counties work together on leader training is a new approach in Michigan. The results of this experience are important, not only to the counties involved, but also the state 4-H office and other counties. This experience could set a pattern for other parts of the state, if it proves successful.

The Problem

The problem for the Extension agents is how to most effectively teach the information now recognized as needed and wanted by 4-H leaders.

As a result of the need for separate leader training and the increasing skill necessary to provide training in the areas now considered important, Extension agents are faced with the question of how to provide more effective ways of training leaders.

The 4-H Extension agents in the counties involved in this study have tried an approach to both of these problems. They provided training for experienced club leaders by dividing the teaching responsibilities so that each agent could concentrate on one particular subject.

The Objectives

The main objective of the study is to evaluate the effectiveness of this approach to leader training.

The evaluation is done in three ways. The study attempts to determine:

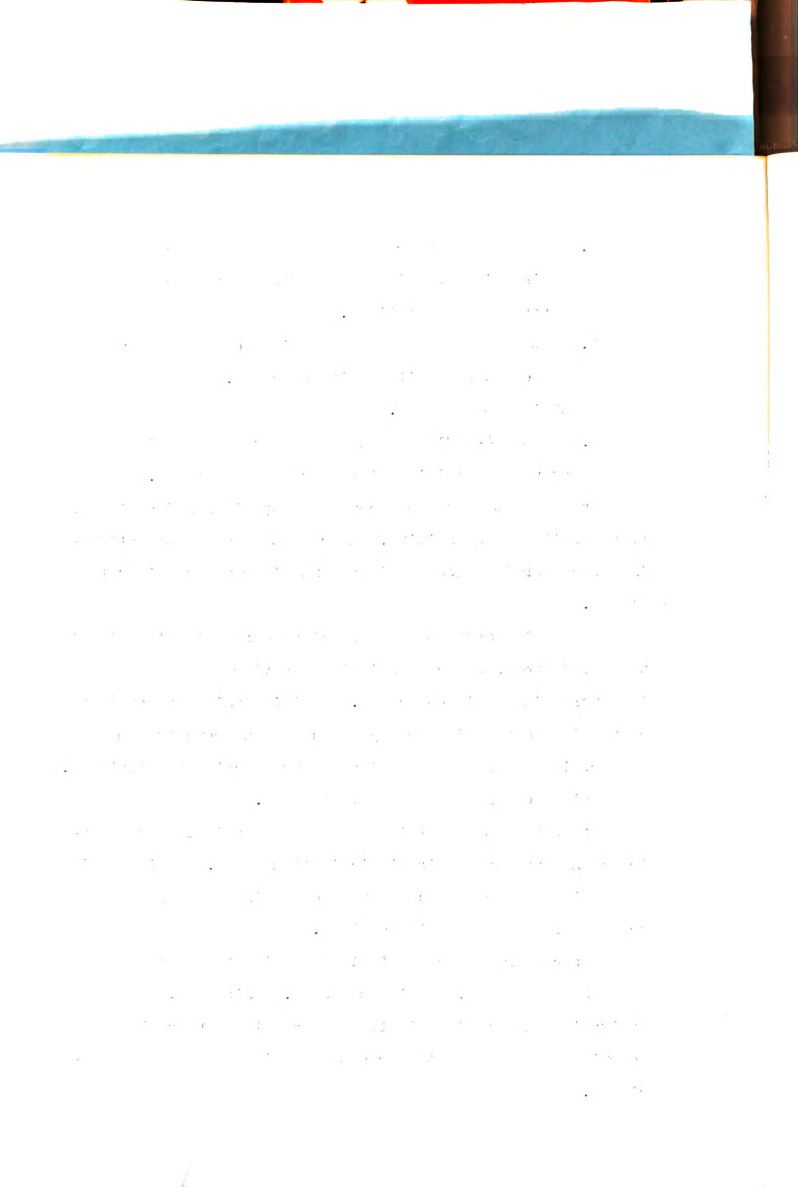
1. Whether the leaders who attended had any change in their opinions and attitudes in the subject areas covered by the meetings.
2. Whether there was any change in the way the club leaders worked with their 4-H clubs, as perceived by their club members.
3. How the 4-H Club leaders and Extension agents felt about the training at the end of the series.

In order to test for a change in opinions and attitudes as a result of the training, any changes among those attending is compared to leaders in a control group who did not attend.

The real measure of the effectiveness of the training is whether there is any change in the behavior of the leaders as they work with their 4-H clubs. In this evaluative study the change is measured in part by any change as perceived by the members in the clubs of the leaders who receive the training. It is also compared to the control group.

It is realized that the short time available for behavior change may make this difficult to measure. It is hoped that this study can be continued to see if a change does occur over a longer period of time.

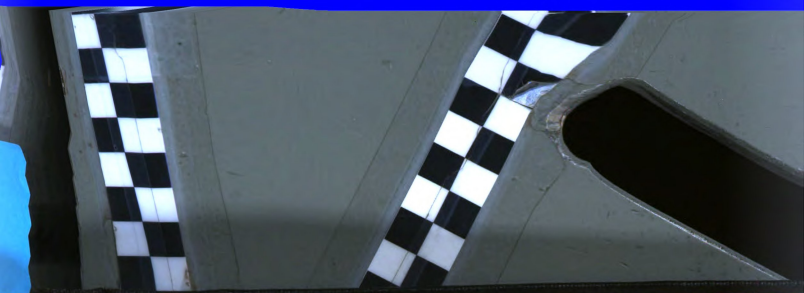
A secondary objective is to determine the reasons why the leaders learned, or did not learn. This is done by evaluating the meetings in terms of a set of principles of learning to see to what degree the meetings meet those principles.



Hypotheses

The main hypotheses of this study are:

1. Leaders who attend the 4-H leader training meetings will increase their level of understanding in the subject areas covered, above the leaders in the control group.
2. This change in understanding will result in a change in action behavior of the leaders who attend the training sessions, as compared to those in the control group.
3. Meetings that most nearly meet the principles of learning, as describe by Gibb (Chapter II), will have a higher degree of learning.



CHAPTER II

REVIEW OF LITERATURE

Recommendations For Leader Training

The importance of the 4-H leader and leader training is emphasized by the Federal Extension bulletin, "The Look Ahead," which states:

Many feel that the one-third of a million volunteer 4-H leaders are not getting a fair break. They have offered the most precious thing they possess -- their time, energies, and dedications. They want more and better preparation for their job, but often have to start with little more than a pat on the back. The potential for volunteer leadership development is unlimited. It is the greatest challenge facing Extension workers.¹

The report of the committee, appointed by the Extension Committee on Organization and Policy to outline a program to meet the objectives outlined in the Scope report, included the following statement:

Growth of a youth program in scope and quality will call for the development of more local leaders armed with the necessary skills, methods and philosophy of conducting youth programs. The Extension Service must give increasing attention to the job of training, supporting, and recognizing its volunteer leaders. Adult leaders working with youth need systematic help in becoming better informed and more competent in approaching the problems of young people, more understanding of themselves and others, and better prepared to plan and teach effectively.²

The importance of leader training is emphasized by many

1. Federal Extension Service, U. S. Department of Agriculture, The Look Ahead, 4-H, 124, 1958.

2. A Guide To Extension Programs For The Future, July, 1959, pp. 32-33.



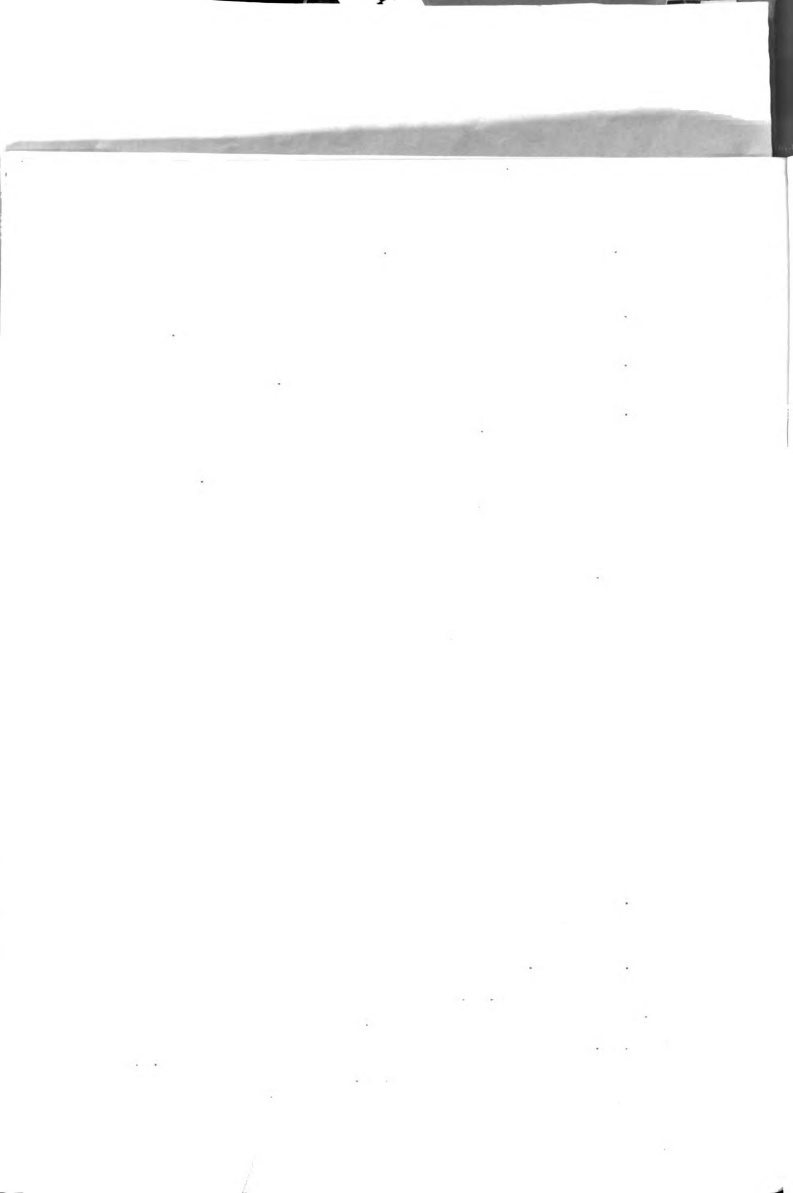
studies. According to Laural K. Sabrosky, studies have shown that:

1. Local leaders with several year's experience have more successful clubs than first-year leaders.
2. Local leaders who are adequately trained stay in 4-H work longer than those who are not.
3. Local leaders say they have problems, and ask for more training.
4. Local leaders who attend training meetings have more successful 4-H clubs than those who do not.³

A study by Boone⁴ indicates some of the specific ways which leader training can increase the effectiveness of 4-H Club work. Of eleven factors which were used to compute an achievement score for each club, he found that a strong relationship existed between the amount of training received by the leader and the following ten factors: size of 4-H club enrollment, project participation, 4-H club member project completion, reenrollment of 4-H members, number of recreational events held by clubs, percent of club members making exhibits, club member participation in local, county, and state 4-H events, project achievement by 4-H Club members, parent-community interest in 4-H Club work, and 4-H leader tenure.

3. Laural K. Sabrosky, "Here Are Some 4-H Facts About Getting More Effective Results From Local Leaders," PA 116, Extension Service, U. A. Department of Agriculture, July, 1950.

4. E. J. Boone, "Factors Associated With Training 4-H Club Volunteer Leaders," Louisiana, 1954, Thesis for M.S., University of Wisconsin, from U. S. Department of Agriculture, Extension Service Circular 506, May 1956, p. 9.



A number of studies support the need to provide separate training for new leaders and experienced leaders in order to provide the most effective training for 4-H leaders.

Skelton emphasized the value in separating leader training into training for new leaders and for experienced leaders. He also recommends that a series of training meetings be given prior to a person accepting the responsibility of being a leader.⁵

Weston says that training classes for new leaders are a must. She feels they are most effective when held in a series, before the leader starts working with a group, or very soon after.⁶

McAuliffe says that "new leaders need different help from experienced ones."⁷

The findings by Clark and Skelton in their study in New York⁸ also suggest that first year leaders should be given training and counsel in some different fields from that given leaders of longer tenure.

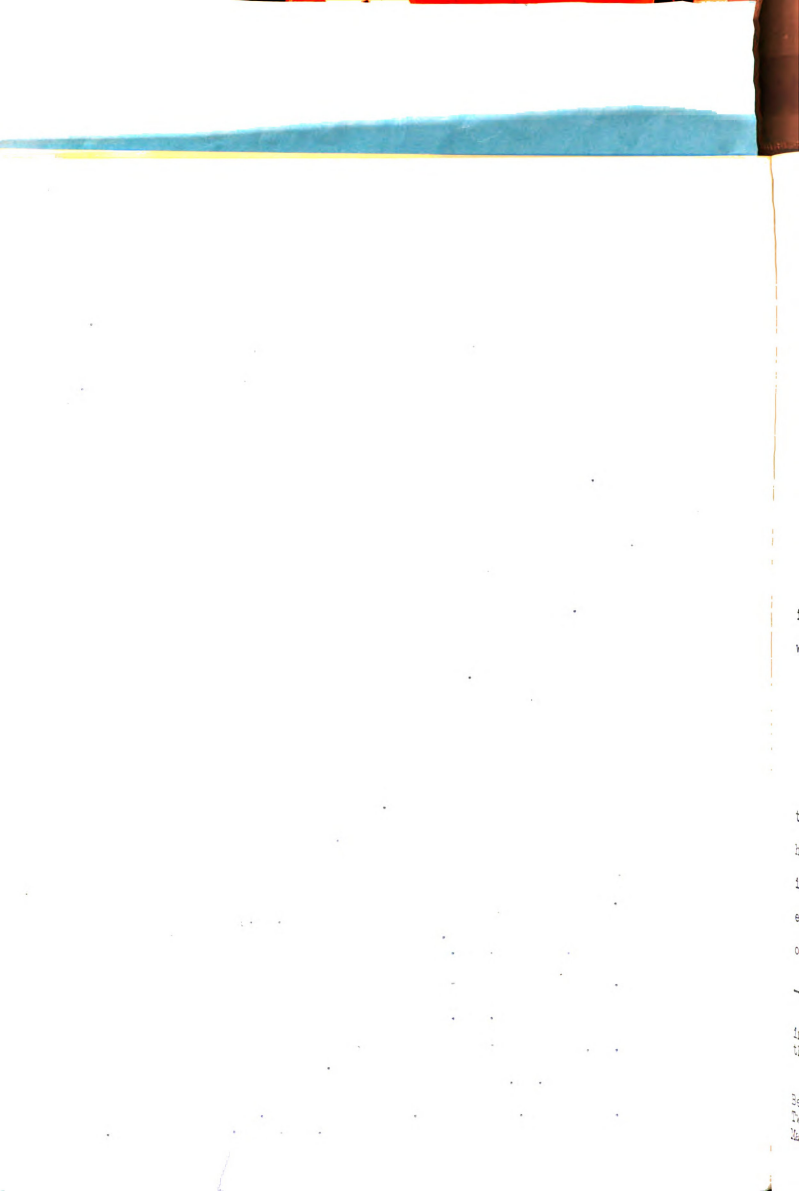
In a study in Snohomish county, Washington, Westergreen

5. W. E. Skelton, "The Status and Training of 4-H Club Leaders in Relation To Tenure," Ithaca, N. Y., Cornell University Library, 1949, taken from Extension Service Circular No. 507, p. 39.

6. Ruth Weston, "4-H Volunteer Leadership Development, Unpublished term project for Masters Degree, Michigan State University, 1961, p. 48.

7. V. Joseph McAuliffe, "Develop Leaders In 4-H," FA 460, Federal Extension Service, U. S. Department of Agriculture, p. 8.

8. Robert C. Clark, Jr., and William E. Skelton, "The 4-H Club Leader," Cornell Bulletin No. 94, Dec., 1954, p. 2.



found that the leadership training requested by leaders with less than two years was different than that requested by leaders with three or more years of experience. Leaders with more than three years of experience listed the following:

1. How to inform and work with parents.
2. How to help members with project work.
3. How to teach.
4. Help with demonstrations.
5. How to involve all members actively.
6. How to give responsibilities to boys and girls.⁹

Kirch recommended at least six specific training meetings for first year leaders. He also recommended that leaders with two or more years of tenure should receive training in:

1. Subject matter review of requirements, etc.
2. Teaching methods.
3. Understanding needs of young people.¹⁰

These subjects compare closely with one of the types of training programs suggested by Sobers. In the program which he designated as Type A, he recommended a pre-service training program for new leaders and a specific training for leaders with two or more years of tenure. For leaders with two or more years of experience, he recommended that they receive

9. John Westergreen, "A Study of 4-H Club Leader Training in Snohomish County," "Washington, Summary of unpublished thesis, 1961, p. 4.

10. Ralph E. Kirch, "An Exploratory Study Setting a Benchmark of Present Levels of Local 4-H Club Leadership in Twenty-Two Counties of Michigan," unpublished thesis for Masters Degree, Michigan State University, 1961, pp. 3-4.

training in these areas:

1. Understanding the needs and interests of youth.
2. Teaching methods.
3. Program planning.
4. Evaluation.
5. 4-H project requirements.
6. Subject matter training.
7. County and state 4-H activities and events.
8. Community and county responsibilities and opportunities.
9. Achievement and awards in the 4-H Club program.
10. How to work with junior leaders.¹¹

Specialized Training By Agents

In order to meet new responsibilities, Extension workers are often faced with the question of how they can be competent in many different areas. Since this is difficult to achieve, some agents are tending toward specialization. Although it is on a small scale, the type of cooperation shown by the agents in the counties cooperating in this study enables each agent to specialize to some degree by concentrating on one subject.

This type of cooperation in seeking new ways of accomplishing a job seems to be a response to Extension's challenge to try new approaches in order to keep up with the changes taking place. The Subcommittee on Scope and Responsibility

11. Edgar C. Sobers, "A Constructed Typology of Training Programs For 4-H Community Club Leaders," unpublished thesis for Masters Degree, Michigan State University, 1961, p. 2.

of Extension recognized the need to improve its program. In its report the Subcommittee stated:

...all such significant trends reemphasize the fact that the Extension Service must have a dynamic program -- one constantly being modernized to keep pace with the ever changing conditions facing the people it serves. Programs and procedures appropriate yesterday are likely to be inappropriate today - and obsolete tomorrow. Extension must be ever alert, therefore, to adjust its programs, focus and methods to insure that its resources are used most efficiently and in keeping with the ever-changing problems of the people demanding services of it.¹²

Greater specialization in the future was forecast by a group of Extension administrators and specialists which met in 1959 to outline programs for Extension in the nine areas reported by the Scope report. Their report stated that "the Extension staff of the future will have more specialized personnel at every level. Many counties or geographic areas will have specialist-agents working with one kind of farming, one aspect of marketing, one area of family living or youth development, or some other special interest."¹³

A number of states are now using district specialists. In others, agents are cooperating between counties. Various arrangements are causing county lines to be less of a barrier than they once were.

Dail reports that in California, county lines which once were considered fences over which county staff members should

12. Sub-committee on Scope and Responsibility of the Extension Committee On Organization and Policy, "The Cooperative Extension Service - Today," April, 1958, p. 7.

13. "A Guide To Extension Programs For The Future," Published by the Agricultural Extension Service, North Carolina State College, July, 1959, p. 46.



not wander, are beginning to disappear as far as limiting¹⁶
the area served by an advisor. He reports that California
has many inter-county arrangements on a barter basis among
agricultural, home and 4-H advisors.¹⁴

In a study on the inter-county agent, Motsenbocker found
numerous indications that specialization by agents accom-
panied by an expansion of work responsibilities across county
lines was a needed change.¹⁵

Others think that greater specialization is necessary
to meet the increasing challenge to Extension. Rogers feels
that Extension needs to give more consideration to special-
ized training in order to meet the needs of specialized farm
ing.¹⁶ The same can also be true for the youth program as
new needs arise.

Clark sees a need for doing a good job in what we do,
even though it means doing few things. He says that:

Adjustments in the functions and responsibilities of
various segments of the Extension Service must be con-
sidered in light of the rapid change occurring in our
knowledge, in our clientele, and in our methods of
serving people. Priorities in the time and efforts of
Extension personnel need to be established so few
things can be done and well.¹⁷

14. Howard Dail, "Specialization Calls For Constant
Change," Extension Service Review, Sept., 1961, p. 174.

15. Edwin Earl Motsenbocker, "The Inter-County Agent,
A New Kind of Cooperative Extension Worker," unpublished
Master's Thesis, Michigan State University, 1961, p. 70.

16. F. E. Rogers, "Training Extension Workers For The
Future," Extension Service Review, September, 1958, p. 187.

17. Robert Clark, "Equipping Ourselves For The Job,"
Selected Readings And References in 4-H Club Work, Published
by the National Agricultural Extension Center For Advanced
Study, University of Wisconsin, 1961, p. 135.

As the demands on county 4-H workers increase, more specialization and cooperation between counties may help to meet these needs.

How Adults Learn

Holding a leader training meeting does not necessarily lead to any learning. Unless training meetings are planned so as to provide the best possible opportunities for learning, Extension educators are falling short in their responsibilities.

If training meetings are to provide learning experiences, it is necessary that the teachers be familiar with what makes the best learning experience. A person may be an expert in subject matter, but unless he can communicate effectively with others, very little learning will result. Just talking is not necessarily teaching, and listening does not always constitute learning.

Persons involved in leader training should be concerned with how learning occurs. If the training, or teaching, is to be effective, then there needs to be a change in the behavior of leaders.

Axinn¹⁸ divides behavior into three areas: thinking behavior, feeling behavior and action behavior. Thinking involves a person's knowing and understanding. Before any behavior change can occur, it is necessary for a person to have the necessary knowledge or information. He also needs

18. George H. Axinn, The Strategy of Communication, unpublished manuscript, 1959, Chapter III, pp. 2-5.



to understand the information.

Feeling refers to how a person actually feels "inside". It includes his interest and attitude. Just having the knowledge or knowing something does not mean that there will be any change in feeling behavior. If action behavior is to occur, the person first needs to become interested and develop an attitude toward whatever the teaching is directed towards.

The ultimate test as to the results of the teaching will be evident in a change in action behavior. This is the visible change in behavior. It may be divided into changes in abilities, changes in skills or changes in habits.

The effectiveness of teaching depends on the changes in behavior for those whom it is intended. Teaching should be carefully planned toward bringing about changes in knowing, feeling and action behavior.

Since 4-H leaders are adults, it is important that those who are involved in training leaders be familiar with how adults learn. Up until the 1920's adult learning programs used the traditional methods of teaching children and youth. Since then, when educators began asking if there was any difference in teaching children and adults, many studies have been made and much has been written about how adults learn.

According to Schmidt and Svenson, there is convincing evidence from studies that have been made that the adult learner differs from the child learner in several ways. They list the following differences which are important when training adults:

"1. The adult learner has more experience and a different quality of experience to contribute to the learning situation.

2. The adult learner is ready to learn different things than the youthful learner because he faces different developmental tasks (e.g. parenthood).

3. The adult learner tends to be more autonomous and therefore, less comfortable in a dependent role.

4. The adult learner is usually interested in the immediate usefulness of new knowledge."¹⁹

This suggests that if county Extension agents want to achieve more results, they need to use a different approach in planning and conducting training meetings for leaders than they would for 4-H Club members.

There are many theories of learning. In order to put some of the basic principles into statements that can be used in actual leadership training, Gibb has developed the six following statements:

1. Learning must be problem-centered.
2. Learning must be experience-centered.
3. The experience must be meaningful to the learner.
4. The learner must be free to look at the experience.
5. The goals must be set and the search organized by the learner.
6. The learner must have feed back about progress toward goals."²⁰

Gibbs states that these six statements "must be true if learning in an adult setting is to be optimally effective."²¹

19. Warren H. Schmidt, and Elwin V. Svenson, "Methods In Adult Education," Handbook of Adult Education In The United States, Edited by Malcolm S. Knowles, Adult Education Assoc. of the U. S., Chicago, 1960, p. 82.

20. Jack R. Gibb, "Learning Theory In Adult Education," Handbook of Adult Education In The United States, Edited by Malcolm S. Knowles, Adult Education Assoc. of The U. S., Chicago, 1960, pp. 58-60.

21. Ibid., p. 58.



Based on these statements, the following are some of the implications for 4-H leader training. Because the training may be done by one or more Extension agents, or by Extension agents and other people, those responsible for the teaching will be referred to as the teaching staff or teachers.

Learning must be problem-centered. For the most significant kinds of learning for the leaders, the problem must be a problem for the leaders, not a problem for the teaching staff. The staff cannot "give" a problem to the leaders. The problems need to arise from the experiences, perplexities, doubts and thinkings of the leader. The training must be based upon the needs of the leaders, as seen by the leaders.

This is an important reason for providing different kinds of leader training for leaders who are first year leaders and those who have had some experience in leading a 4-H club. They have different problems, and therefore different needs.

It is not enough to just provide training for the immediate needs of the leaders. Part of the teacher's responsibility is to provide situations which will help the leaders to see a broader range of problems from which they learn to seek and formulate their problems.

Gibbs states that learning must be motivated. The problems and challenges which 4-H leaders face in working with their clubs can motivate them to seek help in finding ways of solving them. Learning how to solve these problems and learning of new opportunities can help to motivate the leaders toward further learning.

Learning must be experience-centered. It is necessary for the agents or persons giving the training to provide the optimal kinds of experiences which will relate to the problems of the leaders. If the leaders cannot relate the information to their problems, little learning is likely to result. It may mean very little to leaders, as 4-H Club leaders, for an agent to discuss the characteristics of children one through five years of age, when they are working with youth who are ten years and older.

Part of the job of the teaching staff is to create a climate which will help the leaders look at the information being presented. Leaders often want direct answers or solutions which will help them with their 4-H clubs. The teacher needs to present information dealing with their problem, but if too direct answers to specific problems are given, the learning experience will not be as great as if the learner can relate the broader information to his problem. It is important that the teacher present the information so that the leaders can use it in reaching solutions to their problems, but not so definite that they will accept it as "the" answer and close their minds to broader solutions and other applications.

The experience must be meaningful to the learner. The leader training experience must be suited to the leader's capacity to perceive or understand and his readiness. The leader training must be carefully planned so as to appeal to the leaders. Unless the leaders see the information presented as relevant to their problems, they will be unable to use it.

Making ideas and experience available is not enough to insure learning. If they are to be used to the maximum they must be related to the objectives which have been set. The program must be planned so that the learner can see these relationships.

It is important that there be interaction between the teaching staff and the leaders. It is also necessary to have a climate in which the leaders can see the meanings of the information. They need to be able to participate in the meeting in various ways.

The learner must be free to look at the experience. The leaders must be adjusted emotionally to the leader training session, to the teaching staff, the other leaders and to the meeting room climate.

The attitude of the teaching staff, the friendliness of the other leaders, the informality of the meeting and the physical arrangements of the room all contribute to how the leader feels about the learning experience. It is important that he feel free to look at the training as an opportunity to learn and grow. If he comes feeling that he already knows all he needs to know or that the information will be the same as he has heard at other meetings, the chance for learning is lessened.

Schmidt and Svenson stress the importance of the initial presentation at the beginning of the meeting. They feel it should include the hoped-for outcomes of the experience, the plan for achieving these objectives, and the roles and responsibilities of both leaders and learners. An effective presen-

tation can help to reassure the learners that the planners have carefully developed a program in a purposeful manner, show how the various parts of the program are related, set the emotional tone of the program, and provide a basic statement which can be referred to later.²²

The goals must be set and the search organized by the learner. Several experiments indicate that the active learner is a more effective learning organism than the passive learner.²³

Being an active learner includes two involvements. First, the leader should be involved in the planning of the training meeting or meetings. He needs to participate in goals or objectives set, as well as the organization of the meeting. If the problems are set by the leaders, they are much more likely to be the problems which they face and are interested in.

The second involvement must take place during the training meeting. For maximum learning, the leader must interact with other leaders in such a way as to expose his attitudes and gaps in knowledge and skills to himself and others. His attempts at solution must be a series of provisional tries, which become increasingly effective as he gets feedback on each try and modifies subsequent explorations.

If this is to happen, the teaching staff needs to provide for leader participation during the meeting. This may

22. Schmidt and Svenson, Op. Cit., p. 85.

23. Gibb, Op. Cit., p. 60.

include observing, listening, thinking, remembering, imagining, writing, answering, questioning, feeling, touching, moving, agreeing, disagreeing and discussing. One publication states that the more participation on the part of the student, the more learning that will take place.²⁴

The learner must have feedback about the progress toward goals. Gibb states that:

Students of learning have long emphasized the importance of knowledge of results in acquiring skills. Evaluation of progress toward goals, particularly when set by the learner, is highly important. Some indication of success or failure, some frame of reference for determining the adequacy of problem solution, some corroboration that the alley is not blind, some reality factor with which to assess one's achievement against one's level of aspirations, some knowledge of success or failure -- all are necessary in the functional feedback process.²⁵

One of the ways that leaders can gain some support for information presented is through discussion. When leaders tell about things that work for them or confirm the effectiveness of information presented by the teaching staff, other leaders are more likely to feel the solutions are workable.

As leaders express themselves, it is necessary for them to clarify their own thoughts and feelings. This helps them to see how much progress they have made toward goals which they may have set for themselves in the training session.

24. "Psychology of Learning," Techniques For Teaching of Adults, Vol. II, No. 3, Nov., 1961.

25. Gibb, Op. Cit., p. 61



CHAPTER III

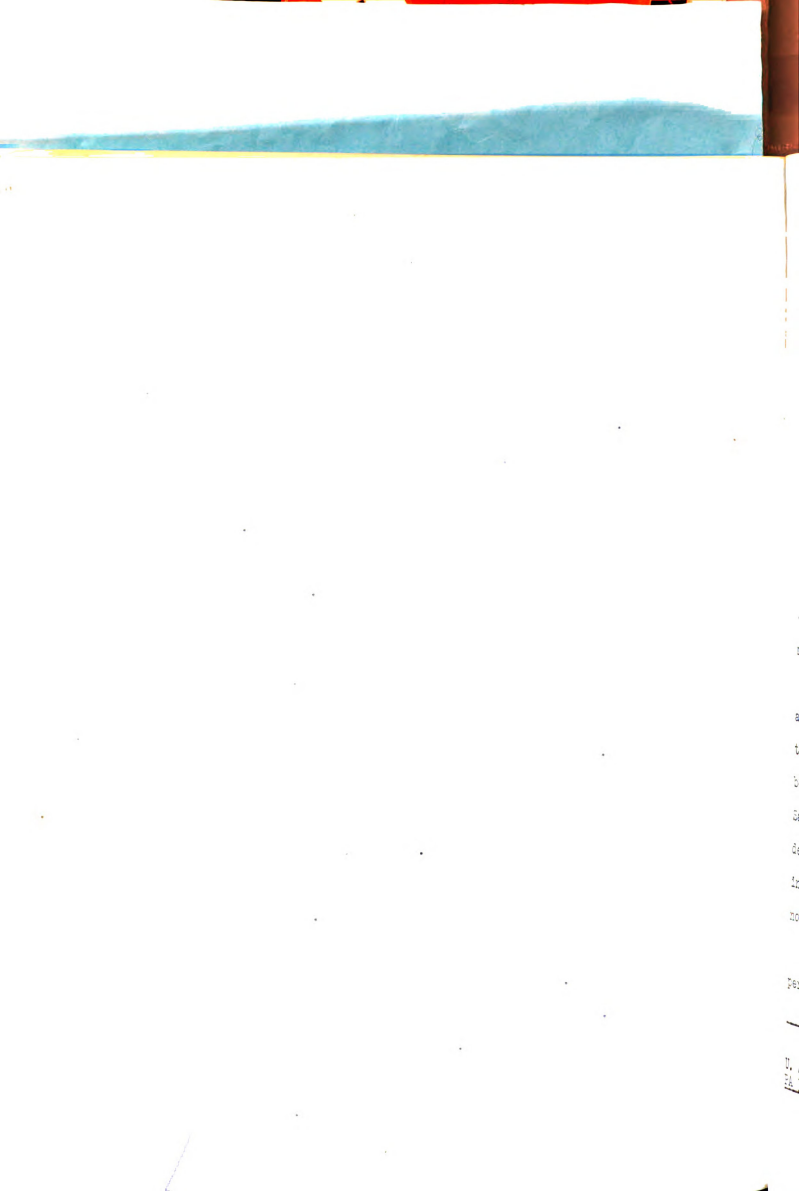
RATIONALE FOR STATEMENTS ON QUESTIONNAIRES

This chapter is a review of the literature which deals with the subjects included on the questionnaires used in the study. The questionnaires are explained in detail in the following chapter. It is the purpose of this chapter to present the basis for what were considered "desirable" responses to the statements used on the questionnaires.

The statements were developed from a review of research and publications in the subject areas. The development of these criteria was not the main purpose of this study, but in order to evaluate the effectiveness of the leader training meetings in terms of any changes in attitudes and understandings of the leaders, some kind of criteria were necessary.

While there is research to support each of the statements on the questionnaires, there may still be differences of opinion on some of them. The basis for many of the statements was taken from publications developed for use by county Extension agents and 4-H Club leaders. Much of the information is the result of summaries of research in this field by Laurel K. Sabrosky, Extension Analyst, Federal Extension Service. Michigan bulletins for 4-H leaders have also been cited quite frequently.

These subject areas do not appear in the same order as they appear on the leader questionnaire. On the question-



naire, they were intentionally rearranged in order to determine how consistent the attitudes and understandings of the leaders were. Another reason for not arranging the statements on the questionnaires by subject areas is that many of them cannot be separated into one area or another. Some may be included in two or even three areas.

Leadership

The following is used as the basis for statements 1, 4, 5, 6, 9, 10, 12, 14, 16, 17, 18, 19, 20, 21, 22, 25, 27, 29, 30, 31, 34, 36, 38, 40, 41, 44, 46 and 50.

A club leader has a responsibility not only to the entire 4-H club with which he is working, but also to each individual member, and to the junior leader(s), other leaders and parents.

The importance of leader training is being recognized and more emphasis is being given to it. This was indicated in the introduction. Studies indicate that leaders do need to be trained, at least if they are to be more effective. Sabrosky says that leaders will enjoy their job more if they devote more time toward becoming well trained; that the returns in successful club work and able club members will be noticeable.¹

According to Joy's study which involved four states, the percentages of completion and reenrollment and the agents'

1. Laurel K. Sabrosky, "Boosting 4-H Reenrollment," U. S. Department of Agriculture, Federal Extension Service, FA 338, November, 1957, p. 5.

rating of leader's success all support the conclusion that leaders become more effective as they attend leader meetings up to approximately six a year.²

The club leader has many ways to teach. The Michigan Leaders' Guide describes the best way to teach character as being by example.³ Often times the most lasting impressions which club members have of their leaders are the ways they act, whether in a 4-H situation or in other circumstances.

The methods of teaching used by the club leader during the club meeting can greatly influence how much the club members learn. In a study of older club members attending district 4-H leadership laboratories in Texas, made by Nelson and York, suggestions made by 221 of the 359 interviewed called for more effective planning of programs and more help from adults in the development of a greater variety of activities. The following were typical of the comments received: "Our meetings are all speeches. We should have more demonstrations, outdoor activities and field trips."⁴

In an evaluation of 4-H Club meetings, Biever lists the things which 4-H members liked about 4-H meetings. They said that too little time was devoted to the following activities

2. B. D. Joy, "Volunteer Leaders Are Essential To The 4-H Program," from Lucinda Crile, Findings from Research On Meetings, Extension Service Circular 507, April, 1950, p. 57.

3. Cooperative Extension Service, Michigan State University, "Michigan 4-H Club Leader's Guide," 4-H Club Bulletin 314A, p. 16.

4. Bardin H. Nelson, and Gerald M. York, "An Analysis of 4-H Club Training," Texas Agricultural Extension Service Bulletin MP-375, 1959, p. 2.

at 4-H meetings: watching demonstrations, hearing 4-H project talks, judging 4-H projects, listening to guest speakers, watching movies and watching colored slides.⁵

Many ways of presenting subject matter are available to club leaders. Use of them can make the meetings more interesting and more educational to the members. One of the characteristics which Ellis found of the more effective leaders was that they used more teaching aids at meetings.⁶

According to evidence available, there is merit in giving special attention to first year club members, since it will often result in their staying in 4-H longer. The Michigan 4-H Leader's Guide states that "first year members need special attention."⁷ It suggests doing this by considering each one as an individual, making them feel important, visiting their parents, seeing they have something special to do, seeing they have the necessary information and supplies to complete their projects and giving them recognition in ways other than through exhibits and competitive affairs. These are also important for other club members, but unless they are given special attention with first year members, chances are that many won't stay in 4-H more than one year.

The leader also needs to consider the age of the club

5. L. J. Biever, "An Evaluation of 4-H Club Meetings In Select Clubs of Four Wisconsin Counties," Thesis for Master's Degree, University of Wisconsin, 1955, from Review of Extension Research, Extension Service Circular 506, May, 1956, p. 36.

6. M. J. Ellis, "A Study of 4-H Leader Effectiveness," Cornell University, 1958, from Review of Extension Research, Extension Service Circular, 532, July, 1960, p. 31.

7. Michigan 4-H Leader's Guide, Op. Cit., p. 20.



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

si
th
ch
ac
pro
tic
thi

bro
sen
ther

Deper
July

member in the amount of supervision which he gives. The Michigan 4-H Leader's Guide says that youth needs responsibility in proportion to its age.⁸ The younger member is not able to make many choices. Each year, as he grows older, he should be able to add more responsibilities. It is important that the leader consider the age and capabilities of the members in how much responsibility is given to them or how much supervision is provided. Younger club members need more supervision than the adolescent who needs and likes freedom and choice. With the older adolescent, the leader should act mainly as an advisor, allowing the members to assume the major responsibility under his guidance.

One time for leaders to help club members develop responsibility is during their business meetings. Sabrosky says that "during business meetings, members should have the chance to discuss and make decisions about local events, activities, participation in outside events, and their own problems of membership, reenrollment and project completions."⁹ The leader's role should mainly as an advisor during this part of the meeting.

Slavson says that "a gifted leader stays in the background as long as the group is alive and functioning with a sense of direction and purpose. He asserts himself only when there is need for assertion. He also permits members of the

8. Ibid., p. 35.

9. Laurel K. Sabrosky, "Improving 4-H Clubs," U. S. Department of Agriculture, Federal Extension Service, PA III, July, 1950, p. 5.

group itself to rise to leadership."¹⁰

One of the factors which the Western Region study found to be related to high reenrollment was having the club members conduct their own meetings and actively plan their 4-H work during the meetings.¹¹

It is important that club members be given the chance to help plan their activities. The Michigan 4-H Leader's Guide says that members should help plan and execute all programs.¹² People are more inclined to participate in a program if they had a part in determining it.

Another finding of the Western Region Study was that a balanced program is important for most meetings. A balanced program is one that includes a business meeting, information and subject matter, and recreation.¹³

The Michigan 4-H Project Guide lists the essentials of a good 4-H meeting as business meeting, project work and recreation.¹⁴ The Leader's Guide also considers recreation to be a very important part of 4-H Club work because playing together helps people learn how to work together.¹⁵ Most 4-H Club meetings should include some form of recreation.

10. S. R. Slavson, Creative Group Education, Associated Press, New York, 1948, p. 29.

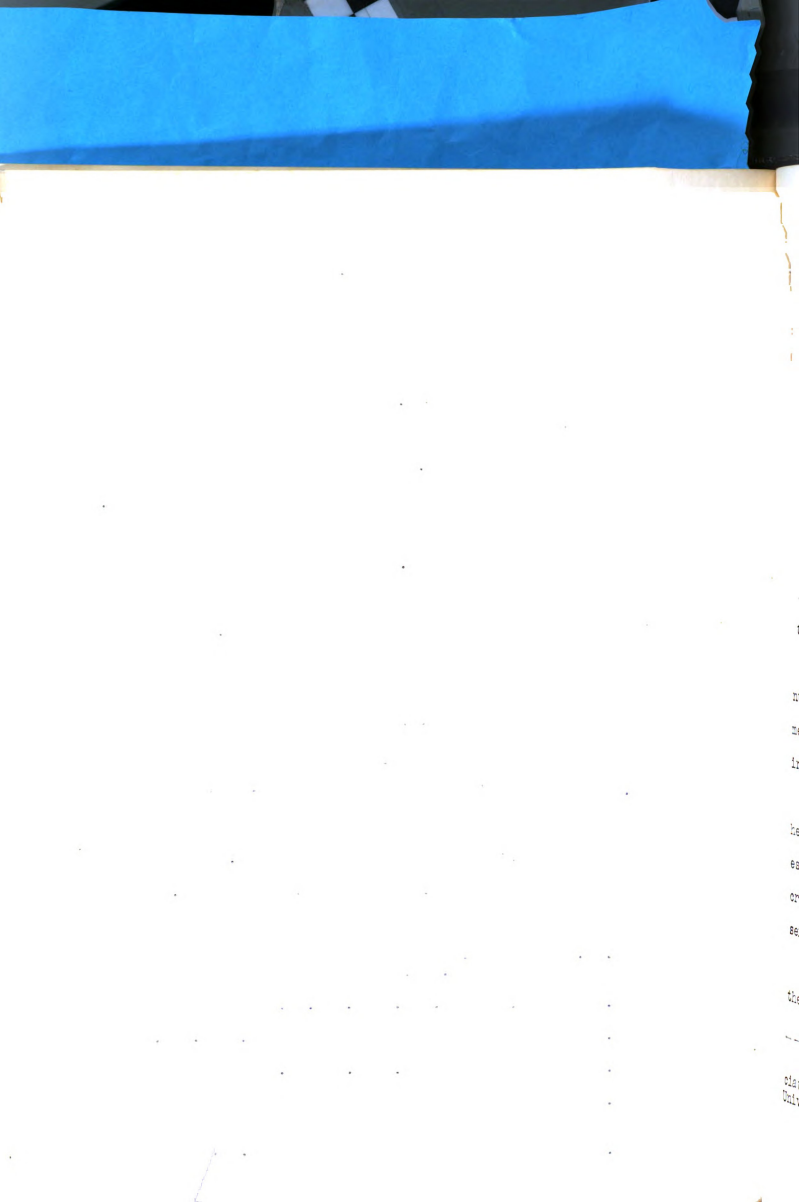
11. Sabrosky, PA 338, Op. Cit., p. 4.

12. Michigan 4-H Club Leader's Guide, Op. Cit., p. 22

13. Sabrosky, PA 338, Op. Cit., p. 4.

14. Cooperative Extension Service, Michigan State University, "Michigan 4-H Projects," 4-H Bulletin 314-B, p. 3.

15. Michigan 4-H Club Leader's Guide, p. 9.



Recreation can include many other things than playing games.

Participation by club members is considered very important. According to Copp and Clark, a substantial accumulation of evidence from a large number of studies shows that the degree of member participation in the 4-H program is associated with reenrollment.¹⁶ The evidence in their study showed that the drop-outs tend to be the inactive members, while those who reenroll tend to be the active members.

Copp and Clark recommend that the degree of participation in 4-H activities be increased. They didn't necessarily mean adding new activities, but instead securing wider participation among members in existing activities.¹⁷

One of the recommendations of a committee which reviewed numerous 4-H Club studies is for leaders to see that every member has a chance to participate in something at every meeting, if only singing or games.¹⁸

Since a person maintains his interest in an activity if he is taking part in it, club leaders can increase the interest of 4-H members by using techniques or methods which increase the member's participation. Seeing that club members serve on committees is one way of getting them to participate.

Studies have also shown the importance of clubs meeting the year around. Sabrosky reports that year-round meetings

16. James H. Copp and Robert C. Clark, "Factors Associated With Reenrollment In 4-H Clubs," Research Bulletin 195, University of Wisconsin, Madison, February, 1956, p. 5.

17. Ibid., p. 27

18. Sabrosky, FA 111, p. 5.

are most satisfactory, even if they are held less often or are merely special ones, during certain seasons.¹⁹

There is evidence that a club should be concerned with more than just the club itself, that it can also benefit from doing something for others. One of the factors related to high reenrollment found in the Western Region Study was a club which generates community spirit. Sabrosky reports that a significant community project carried out is good for both club members and community.²⁰

Schrupp recommends community service activities as a means of providing for many types of participation which are not regularly included in the 4-H club meetings.²¹

According to Foster and Aylesworth, clubs as well as individuals can be self-centered. Just as an individual needs to have acceptance of group responsibility, so does a club need to have community consciousness.²²

One of the opportunities of a club leader is to develop leadership among the club members. The leader should not work with only a few, but should give help to many of the members in the many different leadership roles in which they partic-

19. Ibid., p. 5.

20. Sabrosky, PA 338, Op. Cit., p. 5.

21. E. O. Schrupp, "Identifying Activities of Montana 4-H Beef Club Boys, Sixteen To Twenty-One Years Of Age, Which Are Related To Behavior Patterns and Needs Of Youth," Unpublished Thesis, George Washington University, 1950, from Review of Extension Studies, Extension Service Circular 471, January, 1951, p. 16.

22. George Foster and P. F. Aylesworth, "Highlighting The Heart H in 4-H," U. S. Department of Agriculture, Federal Extension Service, PA 376, p. 13.

ipate.

Weston states that "leadership is a relationship between an individual in a group and the other members of a group. Leadership is not a personality trait that some people are born with, but consists of a number of skills that can be learned and developed by many. The more widely the leadership is distributed, the more effectively the group will function."²³

Certain members may have characteristics which make leadership come easier to them, but the club leader who is concerned with the development of each member will not concentrate on developing leadership among these few. He will see that as many as possible have opportunities to develop some leadership through committee assignments, participation in activities, and in other ways. The Michigan 4-H Leader's Guide recommends developing leadership, starting with younger club members, through assigning leadership jobs whenever possible.²⁴

Just as a club leader should not work with a few in developing leadership, neither should he spend extra time with those club members who may do better work than the others. Copp says that it is not sufficient to encourage the more gifted members of the club; that all members should be given

23. Ruth Weston, "4-H Volunteer Leadership Development," project for M. S. Degree, Michigan State University, East Lansing, (mimeographed), 1961, p. 61.

24. Michigan 4-H Club Leader's Guide, p. 33.

more opportunities to work for the club.²⁵

The club leader can play an important part in determining the effectiveness of the junior leader in a club. With the proper attitude and guidance, a leader can often make the junior leadership experience a very meaningful experience for a junior leader.

The Michigan 4-H Leader's Guide states that clubs with good junior leaders usually last longer and have a higher percentage of completion and increased enrollment.²⁶

The chances of the junior leader being a good junior leader depends greatly on the club leader. One of the Michigan Leaders' Lesson Guides says that the junior leader's effectiveness will depend greatly upon the way in which the leader accepts them, counsels with them, encourages them and assists them. It adds that it is extremely important that they be assigned some definite responsibilities and be given an opportunity to carry them out.²⁷

It is important when deciding what responsibilities the junior leaders will have, that he have a voice in the decisions, rather than the leader just assigning them. They should be things he is interested in. It is important for

25. James H. Copp, "A Study of Factors Affecting 4-H Club Reenrollment In Wisconsin," Selected Readings On Effective Extension Work In 4-H Club and YMW Programs, compiled by Robert C. Clark, University of Wisconsin, 1955, p. 78.

26. Michigan 4-H Leader's Guide, Op. Cit., p. 6.

27. Cooperative Extension Service, Michigan State University, "4-H Leadership Development," Michigan 4-H Lesson Guide L-1, p. 3.

the Junior leader to discuss his plans with the local leader to decide where he can help.

The Michigan 4-H Junior Leadership Guide says that the junior leader should prepare an outline of what he hopes to do with the 4-H members. The work outline should be drawn up under the guidance of the adult leader.²⁸

Just deciding on the responsibilities is only a part of the job. Equally important is the way in which they are carried out. The junior leader should feel that he is part of the leadership team. If the club leader takes the time to counsel with him and discuss problems and plans of the club, he will very likely find the experience much more rewarding than if he is just left to carry out his responsibilities on his own.

Another relationship of the club leader is with the parents of the members. The study by Copp and Clark supported the conclusion that parental participation is closely related to subsequent reenrollment.²⁹

An Extension study made in Massachusetts, Maine, New Hampshire and Ohio showed that the leader's attitude and special 4-H activities of interest to parents can promote parent cooperation. It was found that leaders can be divided into groups according to their attitude. Those in the group who expected parents to be very interested and active in

28. Cooperative Extension Service, Michigan State University, "4-H Junior Leadership Guide," 4-H Club Bulletin 168, p. 6.

29. Copp and Clark, Research Bulletin 195, Op. Cit., p. 16.

everyth

parent

less, in

El

effectiv

tion by

Stu

help the

intereste

appears t

encourage

parents to

members do

club meeti

parent oco

The f

23, 24, 26,

It is

characteris

with the ne

can be of

One of

about the

30. U.
Service, "B

31. E

32. M

everything the club and its members did, received the best parent attitude. The leaders in the other groups who expected less, had less parent cooperation.³⁰

Ellis found that one of the characteristics of the more effective leaders was that they encouraged active participation by parents in club work.³¹

Studies have shown that parents are often willing to help the leader with all phases of 4-H work if they are first interested and informed. A big factor in parent cooperation appears to be the attitude of the club leader and the way he encourages active parent participation. Those who expect the parents to be interested in most things the club and its members do, and expect them to be willing to participate in club meetings and activities, are likely to have the best parent cooperation.

Characteristics of Boys and Girls

The following is used as a basis for statements 2, 8, 13, 23, 24, 26, 33, 35, 37, 39, 43, 47 and 49.

It is important for club leaders to be familiar with the characteristics of boys and girls. Those who are familiar with the needs of youth and with their normal characteristics can be of much greater help to the members.

One of the needs of youth is the need "to belong". At about the age of ten they want to belong to a "gang".³² This

30. U. S. Department of Agriculture, Federal Extension Service, "Parents And 4-H Club Work," FA 95, March, 1950, p.2.

31. Ellis, Op. Cit., p. 31.

32. Michigan 4-H Club Leader's Guide, Op. Cit., p. 34.



a
d
e
d
e
de
of
po
of
ple
she
Serr

is the reason why many boys and girls join 4-H clubs, as well as other youth organizations.

Another need is for recognition. They need recognition, but it is important that the recognition is for what they feel to be an accomplishment. According to the Michigan 4-H Leader's Guide, it is recognition of what, to them, is real accomplishment. If a child is recognized only for what an adult considers an accomplishment, or if he is ignored because an adult does not realize that what he has done is a real accomplishment, he will turn to other activities that better satisfy him.³³

It is not necessary that the recognition be in terms of a big reward. The Michigan Leader's Guide says that "day-by-day recognition of club members provides a satisfying 4-H experience and develops the boy and girl. A spoken "well done" is often sufficient reward for completion of a difficult task."³⁴

Closely related to the need for recognition is the desire for a feeling of accomplishment. The 4-H program offers many opportunities for this need to be met. One opportunity, which every member can achieve, is the completion of a project. Sabrosky urges leaders to encourage the completion of projects. As a result of various 4-H studies, she says that "failure to complete a project sets a child back

33. Laurel K. Sabrosky, "Let's Be Challenged," Extension Service Review, May, 1957, p. 108.

34. Michigan 4-H Club Leader's Guide, Op. Cit., p. 29 & 35.

ne
le
the
ele
The
dem

spor
Whio
list
coun
proje
(2) ti
and (2
mental

A
realize

in his development. He loses some self-confidence.³⁵

Those club members who do not complete their project, for one reason or another, should not be prevented from enrolling another year. If a member doesn't complete one year and is denied the chance to enroll again, it puts him in the position of losing self-confidence again.

The project is an important part of 4-H, but the leader needs to understand how it fits in 4-H Club work. The bulletin describing 4-H projects in Michigan says that even though it is an important part, there are several other elements which are also necessary for a 4-H Club program. These include such things as meetings, recreation, camping, demonstrations and other activities.³⁶

Because the project is important, the leader has a responsibility in helping the club member decide on a project which is best for him. The Michigan 4-H Projects bulletin lists the following things to keep in mind when a leader is counseling 4-H members in the selection of a project: (1) the project should fit the member's home and family situation, (2) the member should have a sincere interest in the project, and (3) it should be suited to the member's physical and mental capabilities.³⁷

As the members do their project work, leaders need to realize the variation in children. Sabrosky says that "some

35. Sabrosky, PA 111, Op. Cit., p. 5.

36. Michigan 4-H Projects, Op. Cit., p. 2.

37. Ibid., p. 2.

children simply cannot do the same things as other children can. To set up a program that has goals and methods that seem to be satisfactory to certain children means that this program cannot possibly be satisfactory to all other children. What is real accomplishment for one child is not real accomplishment for another -- and of even more importance, what is real accomplishment for children is often not real accomplishment for adults."³⁸

If we consider the capabilities of the members, it becomes very difficult for leaders to say that certain work is acceptable quality and other work is unacceptable in 4-H. If the work is to be evaluated, it means much more if it is done in terms of what the member is capable of. This would also seem to make it impossible to set certain standards of work for 4-H projects.

Even though some activities are important for all members, activities will become increasingly important as the members get older. Older members need new experiences and challenges. Activities outside of the club which are on a county, district or state level can broaden their experiences and help to maintain their interest in 4-H Club work.

The Michigan 4-H Leader's Guide describes activities and events as "adding spice" to the 4-H Club program. It says clubs need activities to provide four-fold development of

38. Laurel K. Sabrosky, "Using Studies As A Tool In 4-H Program Building," Speech given at the State 4-H Leaders' Meeting, Chicago, Ill., November 28, 1960.

Head,

activi

year.⁴

if the

club's

importa

As

in group

In a stu

needed t

things in

group act

rated the

ing with

in other

Acco

are group

ject indi

to give t

The

39.

40.

41.

Needs Of
Fort Coll.
Research,

42.

1961.

Head, Heart, Hands and Health.³⁹

Sabrosky recommends that each club participate in several activities on the county or district-within-the-county each year.⁴⁰ Club members will be much more likely to participate if they are encouraged by their leaders to do so. If a club's participation in activities is to be meaningful, it is important that leaders be familiar with such activities.

As club members get older, they become more interested in group activities, as compared to individual project work. In a study by Servass to determine the program adjustments needed to meet the needs of older youth, he found that the things in which the members indicated greatest interest were group activities. The three things which the boys and girls rated the over-all highest as being interested in were helping with community recreation programs, helping the community in other ways, and helping people in trouble.⁴¹

According to Sabrosky, research indicates that teenagers are group-minded and the ordinary, average teenager will reject individual work because it will reduce the time he has to give to becoming accepted as part of the group.⁴²

The Michigan 4-H Leader's Guide recommends that group

39. Michigan 4-H Club Leader's Guide, Op. Cit., p. 21.

40. Sabrosky, PA 111, Op. Cit., p. 6.

41. N. B. Servass, "Program Adjustments To Meet The Needs Of Older 4-H Youth," Unpublished Master's thesis, Fort Collins, Colorado, 1959, from Review of Extension Research, Extension Service Circular 532, July, 1960, p. 48.

42. Laurel K. Sabrosky, letter to Ruth Brasher, May 5, 1961.

activities be stressed for the fourteen to seventeen age group of members to help them feel at ease with one another.⁴³

Evaluation

The following is used as a basis for statements 3, 7, 11, 15, 28, 32, 45 and 48.

Evaluation has long been a part of 4-H Club work, but during recent years there has been a change in the way evaluation has been applied to 4-H.

For many years, evaluation was mainly through competition. The members project work was rated in the way it compared to work done by other club members. Emphasis was placed on having the grand champion steer or in winning a purple or blue ribbon with a clothing project.

Even though competition still plays an important part in 4-H Club work, many people no longer base the success of a 4-H member or a 4-H club on the color or number of ribbons won.

A number of studies have been done to determine the effects of competition. One of the findings, as reported by Sabrosky, is that the contest and award system in 4-H Club work seems to have little effect on reenrollment of first year members.⁴⁴

According to Dildine, all children do not like to compete. If they are forced to do so, some may be harmed by it.

43. Michigan 4-H Club Leader's Guide, Op. Cit., p. 33.

44. Laurel K. Sabrosky, "Let's Be Challenged," Extension Service Review, May, 1957, p. 109.

He says that one-third of the children will not go into competition if given a free choice, or if not given a free choice may be harmed by it; another one-third will go into competition if given free choice and may be harmed by it; the other third will probably go into competition if given free choice, but it will not hurt them, whether they compete through free choice or by regulation.⁴⁵

Frazier points out that as children get older, they can face competition better. She says that a twelve year-old faces competition better than a nine year-old, that a sixteen year-old can face competition better than a twelve year-old, and that an adult can face competition better than a sixteen year old. She also says that "even though competition apparently has real value in terms of getting a group of people to progress more than they might otherwise, the important thing to recognize is that not all children want to compete."⁴⁶

Another point that Frazier makes is that "finding acceptance with his peer group is more important for the child of nine to twelve than being accepted by adults."⁴⁷ Since adults arrange most of the competition in 4-H Club work,

45. Glenn C. Dildine, "Effects of Competition on Individual Motivation and Personal Development; An Interpretation of Research," Washington, National 4-H Club Foundation, December, 1958, (mimeographed).

46. Roberta Frasier, "Boys and Girls and Competition," "Selected Readings and References in 4-H Club Work," National Agricultural Extension Center For Advanced Study, University of Wisconsin, Madison, Wisconsin, 1961, p. 35.

47. Ibid., p. 36.

this may help to explain how some of the members feel about awards.

Sabrosky says that research indicates that winning in competitive exhibits or contests is not as important to the development of a youth as being accepted and liked in his home community.⁴⁸

Even though competition needs to be used with care, most people still agree that it has a place in 4-H Club work. Morgan and Clark say "there is no doubt that awards and honors can do much to raise the standards of accomplishment, to develop habits of success, and to maintain the interest of local leaders and members in the 4-H Club program if they are used with caution."⁴⁹

In a study of 4-H awards, Rapp found that out of 546 club members (who had completed two or more years of 4-H) sixty-seven percent had learned of awards which were challenging to them.⁵⁰

The Michigan 4-H Leader's Guide says that awards and incentives are needed for the ten to fourteen age group.⁵¹

Club members can be stimulated by contests and competi-

48. Laurel K. Sabrosky, letter to Ruth Brasher, May 5, 1961.

49. Julia E. Morgan, and Robert C. Clark, "Motivating Youth Through The 4-H Program," Selected Readings on Effective Extension Work In 4-H Club and YMC Programs, compiled by Robert C. Clark, University of Wisconsin, 1955, p. 14.

50. M. R. Rapp, "4-H Awards Study," Thesis for Doctorate, Harvard University, from Review of Extension Research, Extension Service Circular 511, June, 1957, pp. 36-40.

51. Michigan 4-H Club Leader's Guide, p. 33.

tive exhibits to do better work, but care needs to be exercised to see that certain club members are not harmed by it. According to research, special care needs to be used with younger club members, since they do not face competition as well as older members.

The amount of winning should also be considered. Sabrosky says that research shows that they must have successful experiences, balanced by failures, to develop as they should.⁵² Competition can give members a chance for success as well as failure. If club members are allowed to participate and win year after year in district or state contests in which they have previously won, it may provide too much winning and not enough failures.

As already stated, many people no longer measure the success of a 4-H club by the number of ribbons won.--there are other ways of measuring how successful a 4-H club is. Morgan and Clark give the following criteria for measuring the success of a 4-H club:

"A club is a good club when:

1. Members of the club propose, plan, carry out and evaluate their own program experience with the assistance of the adult leaders.
2. When the 4-H members enjoy status and a relationship of mutual acceptance which makes for social adjustment. When there is a "we feeling", cohesion and unity within the group.
3. Four-H members work together cooperatively and democratically with a wide range of participation, if possible every member participating to the extent of his abilities.

52. Laurel K. Sabrosky, letter, Cp. Cit.,

4. The behavior of the club is such that it accepts help, guidance and counsel from the 4-H adult leaders and other resource persons in the 4-H Club organization and community.

5. Decisions are reached through using the democratic procedure.

6. All members look at evaluation as a continuous process shared by all who contribute to the 4-H Club enterprise.

7. Four-H Club members have an increased sensitivity towards their own role and towards the roles of others."

According to this criterion, a club can be considered a good club and still not have a single winner in a 4-H contest or exhibit beyond the local club level. By the same measurement, a club leader can be considered a good leader if his club meets some of the above criteria, even if there are no winners in district or county competition.

Just as a club's success is not measured in terms of ribbons won, neither should the member's success be measured this way. A club member who contributes to the success of a club according to the criteria described above, can be considered a good club member.

The information presented in this chapter is used to develop the statements for use on the questionnaires used in the study. The way in which the questionnaires are used is described in the following chapter.

53. Julia E. Morgan and Robert C. Clark, "Training The 4-H Leader For More Effective Leadership," University of Wisconsin, August, 1952, p. 28.



Page 1 of 1

1
2
3

4
5

C
I
t
W
S

1
2

CHAPTER IV

METHODOLOGY

Planning Of The Training Meetings

The idea for the series of leader training meetings originated at a district meeting of the 4-H Extension agents during the spring of 1961. Plans were formulated during the fall. It was decided to hold five meetings in the series. The meetings were originally scheduled to be held during January and February at the Grade School in Sandusky, but the time was later changed to February and March.

With the assistance of the District Director and members of the State 4-H staff, four topics were selected. The fifth meeting was a review of the first four classes and an evaluation of the total series. Each agent selected the topic which he wished to present. The subjects and agents responsible for the presentation are as follows:

<u>Date</u>	<u>Subject</u>	<u>Agent</u>
February 15	What Is Leadership	Robert Schultheiss
February 22	The Formative Years	Carroll Wamhoff
March 1	Why We Act As We Do	J. E. Malosh
March 8	Did We Hit Our Goal (Evaluation)	John Heller
March 15	What Did We Learn	Ed Schrader

Planning For The Evaluation Of The Training Meetings

In planning for the evaluation of the training, it was



necessary to work closely with the 4-H Extension agents in the Participating counties. Of primary importance was the necessity of understanding their objectives.

The agents listed the following as the objectives which they hoped would be gained by the 4-H leaders:

1. Acquaint local leaders with philosophies, methodology, techniques and skills in 4-H Club organization and teaching.
2. Create desires for increased knowledge and abilities in leadership and skills.
3. Develop knowledge and ability in obtaining further information, reaching into breadth and depth of specific problem areas.
4. Indicate problems, common and prevalent in communities, counties and areas; developing a fuller broader understanding of causes and or effects of these problem centers.

It was felt that it would be desirable to be able to relate these objectives more closely to the subjects to be covered during the meetings in order to develop a questionnaire to measure change in attitudes and opinions among the leaders. In order to do this, a form was prepared for the five Extension agents. The form included thirty-four statements. The agents were asked to check each statement according to (1) how important they felt it was that the information in the statement be covered during the training session, and (2) to what extent they planned to cover it in their presentation. They were given a range for each of from five to

one, with five meaning that the statement was considered very important, or that they would cover it quite thoroughly.

Since many of the statements were included in more than one subject area, it meant that often more than one agent (and in some cases all of them) would be covering them to some extent in their presentation.

The statements listed on the questionnaire and a summary of the agents' responses to them are included in Appendix C.

As a result of the questionnaires, the most important objectives appeared to be:

1. Leadership development.
 - a. Acquaint leaders with the methods of working with boys and girls.
 - b. Teach leaders techniques for more effective teaching of club members.
 - c. Help them better understand their relationship and responsibility to the club members, the entire club, junior leaders, other leaders and parents.
2. Help the leaders better understand boys and girls.
 - a. Their needs.
 - b. Their characteristics.
 - c. What can be expected of them.
3. Help the leaders better understand the place and value of evaluation in 4-H.
 - a. How success is measured in 4-H.
 - b. The effect of competition and how to use it for the best results.

These correspond fairly closely with the first three of the objectives listed by the agents, except that 4-H organization was given very little importance. The fourth objective listed by them was not included on the form which was given to them. As it was stated, this objective may have been too broad and not clearly defined.

Using these more specific objectives, a series of fifty statements were made for use on an opinion and attitude questionnaire for the leaders, and an activity questionnaire for the members.

Developing The Questionnaires

Two questionnaires were used for the evaluation. One was used to obtain the opinions and attitudes of the leaders and the other to determine how the club members perceived the activities of the club and the actions of the leader of the club in which they were members.

The leader questionnaire was designed to obtain the opinions and attitudes of the leaders in the subject areas to be covered in the training meetings. These are closely related to the objectives of the agents, which are listed above. A number of statements are related to activities outside of the 4-H club. These were included because the plans at one time included a session on activities outside of the club. This was changed before the series started.

The questionnaire consisted of fifty statements. The leaders were to put a check for each statement under one of the following columns: agree, haven't made up my mind, disagree, or not informed on this.

Certain data regarding sex, years of leadership, present leadership responsibility and education were also requested at the beginning of the questionnaire.

The questionnaire for the club members consists of thirteen questions relating to the way in which the club leaders work with the club members. Each question is related to a question or questions on the leader questionnaire. The member is to select from several choices the answer or answers which he feels to be characteristic of his club or club leader.

Before the questionnaires were mailed to the club members, the leader's name for which the questionnaire applied was written at the top, so that if a club member had more than one leader, the member would know to which one the questionnaire referred. The club member's first name was also written on the letter accompanying the questionnaire in order to make it more personal.

Both of the questionnaires were pre-tested with 4-H clubs in the Lansing area. Nine leaders and thirty-six club members filled out questionnaires.

Selection Of Leaders To Participate

The Extension agents felt that about fifty leaders was the size of a group which they could best handle in the meetings. Therefore they decided to let each county select ten leaders to attend the training sessions.

The 4-H Extension agent in each county was responsible for the selection of leaders to attend from that county. Selection was to be made on a random basis from those leaders

in the county who were leading in their second to fifth year. The first ten selected were notified of their selection and given the opportunity to attend. For those unable to attend, alternates were selected.

The leaders for the control group were selected in the same way, after the leaders to attend had been selected.

In order to get the ten leaders to attend, two counties selected twelve leaders, two fourteen leaders, and the other county sixteen leaders. All the leaders attending the sessions and those in the control group were asked to attend the leadermete to fill out the leader questionnaires.

For the remainder of this study, the leaders who attended the training sessions will be referred to as the experimental group. Unless stated otherwise, it will include only those leaders who attended three or more sessions. The leaders who did not attend any training meetings, but filled out questionnaires, will be called the control group.

The average tenure of leadership of the leaders in the experimental group was 3.5 years. This was less than that of the leaders in the control group which was 4.1 years.

The following tables give a breakdown of the years of leadership of the leaders involved in the study who filled out questionnaires at the beginning and the end. The year of leadership for each leader was taken from the questionnaire. It includes the current year.

Table 2 - Years of Leadership Of Leaders
In Experimental Group

Year of Leadership	County					Total
	Huron	Lapeer	Sanilac	St. Clair	Tuscola	
First	-	1	-	-	-	1
Second	4	1	3	1	1	10
Third	3	4	4	4	2	17
Fourth	-	-	-	3	2	5
Fifth	3	1	3	1	-	8
Sixth	-	3	-	1	-	4

Table 3 - Years Of Leadership Of Leaders In Control Group

Year of Leadership	County					Total
	Huron	Lapeer	Sanilac	St. Clair	Tuscola	
First	-	-	-	-	1	1
Second	3	-	3	1	-	7
Third	3	-	3	2	-	8
Fourth	2	-	2	3	-	5
Fifth	-	1	1	2	1	5
Sixth	-	6	-	-	4	10

Selection Of Club Members To Fill Out Questionnaires

The selection of club members was made from lists of each club which were submitted by the Extension agents.

Thirty club members were selected in each county from the clubs whose leaders were in the experimental group and thirty members from those whose leaders were in the control group. This gave a total of one hundred and fifty members representing the experimental group and one hundred and fifty members representing the control group.

Members in each of the clubs were alphabetized and then a number selected which would give thirty from that group of club members. For example, for Huron county, every eighth member was selected from the experimental group and every seventh member from the control group. The starting member in each group was selected at random from the first number of members -- such as one of the first seven for the experimental group from Huron county.

There was quite a range in the populations of club members represented in each county. This is shown in Table 4, which lists the total club membership in the clubs whose leaders are participating in the study.

The suze of clubs varied from two members to eighty-six members. In each case, at least two members but not over ten, were selected from the same club. If it happened in the selection that only one was picked (because of the size of the club), then a second member was selected at random from the remaining members. If the club had over forty-eight members, the number of those selected was decreased to give less

T

me

Wai

a

sin

a c

des

woul

more

few

beat

the e

agent

Table 4 - Total Number Of Club Members In Clubs Whose Leaders Are Participating In The Study

County	Members In Clubs Whose Leaders Are In The Experimental Group	Members In Clubs Whose Leaders Are In The Control Group
Huron	217	170
Lapeer	328	152
Sanilac	208	304
St. Clair	103	99
Tuscola	134	130
Total	990	855

members than what would have been picked if the same number was used all the way through. This was done so that too large a proportion of members would not come from the same club.

The same number of members was not picked from each club, since it was found in the pre-testing that not all members in a club checked the questions the same. It was considered desirable to have more members from a larger club, since they would give a wider range of opinions for the club and make it more representative of all the members. However, because a few clubs were so much larger than the average, it was felt best to decrease the number selected from them.

Developing The Evaluation Sheets

The evaluation sheets were prepared, one for leaders in the experimental group, and the other for the Extension agents who participated. The leader's evaluation sheet asked

them to rate each meeting according to how much they felt they had learned and how interesting they felt it was, to list the things which they learned which they felt would be most helpful, and list their suggestions in case another leader training series of this type were to be held again. It also asked the leaders whether they preferred a county or district training series and if they had passed any of the information gained on to other leaders.

The evaluation sheet for the Extension agents was designed to determine how effective they felt the training sessions had been. Both evaluation questionnaires may be found in the appendix.

Obtaining The Information

Each questionnaire was given twice. The questionnaire for the leaders was given for the first time to leaders in both groups during a district leadermete at Sandusky on February 8, one week before the first meeting in the training series. All leaders were present and filled out the questionnaire except for seven in the experimental group and nine in the control group. Questionnaires were mailed to these.

The leader questionnaire was given for the second time at the end of the fifth meeting. It was mailed to the sixteen leaders who missed the meeting and all the leaders in the control group.

The leader's evaluation sheet was also given to each leader at the end of the last meeting. The agent's evaluation sheet was given to the two agents present at the fifth meeting



and mailed to the other three.

The member questionnaires were mailed to the members following the leadermete which was held February 8. It was mailed to them for the second time on April 14. This date didn't allow much time for a change to take place in the 4-H clubs, but the time factor in completing the study prevented it from being mailed any later.

Observations

In addition to the questionnaires and evaluation sheets, the observations of the writer were also included in the evaluation of the training meetings. Tape recording and extensive notes were made at each meeting.

Definition of Terms

Experimental group. The 4-H leaders who attended three or more of the leader training meetings.

Control group. The leaders who did not attend any leader training meetings but filled out the leader questionnaires.

Pre-test. The questionnaires filled out by the 4-H leaders and members at the beginning of the training meeting.

Post-test. The questionnaires filled out by the 4-H leaders and members at the end of the training meetings.

Positive response. A response to the statements or questions on the questionnaires which is considered desirable as established in Chapter III.

Negative response. A response to the statements or questions on the questionnaires which is considered undesirable as established in Chapter III.

Positive direction. When the number of positive responses is greater on the post-test than on the pre-test. This may be on a topic or subject, or the total responses for a leader.

Negative direction. When the number of positive responses is smaller on the post-test than on the pre-test. A smaller number of positive responses indicates that the number of negative or no-opinion responses has increased.

On the leader's questionnaire all the answers for each question on the pre-test and post-test are given in the Appendix.

For each question the direction of change.

This refers to the change in the leader and member questionnaires. A change in a positive direction indicates the number of positive responses increased in the post-test. If the number of positive responses decreased, then it indicates a change in a negative direction.

The leader's questionnaire and the member's questionnaire are given in the Appendix. The results of the member questionnaire are given in the Appendix. The questionnaires are completed by the leader and member. A discussion of the results of the questionnaire is given in the Appendix.

Appendix A

Questionnaire for the leader

Answer the following questions for the training. The questions are given in the Appendix. They were answered by the leader.

Seven leaders in the training were given the questionnaire.



CHAPTER V

PRESENTATION AND ANALYSIS OF THE DATA

In this chapter the results of the questionnaires and over-all evaluation sheets are presented. The data is analyzed as it is presented.

A complete report on the responses for each statement on the leader questionnaire and the answers for each question on the member questionnaire is given in the Appendix.

Frequent reference is made to direction of change. This refers to the responses on the leader and member questionnaires. Change in a positive direction indicates the number of positive responses increased on the post-test. If the number of positive responses decreased, then it will be referred to as change in a negative direction.

The chapter begins with the results of the leader questionnaire. This is followed by the results of the member questionnaires, the results when these two questionnaires are combined, results of the over-all evaluation, a discussion of how nearly the meetings met the principles of learning, and attendance at the meetings.

The Leader Questionnaire Questionnaires Included in the Tabulations

Although fifty-one leaders were originally signed up for the training, three were unable to attend any meetings. They were changed to the control group.

Seven leaders attended only one or two meetings. Since

it was felt that they would benefit less than those who attended more meetings, they were separated into a third group for the analysis of the questionnaires. One leader did not return both questionnaires, so data on the questionnaires was tabulated for six leaders in this group.

Of the forty-one leaders who attended three or more meetings, two did not return both questionnaires. As a result, thirty-nine leaders are included in this group, which will be referred to as the experimental group.

Of the original fifty in the control group, thirty-eight returned both questionnaires.

No leader questionnaires are included in the tabulations unless the leader completed the questionnaires for both the pre-test and post-test.

Number of Leaders Who Showed a Net Change in Positive Responses.

The leaders in the experimental and control groups were compared on the basis of their change in total number of positive responses to the statements on the pre-test and post-test. The amount of change for each leader varied from an increase of nine (positive direction) to a decrease of three (negative direction).

The results of this comparison are shown in Graph 1, which shows the number of leaders changing, the direction of change and the amount of change.

Twenty-seven leaders in the experimental group changed in a positive direction, while three showed no change and nine changed in a negative direction.

Of the leaders in the control group, seventeen changed in a positive direction, eight had no change and thirteen changed in a negative direction.

Although the questionnaire indicates that the greatest positive change for leaders is in the experimental group, there was also positive change for those in the control group. Reasons for this are not known, but of the possible explanations the following are advanced as probable factors:

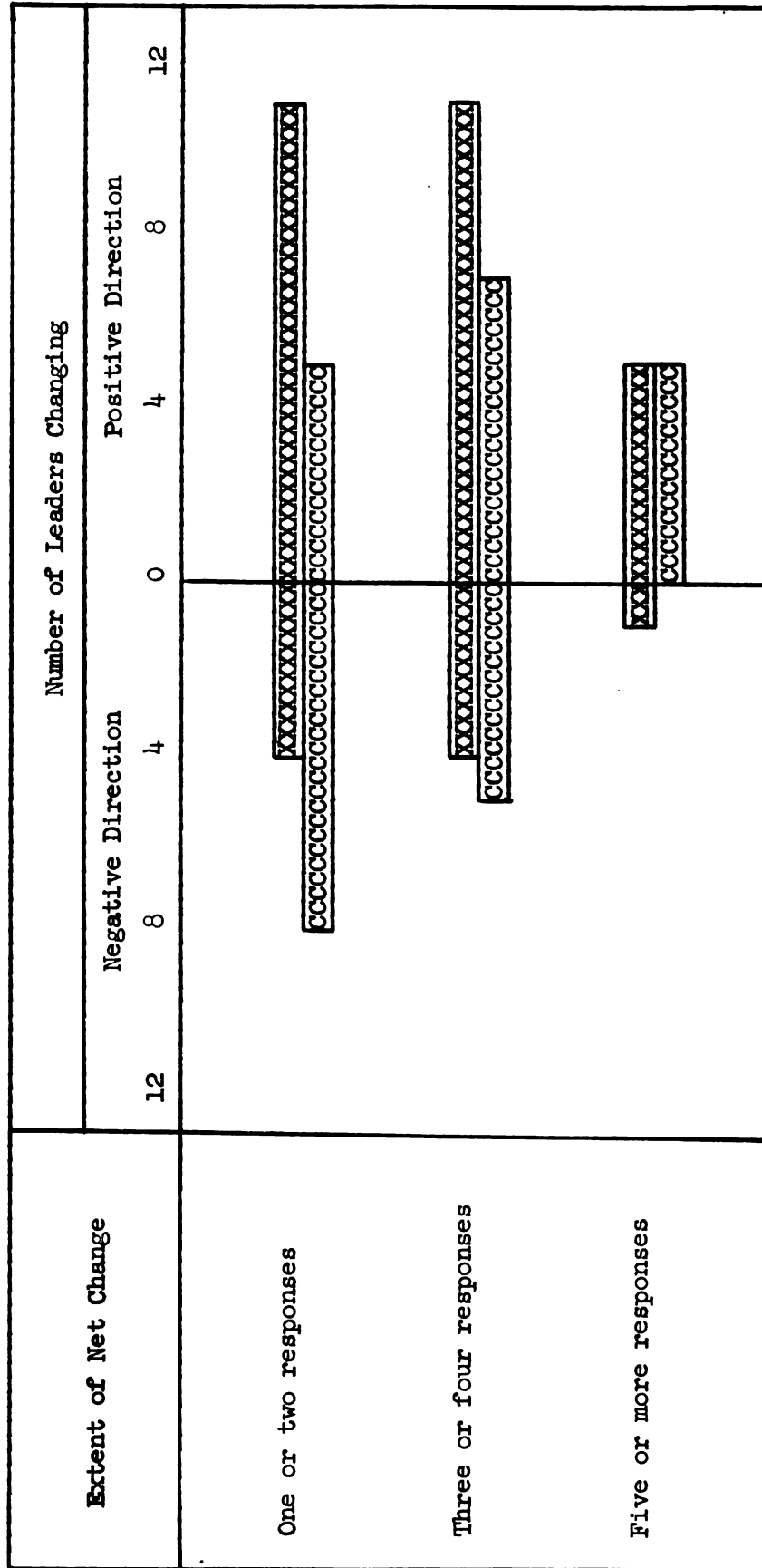
One factor may have been the dissemination of information by the leaders in the experimental group. Twenty-four of these leaders reported at the end of the training that they had already passed on some of the information learned to other leaders.

Another factor may have been the Leadermete held on February 8. This was the meeting at which most of the leaders in both groups filled out the questionnaires for the pre-test. Each leader at the Leadermete could elect to attend two of the discussion groups which were considering the following subjects: awards, new projects, judging standards, 4-H club requirements, people to people, and the role of the junior leader. No record was kept of the discussion groups which any of the leaders attended.

Analysis of Changes in Responses

The changes in the responses to all of the statements were analyzed to determine if there was an over-all change in the opinions and attitudes of the leaders as a result of the leader training.

Graph 1. Change by Leaders on Total Responses to Leader Questionnaire*
(Experimental N = 39, and Control N = 38)



XXXXXXXXXX Experimental Group CCCCCCCC Control Group

*Three of the leaders in the experimental group and eight in the control group showed no change.

ment

for

char

stat

pare

who

sever

or mo

Negat

one-si

follow

effect

Hi

Th

Since t

cent le

alterna

trainin

level o

1.

in whic

The total number of positive responses to each statement on the pre-test and post-test was tabulated. The change for each statement is shown in Table 5. In some cases the change was in a negative direction. This occurred on seven statements for the leaders in the experimental group, as compared to thirteen in the control group and twelve for those who attended one or two meetings.

By adding the changes for each statement, a total of seventy-nine was obtained for the leaders who attended three or more meetings and forty for those in the control group. Negative changes were subtracted.

This change was analyzed for significance by use of a one-sided t-test.¹ In order to test for significance, the following hypotheses were used:

Null hypothesis, H_0 : The training had no favorable effect on the understandings of the leaders.

H_1 : The training had a favorable effect.

The test resulted in a calculated t value of 1.49. Since the critical value of a one-sided test at the ten percent level is 1.305, the Null hypothesis was rejected and the alternative hypothesis accepted. This indicates that the training had a favorable over-all effect at the ten percent level of significance.

1. Used the formula: $t = \frac{\bar{x} - \bar{y}}{\sigma_{\bar{x} - \bar{y}}}$

in which $\sigma_{\bar{x} - \bar{y}} = \sqrt{\sigma_{\bar{x}}^2 + \sigma_{\bar{y}}^2}$

Table 5. Positive Responses on Leader Questionnaire on
Pre-test and Post-test*

State- ment	Experimental Group N = 39			Control Group N = 38			Leaders Attending One or Two Meetings N = 6		
	Pre- test	Diff.	Post- test	Pre- test	Diff.	Post- test	Pre- test	Diff.	Post- test
1.	38	1	39	37	-2	35	6	-1	5
2.	38	1	39	37	0	37	5	1	6
3.	<u>16</u>	-3	<u>13</u>	<u>12</u>	-3	<u>9</u>	<u>2</u>	1	<u>3</u>
4.	35	3	38	36	0	36	5	0	5
5.	28	5	33	27	4	31	4	2	6
6.	29	7	36	34	0	34	2	1	3
7.	<u>2</u>	2	<u>11</u>	<u>6</u>	1	<u>7</u>	<u>2</u>	-2	<u>0</u>
8.	36	2	38	37	0	37	4	2	6
9.	<u>36</u>	-3	<u>33</u>	<u>34</u>	-1	<u>33</u>	<u>3</u>	3	<u>6</u>
10.	32	3	35	33	3	36	3	1	4
11.	33	3	36	36	-1	35	5	0	5
12.	35	2	37	35	1	36	5	1	6
13.	38	1	39	37	-2	35	6	0	6
15.	32	-1	31	31	0	31	5	-2	3
16.	<u>14</u>	-3	<u>11</u>	<u>3</u>	3	<u>6</u>	<u>2</u>	-2	<u>0</u>
17.	33	3	36	33	3	36	6	-1	5
18.	19	6	25	27	1	26	2	1	3
19.	<u>36</u>	0	<u>36</u>	<u>32</u>	0	<u>32</u>	<u>6</u>	0	<u>6</u>
20.	32	2	34	30	2	32	6	0	6
21.	34	4	38	36	0	36	5	1	6
22.	38	1	39	35	3	38	6	0	6
23.	<u>34</u>	-3	<u>31</u>	<u>28</u>	-3	<u>25</u>	<u>5</u>	0	<u>5</u>

* Underlined numbers are "disagree" responses. All others are "agree".
 @ Statements 14 and 42 not included in the tabulations

Table 5. (Con't.)

State- ment	Experimental			Control			One or Two Meetings		
	Pre- test	Diff.	Post- test	Pre- test	Diff.	Post- test	Pre- test	Diff.	Post- test
24.	38	-4	34	36	-2	34	5	0	5
25.	38	0	38	36	-3	33	6	0	6
26.	<u>22</u>	3	<u>25</u>	<u>21</u>	0	<u>21</u>	<u>4</u>	0	<u>4</u>
27.	34	2	36	37	-2	35	5	1	6
28.	26	-3	23	20	3	23	3	1	4
29.	34	4	38	34	0	34	5	-1	4
30.	31	4	35	28	6	34	6	-2	4
31.	38	1	39	35	3	38	6	0	6
32.	<u>19</u>	0	<u>19</u>	<u>17</u>	-1	<u>16</u>	<u>3</u>	-1	<u>2</u>
33.	26	0	26	20	3	23	3	-1	2
34.	39	0	39	35	2	37	6	0	6
35.	39	0	39	37	0	37	5	1	6
36.	<u>35</u>	0	<u>35</u>	<u>22</u>	7	<u>29</u>	<u>5</u>	0	<u>5</u>
37.	<u>34</u>	3	<u>37</u>	<u>33</u>	2	<u>35</u>	<u>6</u>	0	<u>6</u>
38.	10	7	17	11	1	12	1	0	1
39.	38	1	39	37	1	38	4	2	6
40.	35	1	36	32	4	36	6	0	6
41.	34	3	37	35	1	36	3	3	6
43.	<u>36</u>	0	<u>36</u>	<u>31</u>	1	<u>32</u>	<u>6</u>	0	<u>6</u>
44.	16	9	25	20	-3	17	2	0	2
45.	34	1	35	30	-3	27	4	0	4
46.	34	1	35	32	-1	31	6	-1	5
47.	33	5	38	30	4	34	6	-2	4
48.	<u>23</u>	7	<u>30</u>	<u>17</u>	8	<u>25</u>	<u>3</u>	1	<u>4</u>
49.	36	1	37	36	0	36	6	-1	5
50.	39	0	39	38	0	38	6	0	6
Total		79			40			6	

Number of No-Opinions

The number of no-opinion responses showed a greater decrease on the post-test for the leaders in the experimental group than for the other two groups. This is shown in Table 6. No-opinion responses include those in which the leaders checked "haven't made up my mind" or "not informed on this" on the questionnaire.

Table 6. Number of No-Opinion Responses

Leaders	<u>Number With No-Opinion Responses</u>		
	Pre-test	Post-test	Decrease
Experimental Group (39 leaders)	149	77	48%
Control Group (38 leaders)	152	128	16%
Attending One Or Two Meetings (6 leaders)	40	30	25%

These results were tested by the chi-square test to determine if the change was significant.² This showed that the change in responses was significant at the five percent level of significance.

These figures indicate that the leaders in the experimental group had more information on which to make their decisions following the training. Those who attended one or two meetings evidently had slightly more information than

2. The following formula was used:
$$\chi^2 = \frac{(O - E)^2}{E},$$

in which O = observed frequency and E = expected frequency.

did those in the control group.

The Member Questionnaire

Questionnaires Included in the Tabulations

Two hundred and twelve of the questionnaires mailed on the pre-test were returned, although six of these were too late to be used. Those tabulated included eighty-three for leaders in the experimental group and one hundred and seven for leaders in the control group.

Two hundred and ninety-six were mailed on April 14 for the post-test. One hundred and eighty of these were returned in time to be tabulated. These included sixty-four for leaders in the experimental group and one hundred and three for leaders in the control group.

Questionnaires were sent to members in eighty-eight clubs. Responses were received from members in eighty-one clubs on the pre-test and seventy-seven on the post-test.

Results of the Member Questionnaire

When the answers on the pre-test and post-test are compared, there is a change in a positive direction on seven of the questions by the members of the leaders in the experimental group. The change was in a negative direction on five questions.

The members whose leaders were in the control group indicated a change in a positive direction on seven questions and in a negative direction on six.

Table 7 shows the direction and amount of change in each question between the pre-test and post-test. The amount

Table 7. Changes in Responses to Questions on Member Questionnaire Between Pre-test and Post-test*

Question	Members of Leaders in Experimental Group	Members of Leaders in Control Group
1. Number of members who participate in club activities.	14%	-9%
2. Who plans the program and activities in the club.	-8%	-5%
3. How important is member participation in exhibits and contests outside the club.	6%	2%
4. The number of members who participate in the club's subject matter program.	6%	-2%
5. Importance of high quality work.	-9%	3%
6. Frequency of leader's recognition of members.	-5%	-2%
7. Member's with whom leader works.	-3%	-1%
8. Leader's role during club's business meeting.	10%	6%
9. Number of members who serve on committees.	4%	1%
10. Are meetings well balanced.	4%	-1%
11. Is there variety in the presentation of subject matter.	1%	5%
12. The extent of parent cooperation.	-3%	1%
13. The relationship between the leader and junior leader.	0	2%

* A minus sign indicates that the change was in a negative direction.

of change is shown as a percentage since the number of members is different for each group.

As shown in the Table, there was a greater variation about the mean for the leaders in the experimental group. This may have resulted from these leaders developing more definite opinions as a result of the training.

It should be pointed out that for many of the questions the answers indicate the actions of the leaders over a longer period of time than just one or two meetings. This makes it difficult to see much change in the two months between the pre-test and post-test.

Each of the questions was tested individually by the chi-square test to determine if there was a significant difference in the change which took place between the pre-test and post-test.³

The following hypotheses were used:

Null hypothesis, H_0 : There was no difference between the pre-test and post-test scores.

H_1 : There was a difference between the pre-test and post-test scores.

The tests showed that there was no significant change, at the ten percent level of significance, on any question except number one for the experimental group. This question concerns the extent to which the members in the club participated in club activities.

3. Used the formula given at the bottom of page 65.

Combined Results of Both Questionnaires by Subject Areas

The results of the leader and member questionnaires are combined in this section to show the comparison of the responses when the statements are divided into three broad subject areas -- leadership roles, understanding boys and girls, and evaluation in 4-H Club work. Each of these areas is divided into from seven to ten topics.

The results for the experimental group and control group on each topic are shown in the following ways:

1. The amount of time spent on the subject during the training.
2. The potential for change.
3. The number of leaders who changed.
4. The direction of change.

The potential for change is based on the number who gave negative responses to the statements or questions for each topic on the pre-test. This includes the leader and member questionnaires. If many gave negative responses, the potential for change was much greater than if most of the responses were positive.

The number of leaders who changed is obtained by combining the results of the statements or questions which relate to each topic and using the average.

Direction of change is shown as positive if the number of positive responses increased on the post-test and negative if the number of positive responses decreased.

Leadership Roles

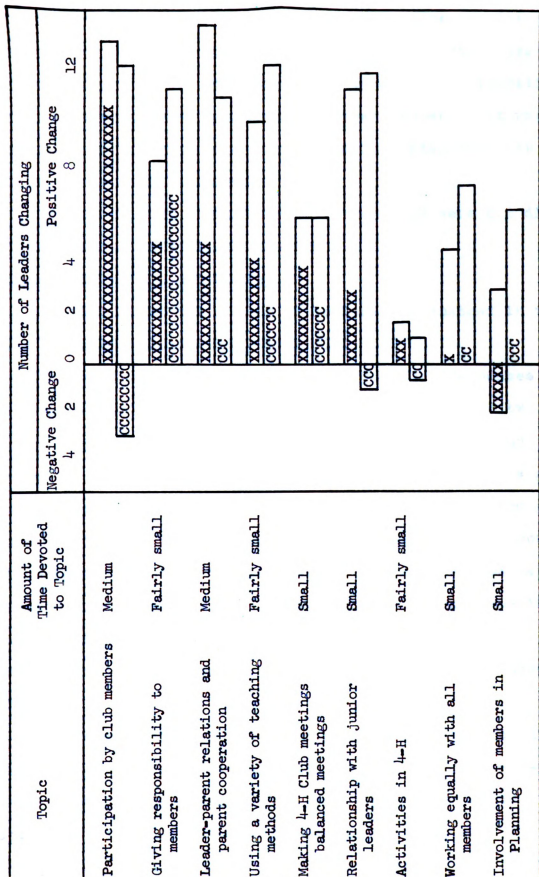
Graph 2 shows the number of leaders who changed behavior in each of the topics under the general area of leadership roles.

The two topics which resulted in greatest change are participation by club members and giving responsibility to club members. No particular emphasis was given to these topics at any one time during the meetings, although they were mentioned several times. It is possible that the leaders were more conscious of the value of participation because of their indicated desire to take a more active part as participants in the training meetings. Even though they participated to quite an extent, many expressed the opinion that they would have liked to participate more.

The question of parent cooperation was raised several times by the leaders. It was not discussed by the agents, except when the question was raised. It was discussed for six minutes during the first meeting. It appeared that parent cooperation was a problem of real concern to the leaders.

It is likely that most of the change which occurred in the importance of using a variety of teaching methods resulted from seeing the methods used by the agents since this was not discussed by the agents. They used a wide variety, including flip chart, 16 mm. motion picture, overhead projector, flannel board, small discussion groups, group discussion and hand-outs. Having a different teacher for each session also gave a variety of teachers.

Graph 2. Change in Behavior Associated With the Leadership Role



XXXXXXXXXX Experimental Group CCCCCCCC Control Group Total Bar Represents Potential Change

the
4-
in
dis
gir

cuss
Unde

area

both
topic

serie

was d

durin

of o

4-H

call

meet

youth

tion

tion

stanc

the

Activities in 4-H were mentioned from time to time during the series. This was to explain the value of activities for 4-H members, with the emphasis on encouraging participation in activities outside the club for older members. It was discussed more during the sessions on understanding boys and girls than during leadership.

The other four topics shown in the graph were not discussed during the training meetings.

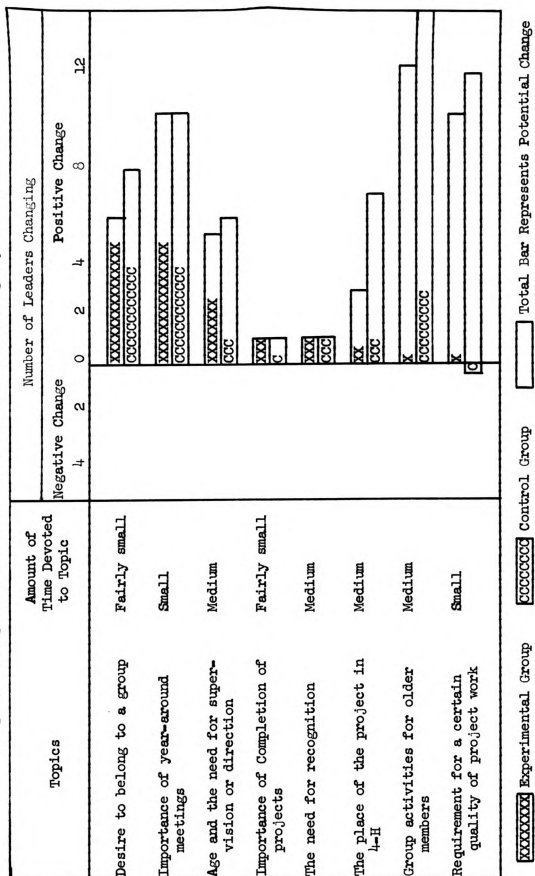
Understanding Boys and Girls

Graph 3 shows the number of leaders who changed in the area of understanding boys and girls.

Greatest change in the number of positive responses for both the experimental and control groups occurred on two topics which received only limited treatment during the series of meetings. The desire of youth to belong to a group was described as one of the characteristics of boys and girls during a flannel board presentation. About the same amount of change occurred in the importance of providing year-around 4-H meetings. While year-around meetings were not specifically mentioned during the training, the importance of 4-H meetings and activities was discussed in meeting the needs of youth.

Differences in age and the type of supervision or direction needed were also included in the flannel board presentation, although this resulted in less change than understanding the desire to belong to a group. This may be due to the greater skill and understanding required in working with

Graph 3. Change in Behavior Associated With Understanding Boys and Girls





Faint, mostly illegible text, possibly bleed-through from the reverse side of the page. The text is organized into several paragraphs, with some lines appearing as distinct blocks of text.

you
of
je
exp
att

par
poin
ther
topi
was
indiv
the t
much

was 1
sessi
school
impor
as gr
the w
ment
the p
proj
about

youth of different ages.

There was very little potential for change in the topics of need for recognition and the importance of completing projects. Both of these were included in the presentation, especially the need for recognition. The need for love and attention was also emphasized, which is related to recognition.

Even though the 4-H project was mentioned as only one part of 4-H, little change resulted in this. It should be pointed out that according to the responses on the pre-test, there was very little potential for positive change in this topic. It is likely that more change occurred in this than was indicated, though, since seven leaders stated in their individual evaluations that one of the things they learned in the training which will help them the most, was learning how much more important the child is than the project.

The importance of group activities for older members was included in the presentation at both the second and third sessions. The discussion group which reported on the high school age group during the second meeting mentioned the importance of participation in activities and events as well as group activities. Yet, there was practically no change in the way the leaders checked the questionnaire on this statement on the pre-test and post-test. This may be related to the previous topic in which a number of leaders still see the project as the only essential part of 4-H.

There were some differences in the way the leaders felt about the importance of quality project work. They did not

feel that members unable to reach project standards should be dropped from 4-H, but there was an increase in the number of leaders on the post-test who felt that only project work of a quality worthy of competition should be accepted in 4-H. The latter negative change is considered to have cancelled out most of the former positive change.

Evaluation in 4-H Club Work

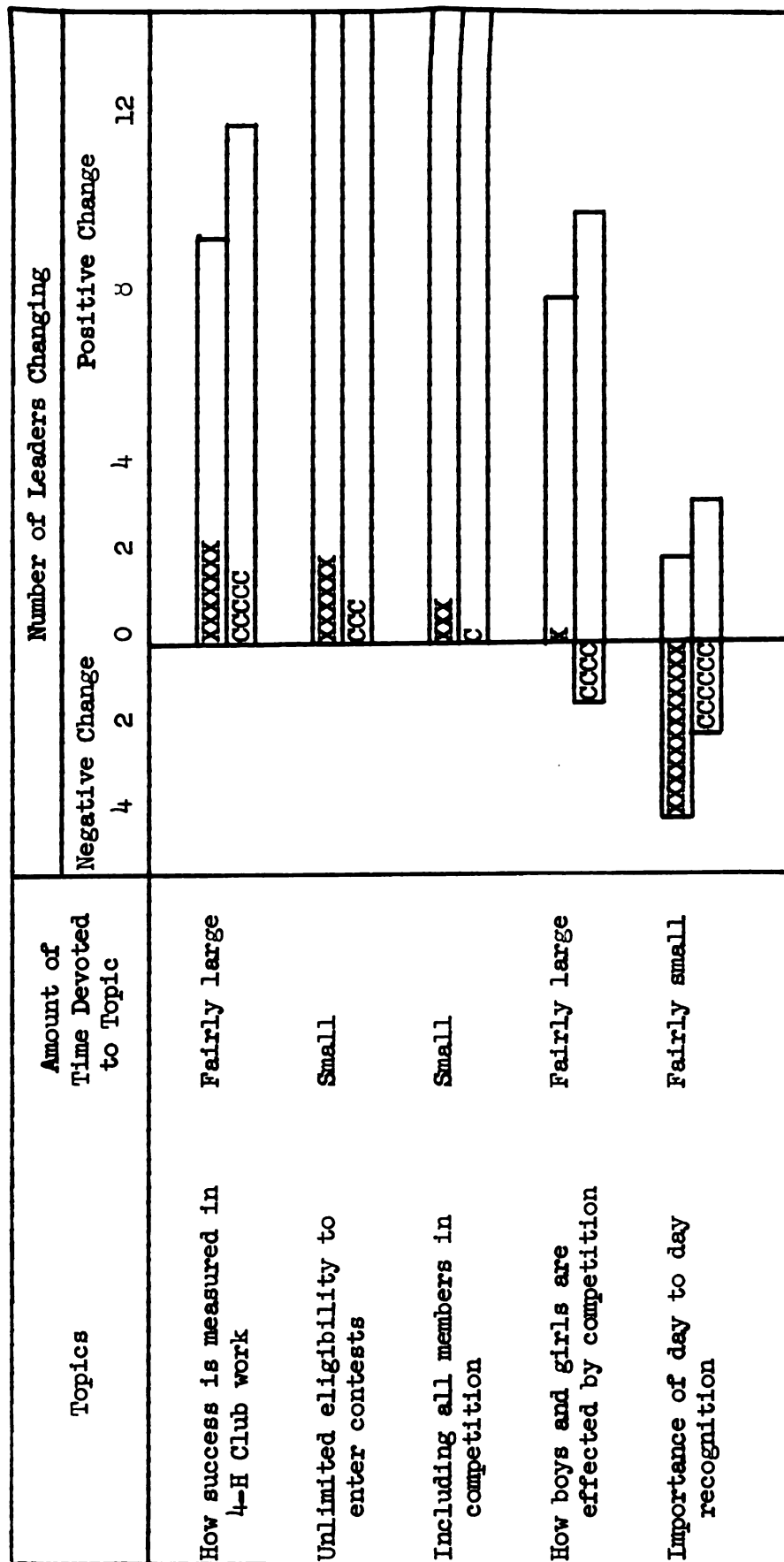
The changes which occurred in this area are shown on Graph 4. Even though all these factors were dealt with during the meeting on this topic, very little change was found even though there was more potential for change in this area than in either of the other two.

Although it was small, the greatest change occurred in the way in which success is measured in 4-H Club work. This was covered in several meetings since it is closely related to the three general subjects included during the training.

There was a large potential for change concerning unlimited eligibility for entering contests, but very little change was indicated. The aspects of this topic were covered less during the training than any of the others shown on the graph.

According to the results of the questionnaire, many leaders seemed to feel that all children like to compete. Little change was noted in the feeling of leaders for including all children in competition, although there was considerable potential for change. Some time spent on this, including a discussion of some of the disadvantages and weaknesses of competition.

Graph 4. Change in Behavior Associated With Evaluation in 4-H Club Work



XXXXXXXXXX Experimental Group CCCCCCCCC Control Group [] Total Bar Represents Potential Change

e
d
T
d
in
les
a v
peti
in wh
T
was sh
ber qu
was ad
Summer
W
meeting
in the
T
bining
area.
was ad
A
greater
the in
the th
Those

Even though a medium amount of time was spent on the effects of competition, there was very little change. The disadvantages were discussed with the use of a flip chart. The results of some studies on competition, showing some evidence of its weaknesses, were also presented. This resulted in a great deal of audience discussion in which many of the leaders expressed the feeling that they felt competition was a vital part of 4-H. One leader stated that, "4-H is competition all the way through." This appears to be an area in which the attitudes of the leaders were quite definite.

The main change in importance of day to day recognition was shown on the leader questionnaire, rather than the member questionnaire. On the post-test, fewer leaders felt it was as important as winning in competition.

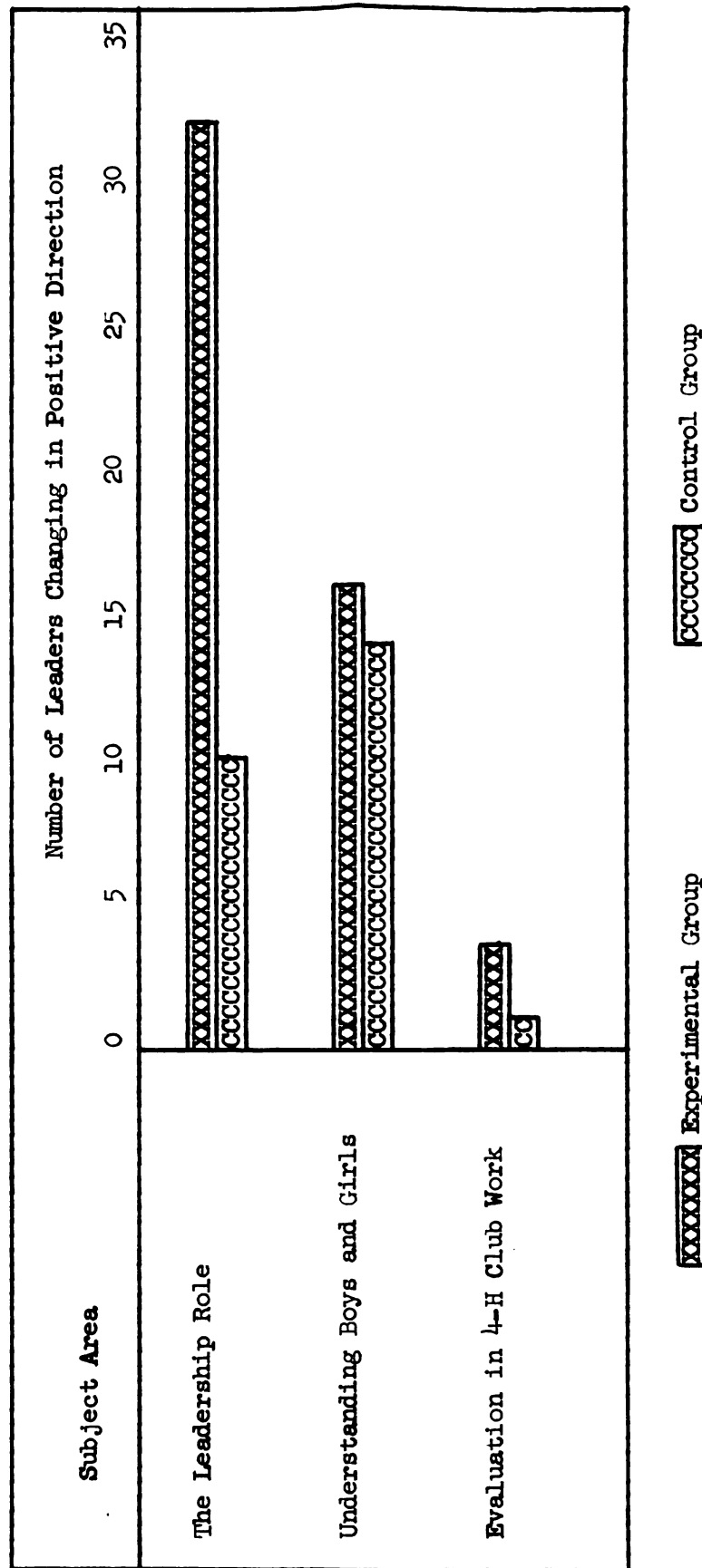
Summary of All Subject Areas Covered

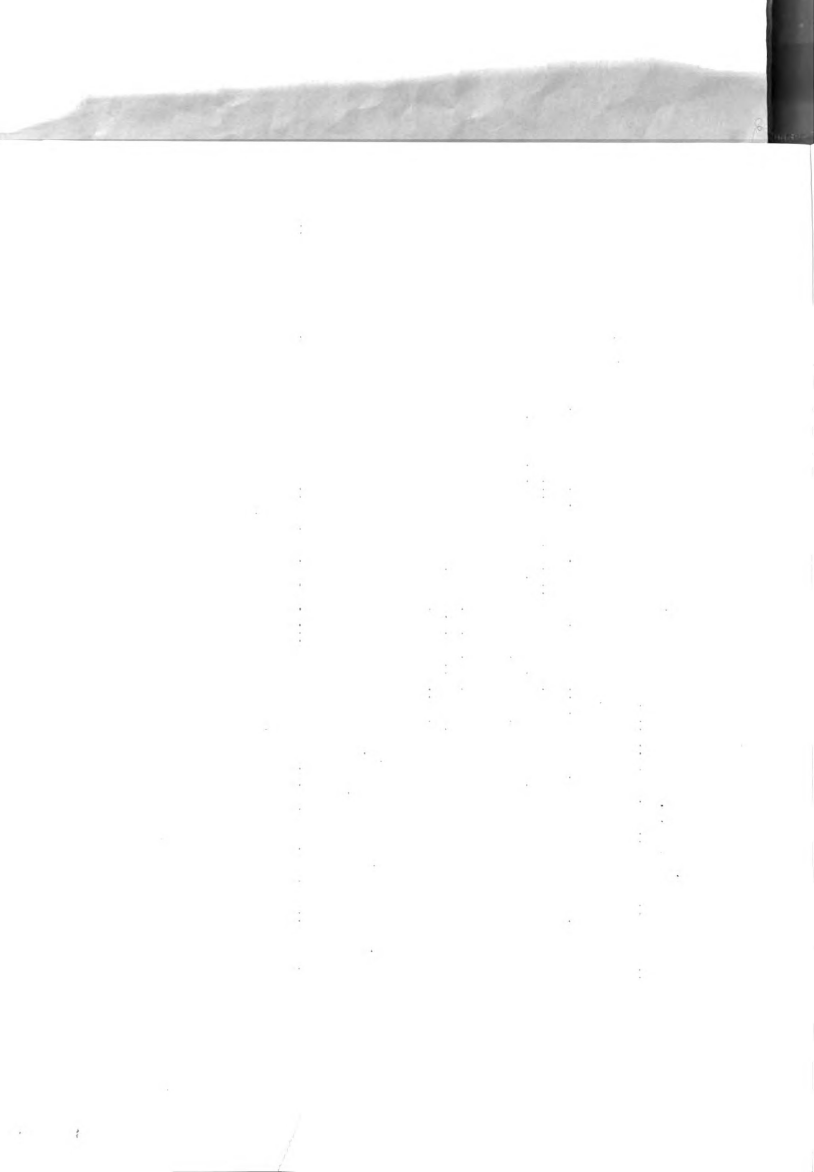
When the three general subject areas covered in the meetings are compared, the greatest desirable change appears in the leadership role. This comparison is shown in Graph 5.

The results shown on this graph were obtained by combining the results of the different topics under each subject area. The different number of topics under each subject area was adjusted so that the subjects could be compared.

As shown in the graph, the leadership role shows the greatest change. This is in agreement with the results of the individual leader evaluation in which the leaders listed the things that they learned which would help them the most. Those listed most frequently were related to leadership.

Graph. 5. Comparison of Behavior Changes in Each Subject Area





Since the session on leadership was quite general and did not get at many of the specific problems which leaders face, it is quite likely that the changes in leadership resulted from all five meetings. All were related to some extent to leadership.

Not as great a change was shown in the understanding of boys and girls, but when the results of the leaders' over-all evaluation are considered, there was probably a greater change than what the questionnaires indicated, at least at the "feeling" level. From the standpoint of time spent on this subject, (two meetings), one might have expected to find the greatest change in this area. Since some of the changes shown in leadership roles undoubtedly resulted from these sessions on understanding boys and girls, the training probably had more over-all effect than was indicated for just this subject.

Little change was found in the factors related to evaluation in 4-H, even though this subject was well covered at one meeting. The teacher described competition as part of the general area of evaluation. The presentation included the types of evaluation, what it could accomplish, who could do it and the actual process.

The leader-interest at this meeting seemed to be especially keen. There was a great deal of note taking. The audience participation was more spirited than at any of the other meetings. Even though the agent emphasized that competition was only a part of the evaluation process and pointed

out some of its weaknesses, the discussion by the leaders centered mainly on the techniques of competition. The leaders seemed more interested in how many ribbons to present, the type of judging system, using numbers instead of names during judging, etc., than the effects of competition and how it could be used most effectively. The teacher offered only limited help to leaders in relating his presentation to actual practice during the group discussion.

Leaders' and Agents' Over-All Evaluation

In addition to what the leaders seemed to learn from the series of meetings, as measured by the number who changed in a positive direction in responses to subject matter questions, change was also indicated by a general evaluation. This was given in terms of (1) an individual evaluation by each leader who attended, (2) a group evaluation by leaders during the fifth meeting, and (3) individual evaluation by the county Extension agents who participated in the training.

Leaders' Individual Evaluation

Each of the leaders filled out an evaluation sheet at the last meeting. The general reaction of the leaders appeared to be very favorable. Their comments indicated that the meetings had been helpful for many of them. Many of their suggestions should prove helpful in planning for future meetings of this type.

The following is a summary of the answers to the questions on the evaluation sheet.

Size of area for meetings. - Twenty-one indicated a pref-

erence for this type of training on a county basis and eighteen on the district. According to the comments given for another series, those who preferred county meetings did so because of the shorter travel distance required. The main reasons given by the leaders who favored district meetings was that they give a better exchange of ideas with leaders from other counties. The leaders in each county were fairly evenly split in their preference.

Ratings of Meetings. - The leaders were asked to rate the meetings on the basis of how much was learned and how interesting each was. Table 8 shows the average scores given for each meeting.

Table 8. Leaders' Ratings of Training Meetings*

Meeting	How Much Learned		How Interesting	
	Average Score	Standard Deviation	Average Score	Standard Deviation
"What Is Leadership"	3.25	.87	3.28	.77
"What Are The Formative Years"	3.23	.81	3.27	.66
"Why We Act As We Do"	2.68	1.07	2.79	1.06
"Did We Hit Our Goal"	3.32	.81	3.66	.54
"What Did We Learn"	3.18	.68	3.36	.60

*Ratings are based on a score of 4 for very good, 3 for good, 2 for fair, and 1 for poor.

Four of the meetings were rated very nearly alike. The third meeting received a lower average score, but the vari-

ation in the way the leaders checked this meeting was greater than for any of the others.

At all five meetings, the leaders rated the meetings higher for being interesting than for how much was learned. The difference was small, but it was consistent. An inspection of Table 8 reveals there is a close relationship, with one exception, between the ratings given by leaders to both evaluative questions.

Things Learned of Most Help. - The most frequent responses given by leaders concerning the things they learned at the meetings which they felt would help them the most are summarized as follows: (the number of times each was mentioned is indicated)

- (11) Learning how to better work with youth.
- (8) Learning what the duties and responsibilities of a 4-H leader are.
- (7) Learning how much more important the child is than the project.
- (6) The importance of parents to 4-H, and how to get their support.
- (5) A better understanding of the needs and characteristics of children.
- (4) The importance and place of evaluation and awards.

These responses are in the same order as the changes which occurred in behavior according to the leader and member questionnaires.

Dissemination of Information. - Thirty-four leaders



said they planned to pass on information learned and another six said they probably would. Twenty-four said that they already had passed on some of the information to other leaders. The ways in which they said they would do this included: during 4-H leader meetings, with other leaders in their 4-H club, and with other organizations.

Opportunity to Get Acquainted. - In answer to the question about whether they were able to get as well acquainted with the leaders from the other counties as they would have liked to, thirty-seven leaders answered no and only four said yes.

Since the climate of the meetings contributes to adult learning, more learning is likely to result if leaders are better acquainted. It can help them to feel more free to see the training as a learning experience. They may not only express themselves more freely, but might also be more receptive to ideas expressed by other leaders.

Suggestions For Future Meetings. - A great many suggestions were given, but only those which were made by four or more leaders are presented here:

- (9) Have more small discussion groups.
- (9) Divide up the leaders from the different counties so as to get better acquainted.
- (7) Be more specific; give definite solutions to problems, if known.
- (5) Should not try to cover so much in such a short time. Too many questions were unanswered.



- (4) Have good equipment and better visual material.
- (4) Include more leaders in the training.
- (4) Have question and answer period to allow for discussion of specific problems of interest to the group.

Leaders' Group Evaluation

During the last meeting, the leaders were divided into discussion groups (seven leaders to a group) and given a discussion question which dealt with some phase of the training meetings. The results are quite similar to the individual evaluations given by the leaders with the general feeling being indicated by leaders that the sessions had been very helpful.

The following are the subjects assigned each group and a summary of their reports:

Group 1 - What can we as 4-H Club leaders do to better our club program?

We now realize we are teaching members more than just a project.

We should be teaching how to get along, and also character. These meetings made us realize what we are teaching the children

We need to let the parents know they are part of the child's 4-H club. It is the leader's duty to let the parents know that.

We need to teach the child not to be a quitter, to see that he finishes the project if at all possible.



We should stress that the slow children should get as much help as the brighter ones.

Group 2 - List at least three things you have obtained from these sessions. Tell ten different ways that you can use them in your club.

Children need love and affection most of all.

Group discussions are the best way to learn.

We can have group sessions with our own leaders.

We can give recognition whenever possible.

We can talk over the things we learned with our club leaders. We can also practice what we preach in our own home and club.

Group 3 - Pick out the most interesting session and tell reasons why.

We felt we couldn't pick out one particular session, so will report on three.

The first session (What is Leadership) was most informative. If we could apply all that was mentioned in this one, we probably would not need to be here now.

The second session (What Are the Formative Years) was very educational. It was probably the most educational.

The fourth session (Did We Hit Our Goal) obtained the most response on the part of the leaders, and therefore was probably the most interesting.

Group 4 - List at least five ways a session such as this can be improved.

The projector and equipment should work properly.

There should be more group participation.

We should have been divided into discussion groups at the other meetings like we were this time (small groups formed by numbering off). We have not gotten well enough acquainted before.

Felt the agents attempted to cover too much in most of the sessions.

The lessons should pertain more to the 4-H age bracket.

Would like to have some definite answers to some definite questions.

Group 5 - Pick out the most interesting session and tell why.

This group decided that one session would not have been good without the others, so they reported on the first four.

First session - laid the ground work for the whole series.

Second session - liked the presentation. It was forceful.

Had the first active group participation. Had a good appropriate film.

Third session - The lecture covered a whole lot. It meant more as we thought about it and tried some of the things.

Fourth session - brought out much group discussion. It made us realize that we should stop and evaluate just what we are doing with each project. Group discussion made it much more worthwhile.

County Extension Agents' Evaluation

At the end of the training meetings, the agents were



There are

asked to fill out a short questionnaire in order to determine how they felt about the training meetings.

The comments showed some variation in attitude of the agents toward the meetings. Two agents felt the meetings had been quite helpful to the leaders, two felt they were helpful and the other said they were of some help. All the agents felt that the leaders had passed on some of the information they had received to other leaders.

They were unanimous in wanting to see them held again. Three of the five felt the meetings should be on a district basis.

Three of the agents felt the leaders were able to get well enough acquainted with the leaders from the other counties, and two felt they did not. This would indicate that generally the agents may not have realized the desire of the leaders to become better acquainted with each other, since the leaders overwhelmingly said they were not able to get as well acquainted as they wanted to.

The average amount of time spent by each agent in preparation of the meeting for which he was responsible was twelve hours. It is very unlikely that any of the agents would have been able to devote the same amount of time to each of five sessions if he had been responsible for presenting all five sessions in his own county.

The comments given by the agents as to what they felt leaders gained from the meetings correspond very closely to what the leaders said they learned. In answer to the question

Office of the Secretary

U. S. Department of the Interior

of, "What do you feel the leaders learned from these sessions which will help them the most?", the agents listed the following:

A better realization of the needs and aspirations of young people as found in 4-H clubs and how the leaders can best handle and teach them through contests, projects and awards.

The role of 4-H leaders.

A better understanding of how to work with boys and girls.

Philosophy of 4-H in the five counties.

The importance of expressing their opinions.

Principles of Learning Applied

When the meetings are compared in terms of the principles of learning as summarized by Gibb and presented earlier in the review of literature, certain observations can be made. There were differences in the degree to which the meetings were problem-centered and experience-centered. Certain meetings were presented so as to be more relevant to the leaders' problems. Generally the leaders were free to look at the experience. They became better acquainted with the other leaders as the meetings progressed. The leaders were not involved in planning the training meetings. Certain meetings provided more opportunities for involvement than did others. The degree to which each meeting provided for feedback varied.

In the first session on leadership, the training was experience-centered, but did not appear to deal with the real leadership problems of the leaders as much as it might have.

There was good interaction between the teacher and leaders. The teacher used questions to get excellent participation from the leaders, and this seemed to establish a very informal climate. The learner was free to look at the experiences, although the number of challenges or new insights was limited.

The second session, which was on the characteristics of boys and girls, dealt with some of the problems which leaders face. A variety of visual aids, including an appropriate film, flannel board and blackboard were used to relate the problem situations to ways in which 4-H clubs could deal with them. Outlines were also provided each leader and these were used for taking notes. The characteristics and needs were continually related to 4-H Club work, so that the meeting was quite interest-centered.

The room arrangement at the second meeting was less satisfactory than for the other meetings, and as a result the climate may not have been as desirable for learning as it might have been. The opportunity for feedback in the discussion groups was decreased by large groups and a poor understanding of what the groups were supposed to do. Lack of time at the end probably caused some decrease in learning from the discussion group reports, even though they were planned to tie together the presentation of the evening.

The third meeting was on the same general subject as the second, although it dealt with more of the developmental process and stages of youth. There seemed to be less of a desirable climate for learning than at any of the other meetings.

Some of this may have been due to the fact the presentation was not as problem-centered. Part of it dealt with children under 4-H age and the teacher did not appear to point out the relevance of this lesson material to 4-H Club work.

At this third meeting the discussion groups were also too large for good group interaction. A fairly detailed outline of the presentation was provided for each leader, which made it easier for them to follow the presentation and also gave them something which they could take home to refer to later.

The presentation for the fourth meeting was problem-centered but apparently it was not enough experience-centered. The leaders seemed unable to relate the information to their problems. During the discussion the leaders indicated that they were unable or unwilling to consider competition in relation to its purpose in evaluation in 4-H Club work. There was excellent leader participation, but it dealt with specific problems of judging, etc., instead of the place of competition and how it could be most effectively used in 4-H. The climate and feedback were very good, but the teacher did not seem to direct the discussion in a way that would help the leaders relate some of his earlier presentation to solving some of their immediate problems.

Because of the evaluation and filling out of leader questionnaires at the fifth session, the presentation by the agent lasted just twenty minutes. It was particularly problem-centered as well as interest-centered. There was little

Opportunity for feedback on the part of the leaders.

It is difficult to compare these five meetings in terms of the degree to which they met the principles of learning outlined and the amount of learning which resulted. This is mainly due to the way in which the subjects were inter-related.

The second and fourth meetings more nearly met these criteria, as observed by the writer, but the changes in the behavior of the leaders shows the biggest increase in the area of leadership which was covered at the first meeting. It is likely that much of the change resulted from the fact that all five meetings dealt with leadership in some way.

Two meetings dealt with characteristics of boys and girls, one with evaluation in 4-H Club work, while all five dealt with leadership to a certain extent, although only one focused mainly on leadership. There is undoubtedly a difference in how difficult it is for learning to occur in these different subjects. This makes it hard to compare the principles of learning which were applied and the amount of learning which occurred in this series of training meetings.

Leader Attendance at the Meetings

The leader attendance for each meeting during the training series averaged 35.4. The attendance held fairly steady for each of the meetings. Table 9 shows the attendance of leaders and agents at each meeting.

A lower attendance at the second meeting was caused by bad weather. The decreased attendance for the fifth meeting was partly the result of the involvement of some of the

Table 9. Attendance at Training Meetings

	Feb. 15	Feb. 22	Mar. 1	Mar. 8	Mar. 15	Average
Leaders	40	32	37	35	33	35.4
Agents	4	4	5	5	2	4.0
Total	44	36	42	40	35	39.0

leaders in a Spring Achievement program being held in one of the counties.

There was practically no difference in attendance from each of the counties, even though the distance varied from only a short distance up to fifty-miles.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Study Design

The purpose of this study was to determine the effectiveness of a series of five 4-H leader training meetings which were held for 4-H leaders in Huron, Lapeer, Sanilac, St. Clair and Tuscola counties in February and March, 1962. The training was for leaders who had from two to five years experience as 4-H Club leaders. Each of the 4-H Extension agents in the participating counties was responsible for presenting the subject at one meeting.

Each county was given the opportunity of sending ten leaders. Each county also selected ten leaders to serve in a control group. Both groups of leaders were selected on a random basis by the 4-H Extension agents.

A total of forty-eight leaders attended. Of these, thirty-nine attended three or more meetings and completed leader questionnaires at both the beginning and end of the training. These leaders comprise the experimental group. The control group consisted of thirty-eight leaders who completed both questionnaires.

Pre-test and post-test questionnaires were used to determine changes in opinions and attitudes of the leaders concerning a series of statements relating to 4-H leadership and program management. Only the responses of those leaders who

filled out both questionnaires were included in the tabulations.

As a second approach to evaluating the effectiveness of the training meetings, pre-test and post-test questionnaires were sent to random sample of the members of the leaders in both the experimental and control groups. These questionnaires were designed to identify behavior changes of the leaders as observed by members over the short time span of about two months from the beginning of the training meetings until one month after their completion.

Responses from members totaled two hundred and twelve of the three hundred pre-test questionnaires mailed and one hundred eighty-four of the two hundred and ninety-six post-test questionnaires.

A third approach to evaluating this series of training meetings was through the use of an evaluation questionnaire which was completed at the fifth meeting by the leaders who had participated. Each agent also filled out an evaluation questionnaire.

A fourth approach to evaluation was through the observations of the writer who attended all of the meetings. Tape recordings and notes were taken of each meeting.

Results

When the total changes in responses on the leader questionnaires for leaders in the experimental and control groups were compared, it was found that there was a significant change at the ten percent level in the leaders in the exper-



imental group as a result of the over-all training.

A comparison of the leader questionnaires on an individual leader basis showed that twenty-seven leaders in the experimental group had a positive change in total responses at the end of the training. This compared to seventeen in the control group.

When the results of the questionnaires were compared on general subject areas, they showed the greatest positive change in leadership roles, less change in understanding boys and girls, and the least in evaluation in 4-H Club work.

The member questionnaire showed a net positive change of seven questions for the leaders in the experimental group and a net negative change on five questions. A net positive change was found for the control group on seven of the questions and a net negative change on six.

A number of questions in which change resulted was about the same for both groups of leaders. The amount of change was greatest for the experimental group, although the difference was not significant.

The short interval between when the members filled out their pre-test and post-test questionnaires allowed a very limited amount of time for change to occur.

The answers to the final evaluation questionnaires by the leaders indicated that the training had been helpful. In response to the question on what the leaders learned at the training meetings which would be of most help to them, The reply given most often was related to the leadership



roles of the 4-H leader.

The answer given next in order of frequency was a better understanding of the needs and characteristics of children. This was followed by the importance and place of evaluation and awards. These are in the same order as the changes in attitudes and opinions which were indicated by the leader and member questionnaires.

When the principles of learning, as summarized by Gibb, are compared to the change in behavior which took place, little correlation could be observed. The meetings which seemed to follow the principles most closely were not the same as the subjects in which the leaders showed the greatest change. Since the subjects were inter-related, each meeting undoubtedly influenced the learning in more than one subject. The amount of time devoted to each subject also varied. Though statistical correlations could not be established, it became apparent to the author that many of the strengths and weaknesses in this series of meetings could be explained to some degree by analyses in terms of principles of learning.

Conclusions

Considerable time and effort went into these meetings. Each agent spent an average of twelve hours in preparation for his presentation. Some time was also spent at district meetings in the planning of the meetings, selection of the topics and finally in rehearsing the presentations.

It is very likely that the agents were able to do a

better job of presentation for the one district meeting than if they had been responsible for presenting the entire series within their own county. It is doubtful if they would have been able to spend the same amount of time on preparation for each of five meetings as they spent on the one meeting.

Positive change occurred in the understandings of the leaders as a result of the training. Some change also occurred in the control group, but the change in the experimental group was greater.

It is likely that some of the change which occurred in the leaders in the control group was the result of the Leadermete and the dissemination of information by the leaders in the experimental group.

The replies on the leader evaluation questionnaires also indicated there was a change in the feelings of the leaders on the subjects covered during the training meetings.

Little change occurred in the action behavior of the leaders, as perceived by the members of the leaders. Many of the questions on the member questionnaires deal with behavior of leaders over a period of time, so it is easily possible that if measurements are taken at a later date, they may show some change.

Recommendations

As a result of this study, it is felt that further consideration should be given to holding leader training meetings on a district basis for experienced 4-H leaders, where the location of the counties makes it possible.



Two advantages of district training meetings are that they permit an agent to concentrate on one subject and they provide for an exchange of ideas between leaders in different counties.

It is more likely that counties will provide training for experienced leaders if they can do it on a district basis. Many agents may not feel well enough trained to present such a series of meetings within their own county, but would be willing to cooperate with other counties in doing so.

A possible disadvantage of district training meetings might be the relatively small number of leaders from each county that can be included in a training series, especially if many counties are involved. This might be overcome by holding two sessions during the year or involving a smaller number of counties in the training.

Because of the importance of group participation, the number of leaders involved in each training series should not be too large. The number of leaders in this study seemed to work out very well, although it is likely that similar results could have been obtained with a little larger group.

It is felt that this type of training will be most effective if each county involved has a training program for new leaders. This training should fit into an over-all training program. Training for first year leaders is recommended on a county basis because of individual differences in organization and activities within each county.

Recommendations for Another Training Series

As a result of this study, the following recommendations are given for future district leader training meetings of this type. (It is recognized that the agents who participated in this training series are already aware of many of these.)

1. Four-H club leaders should be included in the group to plan the training meetings. Both agents and leaders from each of the counties involved should be included. A district council might be the logical group to do this. This group could be responsible for planning the subjects to include in the meetings, the number of meetings, locations, etc.

2. Continue to have an agent responsible for each presentation, but give consideration to including other people, such as club leaders, professional people or others qualified in the subjects being presented.

3. Do not hesitate to involve leaders. Involving leaders in the planning sessions and on the program has already been suggested. They might also help during the meeting in something such as serving refreshments.

4. Continue to include small group discussions, but improve their effectiveness by (a) dividing leaders so no group has over six or seven leaders, (b) dividing them in such a way that different counties are included in each group, and (c) making the problem or question which each is to discuss clear.

5. Improve the use of visuals. It was felt that the

Wide variety of visuals greatly contributed to the meetings. However, they might have helped even more with additional practice or attention ahead of time. For instance, the writing on charts should be large enough for everyone to see and the equipment should be working properly.

6. Have some kind of an activity at the first meeting to get the leaders acquainted (in addition to introductions). Start each succeeding meeting with a short get-acquainted activity, even if it consists only of changing the seating arrangement so that no leader would be sitting next to a leader from his own county.

7. Consider rotating the meetings to the counties involved. This would not only help equalize the distance traveled, but might also give the leaders a feeling of more responsibility when the meeting is in their county.

Recommendations for Further Study

It is proposed that further study be made to determine if there is a change during the next year in the way in which the leaders in the experimental group work with their club members. Because of the short time between filling out the questionnaires for the pre-test and post-test, there was little opportunity for change. Many of the questions concerned the actions of the leader which occur over a longer period of time than just one or two meetings.

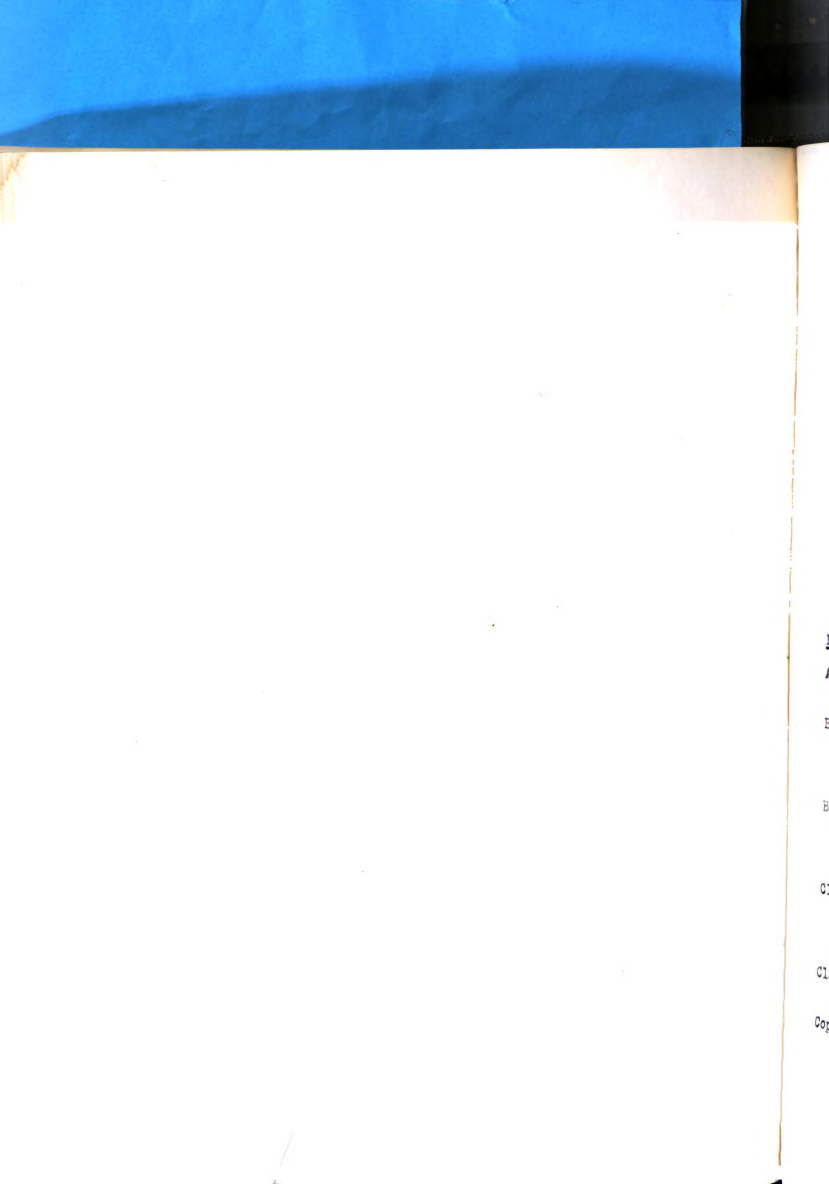
Since a desirable change in the way in which a leader works with his club members is the real measure of how effective the training has been, it is felt that further

study will give a better basis for the evaluation for this type of training.

It is also recommended that consideration for future study be given to an analysis of the principles of learning. Results of this study suggest a relationship in the effectiveness of the type of training given and kind of problems which leaders feel they have. Such a study might compare the effects of basic and practical training given to leaders when the leaders see their problems as specific and immediate rather than general.



BIBLIOGRAPHY



BIBLIOGRAPHY

Books

- Gibb, Jack R. "Learning Theory in Adult Education," Handbook of Adult Education in the United States, Edited by Malcolm S. Knowles, Chicago, Adult Education Association of the U. S., 1960.
- Roberts, Dorothy M. Leadership of Teen-age Groups, New York Association Press, 1950.
- Schmidt, Warren H. and Svenson, Elwin V. "Methods in Adult Education," Handbook of Adult Education in the United States, Edited by Malcolm S. Knowles, Chicago, Adult Education Association of the U. S., 1960.
- Slavson, S. R. Creative Group Education, New York, Associated Press, 1948.
- Smith, Clarence E. and Wilson, Meredith C.. Agricultural Extension System of the United States, New York, John Wiley & Sons, 1930.

Bulletins, Reports and Publications

- Axinn, George H. The Strategy of Communication, unpublished manuscript, 1959.
- Biever, L. J. "An Evaluation of 4-H Club Meetings in Select Clubs of Four Wisconsin Counties," thesis for Master's Degree, University of Wisconsin, from Review of Extension Research, Extension Service Circular 506, May, 1956.
- Boone, J. E. "Factors Associated With Training 4-H Club Volunteer Leaders," Thesis for Master's Degree, University of Wisconsin, taken from Review of Extension Research, Extension Service Circular 506, May, 1956.
- Clark, Robert "Equipping Ourselves For the Job," Selected Readings and References in 4-H Club Work, published by the National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1961.
- Clark, Robert C., Jr. and Skelton, William E. The 4-H Club Leader, Cornell Bulletin No. 94, December, 1954.
- Copp, James H. "A Study of Factors Affecting 4-H Club Reenrollment in Wisconsin," Selected Readings On Effective Extension Work in 4-H Club and Yaw Programs, Compiled by Robert C. Clark, University of Wisconsin, 1955.

- Copp, James J. and Clark, Robert C. Factors Associated With Reenrollment in 4-H Clubs, Research Bulletin 195, University of Wisconsin, February, 1956.
- Dail, Howard "Specialization Calls For Constant Change," Extension Service Review, September, 1961.
- Dildine, Glenn C. "Effects of Competition on Individual Motivation and Personal Development; An Interpretation of Research," Washington, D. C., National 4-H Club Foundation, December, 1958, (mimeographed).
- Ellis, M. J. "A Study of 4-H Leader Effectiveness," Cornell University, 1958, from Review of Extension Research, Extension Service Circular 532, July, 1960.
- Extension Committee on Organization and Policy, A Guide to Extension Programs for the Future, Published by the Agricultural Extension Service, North Carolina State College, July, 1959.
- Extension Subcommittee on 4-H Club Work, Summary Report, 1960.
- Federal Extension Service, The Look Ahead, 4-H, 124, 1958.
- Foster, George and Aylesworth, P. F. Highlighting The Heart in 4-H, Federal Extension Service, P. A. 376.
- Frasier, Roberta. "Boys and Girls and Competition," Selected Readings and References in 4-H Club Work, National Agricultural Extension Center For Advanced Study, University of Wisconsin, 1961.
- Joy, B. D. "Volunteer Leaders Are Essential to the 4-H Program," as reported by Lucinda Crile, Findings From Research on Meetings, Extension Service Circular 507, April, 1956.
- Kirch, Ralph E. "An Exploratory Study Setting a Benchmark of Present Levels of Local 4-H Club Leadership in Twenty-Two Counties of Michigan," Unpublished Thesis for Master's Degree, Michigan State University, 1961.
- McAuliffe, V. Joseph. Develop Leaders in 4-H, Federal Extension Service, FA 460.
- Michigan State University, Cooperative Extension Service, Michigan 4-H Projects, 4-H Bulletin 314-B.
- Michigan State University, Cooperative Extension Service, Michigan 4-H Club Leader's Guide, 4-H Club Bulletin 314-A.
- Michigan State University, Cooperative Extension Service, 4-H Leadership Development, Michigan 4-H Lesson Guide L-1.

Michigan State University, Cooperative Extension Service,
4-H Junior Leadership Guide, 4-H Club Bulletin 168.

Morgan, Julia E. and Clark, Robert C. "Motivating Youth Through the 4-H Program, Selected Readings On Effective Extension Work in 4-H Club and Y-H Programs, Compiled by Robert C. Clark, University of Wisconsin, 1955.

Motsenbocker, Edwin Earl. "The Inter-County Agent, A New Kind of Cooperative Extension Work," Unpublished Master's Thesis, Michigan State University, 1961.

Nelson, Eardin H. and York, Gerald N. An Analysis of 4-H Club Training, Texas Agricultural Extension Service, Bulletin NF-375, 1959.

Rapp, M. R. "4-H Awards Study," Thesis for Doctorate, Harvard University, from Review of Extension Research, Extension Service Circular 511, June, 1957.

Rogers, F. E. "Training Extension Workers For Future," Extension Service Review, September, 1958.

Sabrosky, Laurel K. Boosting 4-H Enrollment, Federal Extension Service, FA 338, November, 1957.

Sabrosky, Laurel K. Here Are Some 4-H Facts About Getting More Effective Results From Local Leaders, FA 116 Federal Extension Service, July, 1950.

Sabrosky, Laurel K. Improving 4-H Clubs, Federal Extension Service, FA 111, July, 1950.

Sabrosky, Laurel K. "Let's Be Challenged," Extension Service Review, May, 1957.

Schrupp, E. O. "Identifying Activities of Montana 4-H Beef Club Boys, Sixteen to Twenty-One Years of Age, Which Are Related to Behavior Patterns and Needs of Youth," Unpublished thesis, George Washington University, from Review of Extension Studies, Extension Service Circular 471, January, 1951.

Servass, N. B. "Program Adjustments to Meet the Needs of Older 4-H Youth," Unpublished Master's thesis, Fort Collins, Colorado, from Review of Extension Research, Extension Service Circular 532, July, 1960.

Skelton, W. E. The Status and Training of 4-H Club Leaders in Relation to Tenure, Ithaca, New York, Cornell University Library, 1949, taken from Extension Service Circular 507.

Sobers, Edgar C. "A Constructed Typology of Training Programs for 4-H Community Club Leaders," Unpublished thesis for Master's Degree, Michigan State University, 1961.

Sub-committee on Scope and Responsibility of the Extension Committee on Organization and Policy, The Cooperative Extension Service - Today, April, 1958.

Westergreen, John "A Study of 4-H Club Leader Training in Snohomish County," Summary of Unpublished thesis, Washington, 1961.

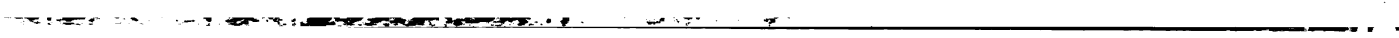
United States Department of Agriculture, Parents and 4-H Club Work, Federal Extension Service, FA95, March, 1950.

Weston, Ruth "4-H Volunteer Leadership Development," Unpublished term project for Master's Degree, Michigan State University, 1961.

———"Psychology of Learning," Techniques For Teaching Adults, Vol. II, No. 3, November, 1961.

APPENDIX A

RESPONSES TO LEADER QUESTIONNAIRES

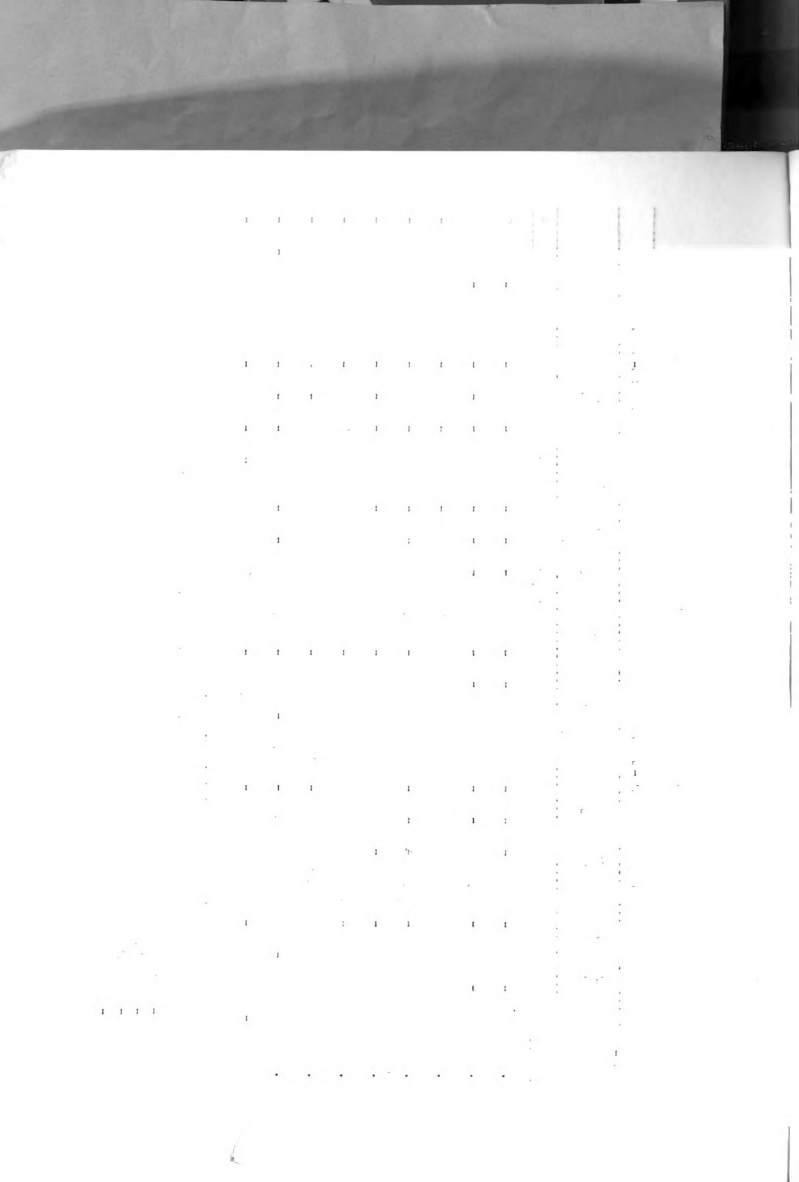


Responses to Statements on Leader Questionnaire*

State- ment	Responses on Pre-test												Responses on Post-test											
	Experimental Group (N = 39)				Leaders Attending 1 or 2 Meetings (N = 6)				Control Group (N = 38)				Experimental Group (N = 39)				Leaders Attending 1 or 2 Meetings (N = 6)				Control Group (N = 38)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	38	-	1	-	6	-	-	-	37	1	-	-	39	-	-	-	5	-	1	-	35	-	1	2
2.	38	-	1	-	5	1	-	-	37	1	-	-	39	-	-	-	6	-	-	-	37	-	1	1
3.	19	3	16	1	2	1	2	1	24	1	24	1	25	2	12	-	3	-	3	-	24	5	9	-
4.	35	1	3	-	5	1	-	-	36	1	1	-	38	1	-	-	5	-	1	-	36	1	1	-
5.	28	6	5	-	4	-	1	1	27	3	8	-	33	2	4	-	6	-	-	-	31	2	5	-
6.	29	6	4	-	2	2	1	1	34	2	2	-	36	1	1	1	3	2	1	-	34	1	3	-
7.	21	8	9	1	1	3	2	-	24	8	6	-	22	5	11	1	2	4	-	-	24	7	7	-
8.	36	1	-	2	4	1	1	-	37	-	1	-	38	1	-	-	6	-	-	-	38	1	-	-
9.	-	3	36	-	1	2	3	-	2	2	34	-	3	2	33	1	-	-	6	-	3	3	33	-

*The columns indicate the following responses as stated on the questionnaire:

- 1 - Agree
- 2 - Haven't made up my mind
- 3 - Disagree
- 4 - Not informed on this



Responses to Statements on Leader Questionnaire - Con't.

State- ment	Responses on Pre-test												Responses on Post-test											
	Experimental Group (N = 39)				Leaders Attending 1 or 2 meetings (N = 6)				Control Group (N = 38)				Experimental Group (N = 39)				Leaders Attending 1 or 2 meetings (N = 6)				Control Group (N = 38)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10.	32	2	5	-	3	2	1	-	33	2	3	-	35	2	2	-	4	2	-	-	36	1	1	-
11.	33	5	1	-	5	1	-	-	36	1	1	-	36	2	1	-	5	-	1	-	35	2	1	-
12.	35	2	2	-	5	-	-	1	35	-	3	-	38	-	1	-	6	-	-	-	36	1	1	-
13.	38	1	-	-	6	-	-	-	37	-	-	1	39	-	-	-	6	-	-	-	35	1	1	1
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	32	2	4	1	5	-	1	-	31	1	3	3	31	4	4	-	3	2	1	-	31	4	3	-
16.	19	6	14	-	3	-	2	1	29	5	3	1	26	2	11	-	5	1	-	-	27	5	6	-
17.	33	5	1	-	6	-	-	-	33	1	4	-	36	1	2	-	5	1	-	-	36	1	1	-
18.	19	2	17	1	2	1	3	-	27	1	9	1	25	1	13	-	3	2	1	-	26	5	7	-
19.	1	2	36	-	-	-	6	-	3	3	32	-	2	1	36	-	-	-	6	-	3	3	32	-
20.	32	2	5	-	6	-	-	-	30	3	5	-	34	2	3	-	6	-	-	-	32	2	4	-
21.	34	3	1	1	5	1	-	-	36	2	-	-	38	-	1	-	6	-	-	-	36	2	-	-
22.	38	-	1	-	6	-	-	-	35	1	2	-	39	-	-	-	6	-	-	-	38	-	-	-
23.	4	1	34	-	1	-	5	-	4	6	28	-	5	3	31	-	-	1	5	-	7	5	25	1



Responses to Statements on Leader Questionnaire - Con't.

State- ment	Responses on Pre-test												Responses on Post-test											
	Experimental Group (N = 39)				Leaders Attending 1 or 2 Meetings (N = 6)				Control Group (N = 36)				Experimental Group (N = 39)				Leaders Attending 1 or 2 Meetings (N = 6)				Control Group (N = 38)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
24.	38	-	1	-	5	-	-	1	36	-	2	-	34	-	5	-	5	1	-	-	34	3	-	1
25.	38	-	-	1	6	-	-	-	36	1	-	1	38	1	-	-	6	-	-	-	33	-	3	2
26.	8	8	22	1	-	2	4	-	11	5	21	1	10	4	25	-	-	2	4	-	11	5	21	1
27.	34	2	2	1	5	1	-	-	37	1	-	-	36	2	1	-	6	-	-	-	35	1	2	-
28.	26	7	5	1	3	1	1	1	20	9	9	-	23	4	11	1	4	1	1	-	23	4	9	2
29.	34	4	-	1	5	-	-	1	34	4	-	-	38	1	-	-	4	1	1	-	34	3	-	1
30.	31	3	2	3	4	1	-	1	28	9	1	-	35	3	1	-	4	2	-	-	34	2	1	1
31.	38	1	-	-	6	-	-	-	35	1	-	2	39	-	-	-	6	-	-	-	38	-	-	-
32.	15	5	19	-	2	-	3	1	17	4	17	-	19	1	19	-	4	-	2	-	16	3	19	-
33.	26	4	5	4	3	1	2	-	20	7	10	1	26	6	6	1	2	3	1	-	23	5	9	1
34.	39	-	-	-	6	-	-	-	35	3	-	-	39	-	-	-	6	-	-	-	37	-	1	-
35.	39	-	-	-	5	1	-	-	37	-	1	-	39	-	-	-	6	-	-	-	37	1	-	-
36.	2	1	35	1	1	-	5	-	11	5	22	-	4	-	35	-	1	-	5	-	7	2	29	-
37.	3	2	34	-	-	-	6	-	2	3	33	-	1	1	37	-	-	-	6	-	1	2	35	-

1 1 1 2 1 1 1
1 1 1 1 1 1 1
1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1 1 1 1

Responses to Statements on Leader Questionnaire - Con't.

State- ment	Responses on Pre-test												Responses on Post-test															
	Experimental Group (N = 39)				Leaders Attending 1 or 2 Meetings (N = 6)				Control Group (N = 38)				Experimental Group (N = 39)				Leaders Attending 1 or 2 Meetings (N = 6)				Control Group (N = 38)							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
38.	10	5	23	1	1	-	5	-	11	9	18	-	17	8	14	-	1	-	5	-	12	6	20	-	-	-	-	-
39.	38	-	1	-	4	1	1	-	37	1	-	-	39	-	-	-	6	-	-	-	38	-	-	-	-	-	-	-
40.	35	1	3	-	6	-	-	-	32	2	4	-	36	-	3	-	6	-	-	-	36	-	2	-	-	-	-	-
41. *	34	-	5	-	3	1	1	1	35	2	1	-	37	-	2	-	6	-	-	-	36	2	-	-	-	-	-	-
43.	1	1	36	1	-	-	6	-	4	3	31	-	2	1	36	-	-	-	6	-	5	1	32	-	-	-	-	-
44.	16	7	15	1	2	1	3	-	20	7	9	2	25	4	10	-	2	1	3	-	17	4	13	4	-	-	-	-
45.	34	1	4	-	4	1	1	-	30	3	5	-	35	2	2	-	4	1	1	-	27	5	5	1	-	-	-	-
46.	34	2	2	1	6	-	-	-	32	2	4	-	35	-	4	-	5	-	1	-	31	3	4	-	-	-	-	-
47.	33	4	2	-	6	-	-	-	30	4	4	-	38	-	1	-	4	1	1	-	34	1	3	-	-	-	-	-
48.	11	5	23	-	1	1	3	1	16	5	17	-	8	1	30	-	1	1	4	-	9	4	25	-	-	-	-	-
49.	36	-	2	1	6	-	-	-	36	2	-	-	37	1	1	-	5	-	1	-	36	-	2	-	-	-	-	-
50.	39	-	-	-	6	-	-	-	38	-	-	-	39	-	-	-	6	-	-	-	38	-	-	-	-	-	-	-

*Statement number 42 was not tabulated.

1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1
1 1 1 1 1 1 1 1 1 1

1 1 1 1 1 1 1 1 1 1

APPENDIX B

RESPONSES TO MEMBER QUESTIONNAIRES

Responses to Club Member Questionnaires for
Members of Leaders in Experimental Group *

Question	Pre-test							Post-test						
	a	b	c	d	e	f	g	a	b	c	d	e	f	g
1.	31 <u>37%</u>	48 58%	4 5%					34 <u>53%</u>	25 39%	5 8%				
2.	4 5%	3 4%	62 <u>74%</u>	14 <u>17%</u>				4 6%	7 11%	41 <u>64%</u>	12 <u>19%</u>			
3.	22 21%	49 <u>59%</u>	12 14%					11 18%	39 <u>64%</u>	11 18%				
4.	17 <u>21%</u>	24 29%	24 29%	17 21%				17 <u>27%</u>	18 28%	18 28%	11 17%			
5.	47 57%	35 <u>42%</u>	1 1%					41 65%	21 <u>33%</u>	1 2%				
6.	44 <u>54%</u>	30 <u>37%</u>	7 9%	0				35 <u>55%</u>	20 <u>31%</u>	8 12%	1 2%			
7.	65 <u>78%</u>	12 15%	0	1 1%	5 6%			48 <u>75%</u>	16 25%	0	0	0		
8.	2 2%	40 <u>49%</u>	40 49%					0	40 <u>62%</u>	24 38%				
9.	27 <u>34%</u>	40 <u>50%</u>	12 15%	1 1%				24 <u>38%</u>	31 <u>48%</u>	7 11%	2 3%			
10.	53 <u>64%</u>	77 <u>93%</u>	60 <u>72%</u>					44 <u>69%</u>	59 <u>92%</u>	52 <u>81%</u>				
11.	28 <u>34%</u>	30 <u>37%</u>	42 <u>51%</u>	20 24%	8 10%			26 <u>41%</u>	20 <u>31%</u>	34 <u>53%</u>	17 27%	5 8%		
12.	69 <u>83%</u>	54 <u>66%</u>	34 <u>41%</u>	32 <u>39%</u>	64 <u>71%</u>	12 <u>14%</u>	2	54 <u>84%</u>	42 <u>66%</u>	18 <u>28%</u>	22 <u>34%</u>	47 <u>73%</u>	13 <u>20%</u>	2
13.	23 38%	38 <u>62%</u>	16 no	61 yes				18 38%	30 <u>62%</u>	14 no	48 yes			

* The top row for each question gives the number of answers. The percentage of the total answers for the group is given under the number of answers.

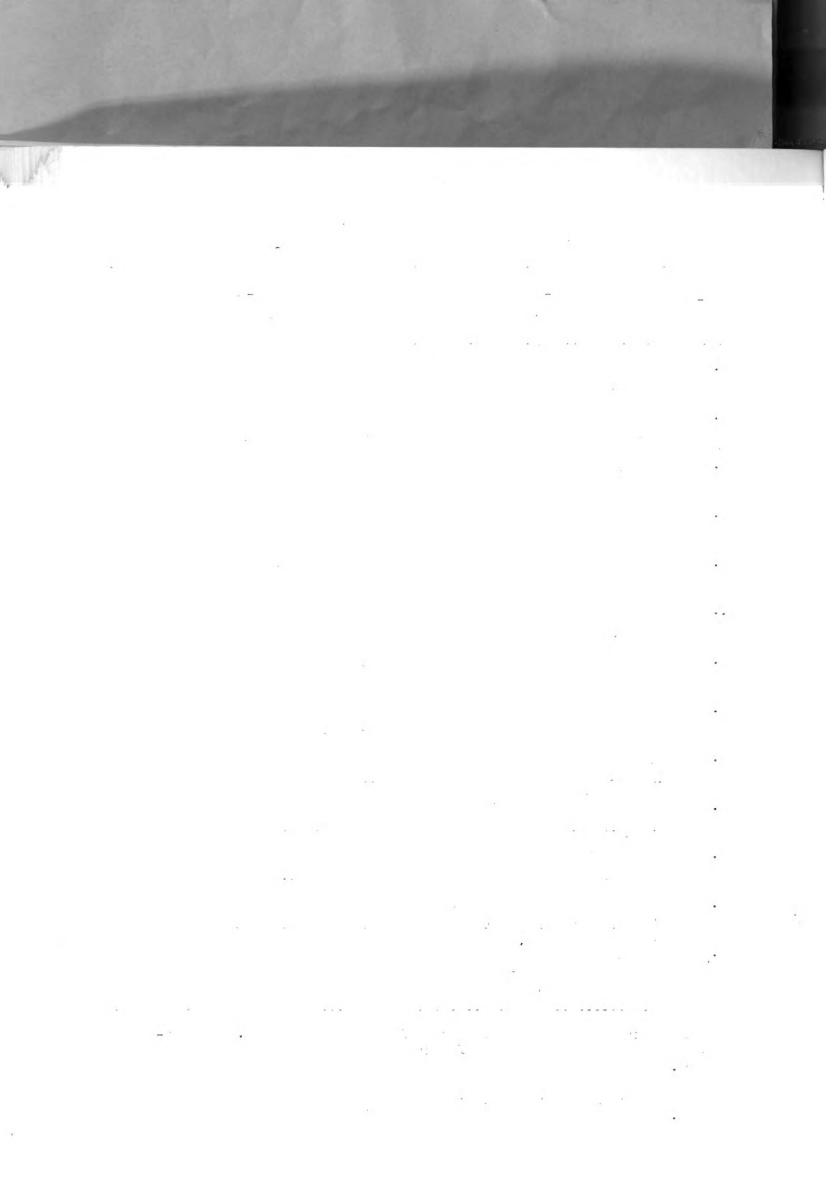
The number or numbers which are underlined indicate the desirable answers.

Responses to Club Member Questionnaires For
Members of Leaders in the Control Group*

Question	Pre-test							Post-test						
	a	b	c	d	e	f	g	a	b	c	d	e	f	g
1.	53 <u>52%</u>	46 <u>45%</u>	3 <u>3%</u>					42 <u>41%</u>	55 <u>53%</u>	6 <u>6%</u>				
2.	13 <u>12%</u>	8 <u>7%</u>	75 <u>71%</u>	11 <u>10%</u>				12 <u>12%</u>	4 <u>4%</u>	67 <u>66%</u>	19 <u>18%</u>			
3.	25 <u>23%</u>	59 <u>55%</u>	23 <u>22%</u>					24 <u>23%</u>	59 <u>57%</u>	20 <u>20%</u>				
4.	37 <u>35%</u>	23 <u>21%</u>	27 <u>25%</u>	20 <u>19%</u>				34 <u>33%</u>	28 <u>27%</u>	28 <u>28%</u>	12 <u>12%</u>			
5.	66 <u>62%</u>	37 <u>35%</u>	3 <u>3%</u>					62 <u>61%</u>	38 <u>38%</u>	1 <u>1%</u>				
6.	42 <u>40%</u>	50 <u>48%</u>	10 <u>10%</u>	2 <u>2%</u>				40 <u>39%</u>	48 <u>47%</u>	10 <u>10%</u>	4 <u>4%</u>			
7.	80 <u>75%</u>	22 <u>21%</u>	1 <u>1%</u>	0	3 <u>3%</u>			75 <u>74%</u>	17 <u>17%</u>	2 <u>2%</u>	3 <u>3%</u>	4 <u>4%</u>		
8.	2 <u>2%</u>	64 <u>62%</u>	37 <u>36%</u>					3 <u>3%</u>	70 <u>68%</u>	30 <u>29%</u>				
9.	35 <u>34%</u>	45 <u>43%</u>	19 <u>18%</u>	5 <u>5%</u>				37 <u>35%</u>	46 <u>46%</u>	16 <u>16%</u>	4 <u>3%</u>			
10.	78 <u>73%</u>	92 <u>86%</u>	66 <u>62%</u>					72 <u>70%</u>	84 <u>82%</u>	68 <u>66%</u>				
11.	39 <u>36%</u>	35 <u>33%</u>	51 <u>48%</u>	20 <u>19%</u>	16 <u>15%</u>			45 <u>44%</u>	40 <u>39%</u>	49 <u>48%</u>	19 <u>18%</u>	10 <u>10%</u>		
12.	96 <u>90%</u>	78 <u>73%</u>	51 <u>48%</u>	32 <u>30%</u>	82 <u>77%</u>	16 <u>15%</u>	3 <u>3%</u>	90 <u>87%</u>	70 <u>68%</u>	53 <u>51%</u>	48 <u>47%</u>	77 <u>75%</u>	22 <u>21%</u>	4 <u>4%</u>
13.	40 <u>55%</u>	32 <u>45%</u>	29 <u>29%</u> no	72 <u>71%</u> yes				36 <u>52%</u>	33 <u>48%</u>	25 <u>27%</u> no	69 <u>73%</u> yes			

*The top row for each question gives the number of answers. The percentage of the total answers for the group is given under the number of answers.

The number or numbers which are underlined indicate the desirable answers.



Responses to Club Member Questionnaires for
Members of Leaders Attending One or Two Meetings

Question	Pre-test							Post-test						
	a	b	c	d	e	f	g	a	b	c	d	e	f	g
1.	<u>4</u> 25%	9 56%	<u>3</u> 19%					<u>6</u> 46%	5 39%	<u>2</u> 15%				
2.	5 33%	0	<u>8</u> 53%	2 14%				1 8%	3 23%	<u>8</u> 61%	1 8%			
3.	3 21%	<u>4</u> 29%	7 50%					4 31%	<u>3</u> 23%	6 46%				
4.	<u>6</u> 46%	3 23%	<u>1</u> 8%	3 23%				<u>6</u> 46%	1 8%	4 31%	2 15%			
5.	8 61%	<u>4</u> 31%	1 8%					8 61%	<u>4</u> 31%	1 8%				
6.	<u>6</u> 37%	8 50%	2 13%					<u>3</u> 23%	8 61%	1 8%	1 8%			
7.	<u>11</u> 85%	3 15%	0					<u>9</u> 69%	4 31%	0				
8.	0	<u>4</u> 29%	10 71%					0	5 39%	8 61%				
9.	<u>3</u> 20%	<u>7</u> 47%	3 20%	2 13%				<u>9</u> 69%	<u>2</u> 15%	1 8%	1 8%			
10.	<u>10</u> 67%	<u>14</u> 93%	<u>11</u> 73%					<u>11</u> 85%	<u>12</u> 92%	<u>7</u> 54%				
11.	<u>8</u> 53%	<u>4</u> 27%	<u>9</u> 60%	4 27%	0			<u>4</u> 31%	<u>3</u> 23%	<u>7</u> 54%	4 31%	2 15%		
12.	<u>13</u> 87%	<u>10</u> 67%	<u>7</u> 47%	<u>5</u> 33%	<u>9</u> 60%	<u>3</u> 20%	2 13%	<u>11</u> 85%	<u>9</u> 69%	<u>8</u> 61%	<u>6</u> 46%	<u>10</u> 77%	<u>2</u> 15%	0
13.	5 56%	<u>4</u> 44%	6 40%	9 60%				5 83%	<u>1</u> 17%	7 54%	6 46%			
			no	yes						no	yes			

*The top row for each question gives the number of answers. The percentage of the total answers for the group is given under the number of answers.

The number or numbers which are underlined indicate the desirable answers.

APPENDIX C

FORM FOR OBTAINING AGENTS' OBJECTIVES AND RESULTS

Question 1 - How important do you feel it is that each of these be covered during the Leader Training Classes?

- 5 - Very important.
- 4 - Quite important.
- 3 - Of medium importance.
- 2 - Of little importance.
- 1 - Not important.

Question 2 - To what extent do you plan to cover each of these in your presentation?

- 5 - Quite thoroughly.
- 4 - Fairly well.
- 3 - To some extent.
- 2 - Just briefly.
- 1 - Not at all.

Statement	Question 1 Importance during the total series					Question 2 Extent you will cover this in your presentation				
	5	4	3	2	1	5	4	3	2	1
1. How to organize a 4-H club.										
2. Developing leadership among the club members.										
3. Methods of presentation of subject matter (project material) at club meetings.										
4. Giving responsibility to 4-H members.										
5. The amount of attention a leader should give each member.										
6. The importance of completion of projects.										

[illegible]

100

100

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	

100

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	

100

100

100

2001

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

1. *Chlorophyll a* (Chl *a*)
2. *Chlorophyll b* (Chl *b*)
3. *Chlorophyll c* (Chl *c*)
4. *Chlorophyll d* (Chl *d*)
5. *Chlorophyll e* (Chl *e*)
6. *Chlorophyll f* (Chl *f*)
7. *Chlorophyll g* (Chl *g*)
8. *Chlorophyll h* (Chl *h*)
9. *Chlorophyll i* (Chl *i*)
10. *Chlorophyll j* (Chl *j*)
11. *Chlorophyll k* (Chl *k*)
12. *Chlorophyll l* (Chl *l*)
13. *Chlorophyll m* (Chl *m*)
14. *Chlorophyll n* (Chl *n*)
15. *Chlorophyll o* (Chl *o*)
16. *Chlorophyll p* (Chl *p*)
17. *Chlorophyll q* (Chl *q*)
18. *Chlorophyll r* (Chl *r*)
19. *Chlorophyll s* (Chl *s*)
20. *Chlorophyll t* (Chl *t*)
21. *Chlorophyll u* (Chl *u*)
22. *Chlorophyll v* (Chl *v*)
23. *Chlorophyll w* (Chl *w*)
24. *Chlorophyll x* (Chl *x*)
25. *Chlorophyll y* (Chl *y*)
26. *Chlorophyll z* (Chl *z*)
27. *Chlorophyll aa* (Chl *aa*)
28. *Chlorophyll ab* (Chl *ab*)
29. *Chlorophyll ac* (Chl *ac*)
30. *Chlorophyll ad* (Chl *ad*)
31. *Chlorophyll ae* (Chl *ae*)
32. *Chlorophyll af* (Chl *af*)
33. *Chlorophyll ag* (Chl *ag*)
34. *Chlorophyll ah* (Chl *ah*)
35. *Chlorophyll ai* (Chl *ai*)
36. *Chlorophyll aj* (Chl *aj*)
37. *Chlorophyll ak* (Chl *ak*)
38. *Chlorophyll al* (Chl *al*)
39. *Chlorophyll am* (Chl *am*)
40. *Chlorophyll an* (Chl *an*)
41. *Chlorophyll ao* (Chl *ao*)
42. *Chlorophyll ap* (Chl *ap*)
43. *Chlorophyll aq* (Chl *aq*)
44. *Chlorophyll ar* (Chl *ar*)
45. *Chlorophyll as* (Chl *as*)
46. *Chlorophyll at* (Chl *at*)
47. *Chlorophyll au* (Chl *au*)
48. *Chlorophyll av* (Chl *av*)
49. *Chlorophyll aw* (Chl *aw*)
50. *Chlorophyll ax* (Chl *ax*)
51. *Chlorophyll ay* (Chl *ay*)
52. *Chlorophyll az* (Chl *az*)
53. *Chlorophyll aza* (Chl *aza*)
54. *Chlorophyll abz* (Chl *abz*)
55. *Chlorophyll acz* (Chl *acz*)
56. *Chlorophyll adz* (Chl *adz*)
57. *Chlorophyll aez* (Chl *aez*)
58. *Chlorophyll afz* (Chl *afz*)
59. *Chlorophyll agz* (Chl *agz*)
60. *Chlorophyll ahz* (Chl *ahz*)
61. *Chlorophyll aiz* (Chl *aiz*)
62. *Chlorophyll ajz* (Chl *ajz*)
63. *Chlorophyll akz* (Chl *akz*)
64. *Chlorophyll alz* (Chl *alz*)
65. *Chlorophyll amz* (Chl *amz*)
66. *Chlorophyll anz* (Chl *anz*)
67. *Chlorophyll aoz* (Chl *aoz*)
68. *Chlorophyll apz* (Chl *apz*)
69. *Chlorophyll aqz* (Chl *aqz*)
70. *Chlorophyll arz* (Chl *arz*)
71. *Chlorophyll asz* (Chl *asz*)
72. *Chlorophyll atz* (Chl *atz*)
73. *Chlorophyll auz* (Chl *auz*)
74. *Chlorophyll avz* (Chl *avz*)
75. *Chlorophyll awz* (Chl *awz*)
76. *Chlorophyll axz* (Chl *axz*)
77. *Chlorophyll ayz* (Chl *ayz*)
78. *Chlorophyll ayz* (Chl *ayz*)
79. *Chlorophyll azz* (Chl *azz*)
80. *Chlorophyll azaa* (Chl *aza*)
81. *Chlorophyll abz* (Chl *abz*)
82. *Chlorophyll acz* (Chl *acz*)
83. *Chlorophyll adz* (Chl *adz*)
84. *Chlorophyll aez* (Chl *aez*)
85. *Chlorophyll afz* (Chl *afz*)
86. *Chlorophyll agz* (Chl *agz*)
87. *Chlorophyll ahz* (Chl *ahz*)
88. *Chlorophyll aiz* (Chl *aiz*)
89. *Chlorophyll ajz* (Chl *ajz*)
90. *Chlorophyll akz* (Chl *akz*)
91. *Chlorophyll alz* (Chl *alz*)
92. *Chlorophyll amz* (Chl *amz*)
93. *Chlorophyll anz* (Chl *anz*)
94. *Chlorophyll aoz* (Chl *aoz*)
95. *Chlorophyll apz* (Chl *apz*)
96. *Chlorophyll aqz* (Chl *aqz*)
97. *Chlorophyll arz* (Chl *arz*)
98. *Chlorophyll asz* (Chl *asz*)
99. *Chlorophyll atz* (Chl *atz*)
100. *Chlorophyll auz* (Chl *auz*)
101. *Chlorophyll avz* (Chl *avz*)
102. *Chlorophyll awz* (Chl *awz*)
103. *Chlorophyll axz* (Chl *axz*)
104. *Chlorophyll ayz* (Chl *ayz*)
105. *Chlorophyll ayz* (Chl *ayz*)
106. *Chlorophyll azz* (Chl *azz*)
107. *Chlorophyll azaa* (Chl *aza*)
108. *Chlorophyll abz* (Chl *abz*)
109. *Chlorophyll acz* (Chl *acz*)
110. *Chlorophyll adz* (Chl *adz*)
111. *Chlorophyll aez* (Chl *aez*)
112. *Chlorophyll afz* (Chl *afz*)
113. *Chlorophyll agz* (Chl *agz*)
114. *Chlorophyll ahz* (Chl *ahz*)
115. *Chlorophyll aiz* (Chl *aiz*)
116. *Chlorophyll ajz* (Chl *ajz*)
117. *Chlorophyll akz* (Chl *akz*)
118. *Chlorophyll alz* (Chl *alz*)
119. *Chlorophyll amz* (Chl *amz*)
120. *Chlorophyll anz* (Chl *anz*)
121. *Chlorophyll aoz* (Chl *aoz*)
122. *Chlorophyll apz* (Chl *apz*)
123. *Chlorophyll aqz* (Chl *aqz*)
124. *Chlorophyll arz* (Chl *arz*)
125. *Chlorophyll asz* (Chl *asz*)
126. *Chlorophyll atz* (Chl *atz*)
127. *Chlorophyll auz* (Chl *auz*)
128. *Chlorophyll avz* (Chl *avz*)
129. *Chlorophyll awz* (Chl *awz*)
130. *Chlorophyll axz* (Chl *axz*)
131. *Chlorophyll ayz* (Chl *ayz*)
132. *Chlorophyll ayz* (Chl *ayz*)
133. *Chlorophyll azz* (Chl *azz*)
134. *Chlorophyll azaa* (Chl *aza*)
135. *Chlorophyll abz* (Chl *abz*)
136. *Chlorophyll acz* (Chl *acz*)
137. *Chlorophyll adz* (Chl *adz*)
138. *Chlorophyll aez* (Chl *aez*)
139. *Chlorophyll afz* (Chl *afz*)
140. *Chlorophyll agz* (Chl *agz*)
141. *Chlorophyll ahz* (Chl *ahz*)
142. *Chlorophyll aiz* (Chl *aiz*)
143. *Chlorophyll ajz* (Chl *ajz*)
144. *Chlorophyll akz* (Chl *akz*)
145. *Chlorophyll alz* (Chl *alz*)
146. *Chlorophyll amz* (Chl

1. *Introduction*
 2. *Methodology*
 3. *Results*
 4. *Discussion*
 5. *Conclusion*
 6. *References*
 7. *Appendix*
 8. *Index*
 9. *Table of Contents*
 10. *Table of Figures*
 11. *Table of Tables*
 12. *Table of Equations*
 13. *Table of Symbols*
 14. *Table of Abbreviations*
 15. *Table of Acronyms*
 16. *Table of Units*
 17. *Table of Constants*
 18. *Table of Variables*
 19. *Table of Parameters*
 20. *Table of Functions*
 21. *Table of Operators*
 22. *Table of Relations*
 23. *Table of Definitions*
 24. *Table of Examples*
 25. *Table of Exercises*
 26. *Table of Problems*
 27. *Table of Projects*
 28. *Table of Assignments*
 29. *Table of Tests*
 30. *Table of Exams*
 31. *Table of Papers*
 32. *Table of Books*
 33. *Table of Journals*
 34. *Table of Conferences*
 35. *Table of Workshops*
 36. *Table of Seminars*
 37. *Table of Lectures*
 38. *Table of Courses*
 39. *Table of Degrees*
 40. *Table of Certificates*
 41. *Table of Diplomas*
 42. *Table of Licenses*
 43. *Table of Permits*
 44. *Table of Licenses*
 45. *Table of Permits*
 46. *Table of Licenses*
 47. *Table of Permits*
 48. *Table of Licenses*
 49. *Table of Permits*
 50. *Table of Licenses*
 51. *Table of Permits*
 52. *Table of Licenses*
 53. *Table of Permits*
 54. *Table of Licenses*
 55. *Table of Permits*
 56. *Table of Licenses*
 57. *Table of Permits*
 58. *Table of Licenses*
 59. *Table of Permits*
 60. *Table of Licenses*
 61. *Table of Permits*
 62. *Table of Licenses*
 63. *Table of Permits*
 64. *Table of Licenses*
 65. *Table of Permits*
 66. *Table of Licenses*
 67. *Table of Permits*
 68. *Table of Licenses*
 69. *Table of Permits*
 70. *Table of Licenses*
 71. *Table of Permits*
 72. *Table of Licenses*
 73. *Table of Permits*
 74. *Table of Licenses*
 75. *Table of Permits*
 76. *Table of Licenses*
 77. *Table of Permits*
 78. *Table of Licenses*
 79. *Table of Permits*
 80. *Table of Licenses*
 81. *Table of Permits*
 82. *Table of Licenses*
 83. *Table of Permits*
 84. *Table of Licenses*
 85. *Table of Permits*
 86. *Table of Licenses*
 87. *Table of Permits*
 88. *Table of Licenses*
 89. *Table of Permits*
 90. *Table of Licenses*
 91. *Table of Permits*
 92. *Table of Licenses*
 93. *Table of Permits*
 94. *Table of Licenses*
 95. *Table of Permits*
 96. *Table of Licenses*
 97. *Table of Permits*
 98. *Table of Licenses*
 99. *Table of Permits*
 100. *Table of Licenses*

1. The first group of people who are not in the labor force are those who are not in the labor force because they are not in the labor force.

[illegible]

| Statement | Question 1 | | | | | Question 2 | | | | |
|---|------------|---|---|---|---|------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 20. The characteristics of boys and girls, depending on their age. | | | | | | | | | | |
| 21. What should be expected of boys and girls in 4-H. | | | | | | | | | | |
| 22. Activities best suited for 4-H members, depending on their age. | | | | | | | | | | |
| 23. The basic needs of boys and girls. | | | | | | | | | | |
| 24. The importance of the actual project in 4-H. | | | | | | | | | | |
| 25. The purpose of 4-H club work. | | | | | | | | | | |
| 26. How to use competition in 4-H club work. | | | | | | | | | | |
| 27. Importance of recognizing members for achievement or progress. | | | | | | | | | | |
| 28. Ways of recognizing members for achievement or progress. | | | | | | | | | | |
| 29. Effects of competition on boys and girls. | | | | | | | | | | |
| 30. Participation by club members in district or state contests and exhibits. | | | | | | | | | | |
| 31. Evaluation in 4-H Club Work. | | | | | | | | | | |
| 32. The place of service or community projects by 4-H Clubs. | | | | | | | | | | |
| 33. Participation by 4-H clubs in county, district, or state activities. | | | | | | | | | | |
| 34. Participation by 4-H clubs in international programs such as IFYE, People to People, etc. | | | | | | | | | | |

[illegible]

Objectives For Training Meetings As Listed By Agents

| <u>Statement</u> | <u>Importance</u> | <u>Extent to
Be covered</u> |
|--|-------------------|---------------------------------|
| The importance of leader participation in leader training meetings. | Very | Quite thoroughly |
| The basic needs of boys and girls. | Very | Fairly well |
| The importance of recognizing members for achievement or progress. | Very | Fairly well |
| Evaluation in 4-H Club work. | Very | To some extent |
| Giving responsibility to 4-H members. | Quite | To some extent |
| The characteristics of boys and girls, depending on their age. | Quite | To some extent |
| What should be expected of boys girls in 4-H. | Quite | Fairly well |
| Activities best suited for 4-H members, depending on their age. | Quite | To some extent |
| Ways of recognizing members for achievement or progress. | Quite | To some extent |
| How the success of a 4-H club is measured. | Quite | Just briefly |
| The amount of attention a leader should give each member. | Quite | To some extent |
| Including of 4-H members in planning club activities. | Quite | To some extent |
| The club leader's responsibility to the junior leader. | Quite | To some extent |
| The importance of parent cooperation. | Quite | To some extent |
| The "quality of work" a leader should expect in project work. | Quite | Fairly well |
| Effects of competition on boys and girls. | Quite | Fairly well |
| The amount of supervision required for club members of different ages. | Quite | Just briefly |

| <u>Statement</u> | <u>Importance</u> | <u>Extent to
Be Covered</u> |
|--|-------------------------|---------------------------------|
| Ways of getting parent coop-
eration. | Quite | To some extent |
| Participation by club members
in district or state contests
and exhibits. | Quite | Just briefly |
| Developing leadership among
club members. | Quite | Just briefly |
| The place of service or com-
munity projects by 4-H clubs. | Quite | Just briefly |
| Techniques for teaching club
members. | Medium | Just briefly |
| The reasons boys and girls
join 4-H. | Medium | Fairly well |
| How to use competition in 4-H. | Medium | Just briefly |
| Participation by 4-H clubs in
county, district, or state
activities. | Medium | Just briefly |
| Participation by 4-H clubs in
international programs such as
IFYE, People to People, etc. | Medium | Just briefly |
| The history of 4-H Club work. | Medium | Just briefly |
| The purpose of 4-H Club work. | Medium | To some extent |
| Methods of presentation of sub-
ject matter at club meetings. | Medium | Just briefly |
| The importance of completion of
projects. | Medium | Just briefly |
| What a 4-H club meeting should
include (business meeting, re-
creation, educational, etc.) | Medium | Not at all |
| The leader's role in the busi-
ness meeting. | Medium | Just briefly |
| The importance of the actual
project in 4-H. | Medium | To some extent |
| How to organize a 4-H club. | Of little
importance | Not at all |

APPENDIX D

4-H LEADER QUESTIONNAIRE



Bas
Dra
Mie

Cou

No.

you

you

He

El

Research Study for the
Institute for Extension Personnel Develop.
Michigan State University

4-H LEADER SURVEY

County _____ Name _____ Sex: Male _____ Female _____

No. of years of 4-H leadership (incl. this year) _____. How many members are you responsible for? _____. What is your present leadership responsibility in your club? (project leader and/or community club leader) _____

Were you a 4-H member? _____. If yes, how many years? _____

Highest grade of school completed? _____

Check one of these four columns

| Statements of opinions and attitudes | Agree | Haven't made up my mind on this | Dis-agree | Not informed on this |
|--|-------|---------------------------------|-----------|----------------------|
| 1. Leaders should give some extra attention to most first year club members. | X | | | |
| 2. Completion of projects should be strongly encouraged by club leaders. | X | | | |
| 3. All children like to compete. | | | X | |
| 4. The amount of leader supervision needed by club members often varies with age. | X | | | |
| 5. Most 4-H clubs should meet the year around. | X | | | |
| 6. Parents should be expected to participate in 4-H club meetings and activities. | X | | | |
| 7. A 4-H member should be allowed to participate, and win, if possible, in a district or State 4-H exhibit or contest year after year, even though he has won one or more times. | | | X | |
| 8. Club leaders should become familiar with county-wide 4-H activities. | X | | | |
| 9. Many 4-H leaders do not need to attend any leader-training meetings. | | | X | |
| 10. Most 4-H club meetings should include some form of recreation. | X | | | |

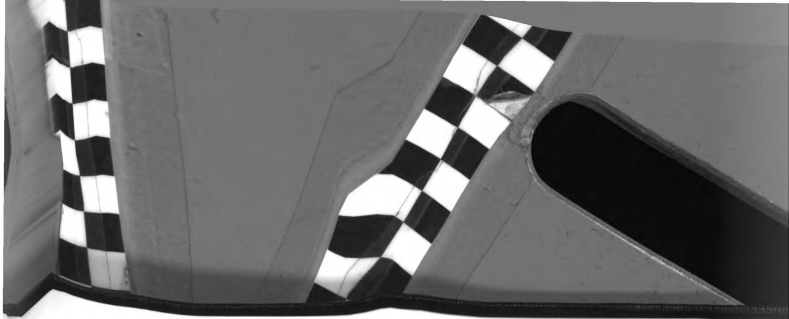
| Statements of opinions and attitudes | Agree | Haven't
made up
my mind
on this | Dis-
agree | Not
informed
on this |
|--|-------|--|---------------|----------------------------|
| 11. 4-H members are stimulated by contests and competitive exhibits to better work. | X | | | |
| 12. Club leaders should turn over as much responsibility for a club to the club members as they are ready to assume. | X | | | |
| 13. Participation in county or state 4-H events can be valuable training for 4-H members. | X | | | |
| 14. The leader should tell the junior leader what his or her jr. leader responsibilities should be. | | | | |
| 15. A local club can be considered a good club and still not have a single winner in a 4-H contest or exhibit beyond the local club level. | X | | | |
| 16. Leaders should concentrate on developing leadership among those members in the club who appear to be the natural leaders. | | | X | |
| 17. All members in a club should serve on at least one committee during the club year. | X | | | |
| 18. It is desirable to have every club member participate in some way at every club meeting. | X | | | |
| 19. An exceptionally good 4-H member deserves more personal attention from a leader than do other members. | | | X | |
| 20. Younger members need more direction from the leaders than do older members. | X | | | |
| 21. Leaders should expect parents to be interested in most things the club and its members do. | X | | | |
| 22. The club leader should serve mainly as an advisor during a club's business meeting. | X | | | |
| 23. Only project work which is of a quality worthy of competition should be accepted in 4-H. | | | X | |
| 24. Day to day recognition (such as a pat on the back) can be just as important to 4-H members as winning in competition. | X | | | |
| 25. Junior leaders add strength to a 4-H club. | X | | | |

| Statements of opinions and attitudes | Agree | Haven't made up my mind on this | Dis-agree | Not informed on this |
|---|-------|---------------------------------|-----------|----------------------|
| 26. Only those members who complete requirements should be allowed to re-enroll the following year. | | | X | |
| 27. Leaders should see that all club members take part in some group responsibility during the year. | X | | | |
| 28. All boys and girls do not learn more when competition is involved; <u>some</u> boys and girls learn <u>more</u> ; <u>others</u> learn <u>less</u> . | X | | | |
| 29. Club meetings can be much more effective when a leader uses a variety of ways of presenting subject matter. | X | | | |
| 30. A 4-H club will benefit from having a service project (or community project or activity) each year. | X | | | |
| 31. Leaders should frequently discuss the program, problems and plans of the club with the junior leader and assistant leaders (if the club has junior or assistant leaders.) | X | | | |
| 32. Winning in competitive exhibits or contests is as important to a boy or girl as being accepted and liked in his or her community. | | | X | |
| 33. For teenagers, emphasis should be on group (rather than individual) activities. | X | | | |
| 34. Leaders teach character and citizenship by the example they set. | X | | | |
| 35. Leaders should encourage older club members to participate in county and state-wide activities. | X | | | |
| 36. Leaders should play a prominent role during the club's business meeting. | | | X | |
| 37. Boys and girls who <u>cannot</u> reach 4-H project standards should be encouraged to drop 4-H club work. | | | X | |
| 38. The club leader is largely responsible for the amount of parent cooperation shown in a 4-H club. | X | | | |
| 39. All children need recognition. | X | | | |

| Statements of opinions and attitudes | Agree | Haven't
made up
my mind
on this | Dis-
agree | Not
informed
on this |
|--|-------|--|---------------|----------------------------|
| 40. All members in the club should be involved to some extent in planning the program or activities of a 4-H club. | X | | | |
| 41. Most 4-H club meetings should include an educational part or project work, a business meeting, and recreation. | X | | | |
| 42. It is harder on a club member to lose in competition on the local level than on a district or county level. | | | | |
| 43. Project work is the only essential part of the 4-H club program. | | | X | |
| 44. In clubs having a junior leader, the leader should rely on the junior leader for ideas and opinions regarding the operation of the club. | X | | | |
| 45. A local leader can be considered a good leader and still not have a single winner in a 4-H contest or exhibit beyond the local club level. | X | | | |
| 46. Club members' ability to plan usually varies with their age. | X | | | |
| 47. Younger club members often join 4-H because of their desire to belong to a group. | X | | | |
| 48. A club member's success in 4-H is measured in terms of his or her project. | | | X | |
| 49. The leader should help a club member get a project that fits his or her situation. | X | | | |
| 50. Planning (of program, activities, etc.) should be important in every 4-H club. | X | | | |

Comments: _____

[illegible]



APPENDIX E

4-H MEMBER QUESTIONNAIRE

Research Study for the
Institute for Extension Personnel Development
Michigan State University

4-H CLUB ACTIVITY SURVEY

Age _____ Boy _____ or Girl _____ Leader's Name _____

County _____ No. of years in 4-H (including this year) _____

Important: Each of these questions refers to the club led by the leader whose name is shown above. Be sure to keep that club in mind when answering each question. When a question refers to your leader, it means the leader whose name is above.

On each of the following questions, check only ONE answer for each question:

1. To what extent do the members in your club participate in the club activities (such as achievement day, parents' night, etc.) in which your club takes part?
 - a. ☒ Each member takes part in some way.
 - b. _____ Most of the members take part.
 - c. _____ Only a few take part.
2. Who plans the program and activities for your club?
 - a. _____ Planned mostly by the club leader.
 - b. _____ Planned mostly by the club members.
 - c. ☒ Planned mostly by the club leader and members.
 - d. ☒ Planned by the leader, members, and parents.
3. How important is it for members in your club to exhibit or enter contests outside your own club?
 - a. _____ Everyone is required to exhibit or enter a contest.
 - b. ☒ Everyone is encouraged to exhibit or enter a contest.
 - c. _____ There is no special emphasis on exhibiting or entering contests.
4. How much do the members in your club participate in the educational part of your 4-H meetings? (give talks, demonstrations, etc.)
 - a. ☒ Everyone participates sometime during the year.
 - b. _____ Quite a few of the members participate sometime during the year.
 - c. _____ Some of the members participate sometime during the year.
 - d. _____ Very few participate.
5. How important is high quality project work in your club?
 - a. _____ We are strongly urged to do our work over again if it isn't considered good enough.
 - b. ☒ We are encouraged to do the best we can, but don't have to do our work over again, even if it isn't considered high quality.
 - c. _____ There is no particular emphasis on doing high quality work.
6. How often does your leader compliment or praise the members in the club?
 - a. ☒ Praises or compliments members often.
 - b. ☒ Praises or compliments members frequently.
 - c. _____ Seldom praises or compliments members.
 - d. _____ Criticizes more than compliments or praises.

1. When the ...
2. ...
3. ...

THE ...

1. ...

2. ...

3. ...

4. ...

5. ...

6. ...

7. ...

8. ...

9. ...

10. ...

11. ...

12. ...

13. ...

14. ...

15. ...

16. ...

7. With which members in your club does your leader work equally hard?
- ☒ All the members in the club.
 - ☐ Mostly the members who cooperate.
 - ☐ Mostly those who can win blue ribbons on their project work.
 - ☐ Mostly those whose parents are interested.
 - ☐ Mostly those who will be able to get their project completed.
8. How much does your leader participate in your club's business meetings?
- ☐ Seldom says anything - lets us handle our own business.
 - ☒ Makes suggestions when he or she thinks they would be helpful.
 - ☐ Takes an active part in most discussions - tells us what he or she thinks we should do.
9. How many members in your club have (or will have) served on at least one committee during the year?
- ☒ All the members in the club.
 - ☐ Quite a few of the members
 - ☐ Only a few of the members
 - ☐ None of the members

Note: For each of the following questions, check AS MANY answers as may apply:

10. Which of the following activities do you usually have at your club meetings?
- ☒ Educational (such as demonstrations, talks, project work, etc.)
 - ☒ Business meeting.
 - ☒ Recreation.
11. Which of the following things do you have during the subject matter part of your club meetings?
- ☒ Sometimes have an outside speaker.
 - ☒ Usually have talks or demonstrations by club members.
 - ☒ Sometimes have talks or demonstrations by club members.
 - ☐ All subject matter is presented by club leader.
 - ☐ No one presents any subjects, we just work on our projects.
12. What are the parents in your club expected to do?
- ☒ Furnish transportation to club meetings and special events.
 - ☒ Provide materials for their children and see that their homework is done.
 - ☒ Help with project work.
 - ☒ Help with community projects and activities.
 - ☒ Attend special events and some 4-H meetings.
 - ☒ Help with program planning.
 - ☐ Parents aren't expected to help club in any way.
13. Do you have a junior leader in your club? _____. If yes, what part does he or she (or they) have in your club?
- ☐ Don't have any particular responsibility, just help leader where help is needed.
 - ☒ Their job is: (list briefly their responsibilities) _____

1. **Introduction**
 2. **Background**
 3. **Methods**
 4. **Results**
 5. **Conclusion**
 6. **References**
 7. **Appendix**
 8. **Figure**
 9. **Table**
 10. **Figure**
 11. **Table**
 12. **Figure**
 13. **Table**
 14. **Figure**
 15. **Table**
 16. **Figure**
 17. **Table**
 18. **Figure**
 19. **Table**
 20. **Figure**
 21. **Table**
 22. **Figure**
 23. **Table**
 24. **Figure**
 25. **Table**
 26. **Figure**
 27. **Table**
 28. **Figure**
 29. **Table**
 30. **Figure**
 31. **Table**
 32. **Figure**
 33. **Table**
 34. **Figure**
 35. **Table**
 36. **Figure**
 37. **Table**
 38. **Figure**
 39. **Table**
 40. **Figure**
 41. **Table**
 42. **Figure**
 43. **Table**
 44. **Figure**
 45. **Table**
 46. **Figure**
 47. **Table**
 48. **Figure**
 49. **Table**
 50. **Figure**
 51. **Table**
 52. **Figure**
 53. **Table**
 54. **Figure**
 55. **Table**
 56. **Figure**
 57. **Table**
 58. **Figure**
 59. **Table**
 60. **Figure**
 61. **Table**
 62. **Figure**
 63. **Table**
 64. **Figure**
 65. **Table**
 66. **Figure**
 67. **Table**
 68. **Figure**
 69. **Table**
 70. **Figure**
 71. **Table**
 72. **Figure**
 73. **Table**
 74. **Figure**
 75. **Table**
 76. **Figure**
 77. **Table**
 78. **Figure**
 79. **Table**
 80. **Figure**
 81. **Table**
 82. **Figure**
 83. **Table**
 84. **Figure**
 85. **Table**
 86. **Figure**
 87. **Table**
 88. **Figure**
 89. **Table**
 90. **Figure**
 91. **Table**
 92. **Figure**
 93. **Table**
 94. **Figure**
 95. **Table**
 96. **Figure**
 97. **Table**
 98. **Figure**
 99. **Table**
 100. **Figure**
 101. **Table**
 102. **Figure**
 103. **Table**
 104. **Figure**
 105. **Table**
 106. **Figure**
 107. **Table**
 108. **Figure**
 109. **Table**
 110. **Figure**
 111. **Table**
 112. **Figure**
 113. **Table**
 114. **Figure**
 115. **Table**
 116. **Figure**
 117. **Table**
 118. **Figure**
 119. **Table**
 120. **Figure**
 121. **Table**
 122. **Figure**
 123. **Table**
 124. **Figure**
 125. **Table**
 126. **Figure**
 127. **Table**
 128. **Figure**
 129. **Table**
 130. **Figure**
 131. **Table**
 132. **Figure**
 133. **Table**
 134. **Figure**
 135. **Table**
 136. **Figure**
 137. **Table**
 138. **Figure**
 139. **Table**
 140. **Figure**
 141. **Table**
 142. **Figure**
 143. **Table**
 144. **Figure**
 145. **Table**
 146. **Figure**
 147. **Table**
 148. **Figure**
 149. **Table**
 150. **Figure**
 151. **Table**
 152. **Figure**
 153. **Table**
 154. **Figure**
 155. **Table**
 156. **Figure**
 157. **Table**
 158. **Figure**
 159. **Table**
 160. **Figure**
 161. **Table**
 162. **Figure**
 163. **Table**
 164. **Figure**
 165. **Table**
 166. **Figure**
 167. **Table**
 168. **Figure**
 169. **Table**
 170. **Figure**
 171. **Table**
 172. **Figure**
 173. **Table**
 174. **Figure**
 175. **Table**
 176. **Figure**
 177. **Table**
 178. **Figure**
 179. **Table**
 180. **Figure**
 181. **Table**
 182. **Figure**
 183. **Table**
 184. **Figure**
 185. **Table**
 186. **Figure**
 187. **Table**
 188. **Figure**
 189. **Table**
 190. **Figure**
 191. **Table**
 192. **Figure**
 193. **Table**
 194. **Figure**
 195. **Table**
 196. **Figure**
 197. **Table**
 198. **Figure**
 199. **Table**
 200. **Figure**
 201. **Table**
 202. **Figure**
 203. **Table**
 204. **Figure**
 205. **Table**
 206. **Figure**
 207. **Table**
 208. **Figure**
 209. **Table**
 210. **Figure**
 211. **Table**
 212. **Figure**
 213. **Table**
 214. **Figure**
 215. **Table**
 216. **Figure**
 217. **Table**
 218. **Figure**
 219. **Table**
 220. **Figure**
 221. **Table**
 222. **Figure**
 223. **Table**
 224. **Figure**
 225. **Table**
 226. **Figure**
 227. **Table**
 228. **Figure**
 229. **Table**
 230. **Figure**
 231. **Table**
 232. **Figure**
 233. **Table**
 234. **Figure**
 235. **Table**
 236. **Figure**
 237. **Table**
 238. **Figure**
 239. **Table**
 240. **Figure**
 241. **Table**
 242. **Figure**
 243. **Table**
 244. **Figure**
 245. **Table**
 246. **Figure**
 247. **Table**
 248. **Figure**
 249. **Table**
 250. **Figure**
 251. **Table**
 252. **Figure**
 253. **Table**
 254. **Figure**
 255. **Table**
 256. **Figure**
 257. **Table**
 258. **Figure**
 259. **Table**
 260. **Figure**
 261. **Table**
 262. **Figure**
 263.



APPENDIX F

LEADER AND AGENT EVALUATION SHEETS

County _____

131

1. Would you rather see this type of leader training held on a district or county basis? _____ County _____ District
2. To the best of your ability, please rate each of the sessions you attended according to how much you learned and how interesting the meeting was. Rate each by placing the appropriate number in each column.

4 - Very good
3 - Good
2 - Fair
1 - Poor

| | How much
Learned | Interesting | Didn't
Attend |
|---------------------------------------|---------------------|-------------|------------------|
| First session - Leadership | | | |
| Second session - The Formative Years | | | |
| Third session - Why We Act As We Do | | | |
| Fourth session - Did We Hit Our Goal? | | | |
| Fifth session - What Did We Learn? | | | |

3. What are the things which you have learned from these sessions which you feel will help you the most? _____

4. Have you passed any of the information you have learned on to other leaders?
____ Yes ____ No If yes, how _____

5. Do you plan to pass any of the information learned on to other leaders?
____ Yes ____ I probably will ____ I probably will not ____ No ____ Don't know
If so, how? _____
6. Were you able to get as well acquainted with the leaders from the other counties as much as you wanted to? ____ Yes ____ No
7. What suggestions do you have for changing this type of leader training if it is held again next year. (Either in this area or another part of the state.) _____



Page 2

...the ...
...
...
...
...

Very ...
...
...
...

...
...

...
...
...
...
...

...
...

...
...
...
...
...

...
...
...
...

...
...
...
...

...
...
...
...

1. How many leaders did you contact in order to get those who attended these sessions from your county? _____
2. About how many hours did you spend in preparation for the subject which you presented? _____
3. To what degree do you feel these meetings have reached the goals which were set for them? _____ Very good _____ Good _____ Fair _____ Poor
4. How would you rate these meetings in terms of how helpful you feel they have been to the 4-H club program in your county?
____ Very helpful ____ Quite helpful ____ Helpful ____ Of some help ____ Of little help
5. Do you feel that the leaders have passed on some of the information they have received to other leaders? _____ Yes _____ No
6. Do you feel the leaders were able to get well enough acquainted with the leaders from the other counties? _____ Yes _____ No
7. Would you like to see a similar series of meetings held again next year?
_____ Yes _____ No
8. Would you rather see a series of leader training meetings such as this held on a county or district basis? _____ County _____ District
9. What do you feel the leaders learned from these sessions which will help them the most? _____

APPENDIX G

LETTERS ACCOMPANYING QUESTIONNAIRES

INSTITUTE FOR EXTENSION PERSONNEL DEVELOPMENT
MICHIGAN STATE UNIVERSITY

February 10, 1962

Dear

You have been selected as one of the 4-H club members in your county to receive the enclosed questionnaire concerning your 4-H club. You were picked from a list provided by your County 4-H Extension Agent.

This is part of a study of a 4-H leader training program in which your club leader is taking part. We would like to obtain the answers from a number of 4-H members in your county regarding how they feel about their club.

You will find your leader's name listed at the top of the questionnaire. Please answer the questions as they apply to the club in which you work with this leader. (if you are in more than one club, just disregard the other clubs you are in when filling out the questionnaire.) We do not need your name, since we are interested in the answers to the questions. We hope you will answer the questions by yourself, instead of getting help from someone else.

By taking just a few minutes to fill out the questionnaire and return it in the enclosed envelope, you can help improve the 4-H program in Michigan.

We will greatly appreciate your help.

Very sincerely,

Harold Black
Graduate Student
Institute for Extension Personnel Development

HB:Am

Enc.

INSTITUTE FOR EXTENSION PERSONNEL
MICHIGAN STATE UNIVERSITY

April 14, 1962

Dear

We would like to ask for your help just one more time. Would you please fill out the enclosed questionnaire and return it in the envelope which you will find included.

We certainly appreciate receiving so many of the questionnaires which were sent out two months ago. We hope that just as many will be returned again this time.

This questionnaire is the same as the one sent to you before. We are anxious to have you return it since it is the final part of a study being conducted with a 4-H Leader Training program in Huron, Lapeer, Sanilac, St. Clair and Tuscola counties. I am working with the 4-H Extension Agents in each of these counties and the Michigan State 4-H office in this study.

Please check the answers according to how you feel the questions fit your club now. Don't worry about whether it is the same as the first one you filled out or not.

We hope you will take a few minutes now to fill this out since we would like to have these returned by April 23, in order to get the report completed. We will appreciate your returning this, even if you weren't able to return the first one.

Thank you very much for your help!

Very sincerely,

Harold Black
Harold Black
Graduate Student
Michigan State University

enc.



THE UNITED STATES OF AMERICA
DEPARTMENT OF JUSTICE

WASHINGTON, D. C.

TO THE HONORABLE ATTORNEY GENERAL
FROM THE UNITED STATES OF AMERICA

WHEREAS the United States of America is a party to the
Treaty of Commerce and Consular Rights, signed at Washington,
D. C., on July 2, 1892, and ratified by the Senate of the
United States on July 2, 1892, and

WHEREAS the United States of America is a party to the
Treaty of Commerce and Consular Rights, signed at Washington,
D. C., on July 2, 1892, and ratified by the Senate of the
United States on July 2, 1892, and

WHEREAS the United States of America is a party to the
Treaty of Commerce and Consular Rights, signed at Washington,
D. C., on July 2, 1892, and ratified by the Senate of the
United States on July 2, 1892, and

WHEREAS the United States of America is a party to the
Treaty of Commerce and Consular Rights, signed at Washington,
D. C., on July 2, 1892, and ratified by the Senate of the
United States on July 2, 1892, and

IN WITNESS WHEREOF, I have hereunto set my hand and
the seal of the Department of Justice, at Washington, D. C.,
this _____ day of _____, 19____.

Very truly yours,
[Signature]

UNITED STATES OF AMERICA
DEPARTMENT OF JUSTICE
WASHINGTON, D. C.

INSTITUTE FOR EXTENSION PERSONNEL
MICHIGAN STATE UNIVERSITY

March 19, 1962

We are now in the final stage of the study involving the 4-H Leader Training program which has been held in Sanilac, Lapeer, St. Clair, Huron and Tuscola counties during the past six weeks.

We would greatly appreciate it if you will fill out the enclosed questionnaire and return it in the envelope which you will find included.

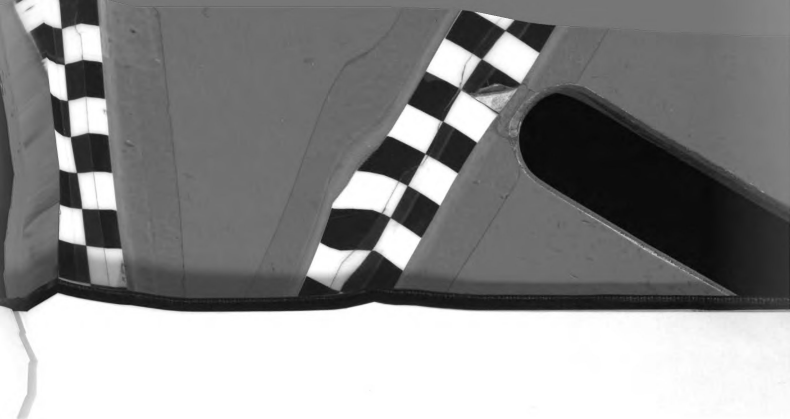
The questionnaire will be familiar since it is the same one you filled out approximately five weeks ago. We hope you will fill this out according to how you feel about these now. Don't worry about whether there is any difference in how you checked the first one. This one will not be compared with the first one you filled out, since we are only interested in the total figures of all the questionnaires. The only information needed at the top is your name and county.

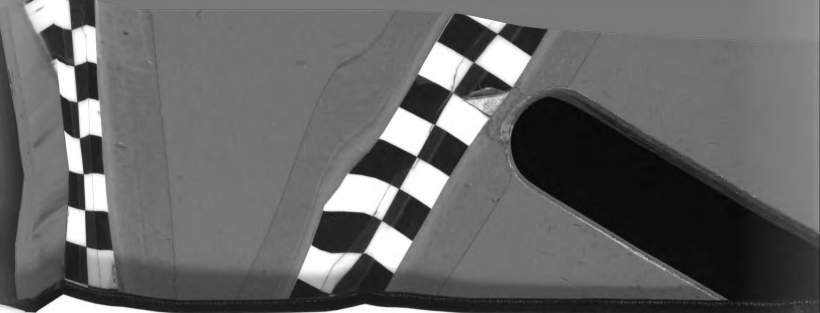
This is the last form you will be asked to fill out. The 4-H members who received questionnaires earlier will receive another one in April, but no more will be sent to leaders.

Thank you very much for your help.

Very sincerely,

Harold Black
Graduate Student





ROOM USE ONLY

~~MAY 6 1966~~

~~SEP 8 1967~~ 119

~~JUN 12 1971~~ 56

ROOM USE ONLY

MICHIGAN STATE UNIV. LIBRARIES



31293106398252