

AN EXPLORATORY STUDY SETTING A  
"BENCHMARK" OF PRESENT LEVELS OF  
LOCAL 4-H CLUB LEADERSHIP IN TWENTY-TWO  
COUNTIES OF MICHIGAN

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

Ralph E. Kirch

1961

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## ABSTRACT

# AN EXPLORATORY STUDY SETTING A "BENCHMARK" OF PRESENT LEVELS OF LOCAL 4-H CLUB LEADERSHIP IN TWENTY-TWO COUNTIES OF MICHIGAN

by Ralph E. Kirch

The training program for voluntary local 4-H club leaders has long been recognized as a challenging frontier for professional 4-H workers. It was the intent of this study to set a benchmark by which to design a long range experimental action research training program for local 4-H club leadership in Michigan.

The problem was to identify the present strengths of volunteer local 4-H leaders, the specific areas in which they need assistance and training: (A) Those needs which are recognized by the leaders themselves, and (B) those needs which are recognized by the professional 4-H worker.

A comparative approach was developed by questioning both local 4-H club leaders and the professional 4-H club workers through a mailed questionnaire.

A questionnaire return of 71.6 percent, giving a total of one hundred and twelve 1st year leaders and one hundred sixty-six 2nd year and over leaders, plus 100 percent return from

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the twenty-two club agents in the twenty-two counties provided the data to be used for the study.

The findings indicate that local 4-H club leaders accept or assume more responsibility with additional years of leadership experience.

4-H club agents expected local leaders to assume more specific responsibilities than local leaders expected.

Local 4-H leaders feel their training is inadequate in all areas tested: history of 4-H club work; philosophy and objectives of 4-H club work; organization of 4-H club work; responsibilities as a 4-H leader; subject matter and how to teach boys and girls. The only exception was in the area of how to work with boys and girls (getting along, etc.).

Agents felt leaders knew enough about subject matter, organization and history of 4-H club work while leaders felt inadequate in these areas.

Many 1st year leaders are willing to attend leader training meetings more often than 2nd year and over leaders.

Local 4-H leaders seem to have a general understanding of the needs of young people. This study does not show if they have the ability to apply this understanding.

Leaders lack knowledge of 4-H activities and personalities outside their own counties.

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Second year and over leaders have had more practical experience in the project area they are leading.

Local 4-H leaders felt a special skill in the project area they were leading was a necessity, while 4-H agents did not feel practical experience or a special skill was essential or necessary for a local leader.

Local leaders with two years or more experience used a wider variety of teaching methods than 1st year leaders, however 2nd year and over leaders did not use as many methods as 4-H agents would have liked them to use.

Leaders whose mate is at present or was a 4-H club leader prove to have longer tenure as a local 4-H club leader.

### Recommendations

As a result of this study, the writer would propose the following recommendations for those people concerned with future local leadership development.

1. That local leader training meetings need to be specialized to fulfill specific needs of local leaders at the various stages of tenure.

- A. 1st year leaders need:

- (1) History of 4-H work
- (2) Philosophy and objectives

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(3) Subject matter

(4) How to teach boys and girls

B. 2nd year and over leaders:

(1) Subject matter review of requirements, etc.

(2) Teaching methods

(3) Understanding needs of young people

2. That extension agents should conduct at least six specific training meetings for 1st year leaders covering the areas listed above.

3. That extension agents need to offer added responsibility with authority and prestige to advanced leaders.

4. Extension agents should provide or encourage an opportunity for club members to report to leaders and members on club, county-district or county level, on state and district activities participated in so that leaders may have an awareness of out-of-county events and personnel.

5. That extension agents seek to encourage husband and wife combinations in leading 4-H clubs.

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LEVELS OF LOCAL 4-H CLUB LEADERSHIP  
IN TWENTY-TWO COUNTIES OF  
MICHIGAN

By  
Ralph E. Kirch

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

1961

## PREFACE

This study was planned and designed to establish a benchmark relative to the present characteristics, level of attainment, and training needs of local 4-H leadership. The research is based on data obtained from first and second year and over local 4-H club leaders and twenty-two professional 4-H workers in twenty-two counties in Michigan.

It is hoped that an action research program will be established in Michigan employing the findings of this study in a long range, experimental, leadership training program.

The need of this research was prompted by the statistical evidence of low local 4-H leadership tenure and the absence of any experimental research findings of this type to help correct the dilemma.

It is the hope of the writer that improved leader training and assistance to help satisfy the needs of local 4-H club leaders may be favorably influenced as a result of this study.

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

It seems only fitting and proper that first acknowledgment go to Michigan State University and Massey-Ferguson, Incorporated, who made it possible financially for the writer

be in Washington, D.C. for one year of advanced study and professional improvement on the national 4-H Fellowship.

Dr. Mary Louise Collings, Chief of the Division of Research and Training of the Federal Extension Service, who was responsible for administering the 4-H Fellowship program of activities, her continual guidance and encouragement throughout the study year.

A very special thank you goes to Dr. George Axinn, author's advisor at Michigan State University, for his splendid cooperation and effective direction in the study.

Completion would have been almost impossible without the cooperation and assistance of many of the people in the Research and Training Division of the Federal Extension Service, especially Grace Larson and members of the statistical unit for making possible I.B.M. machines for punching the cards.

The author is grateful to the many local 4-H club leaders and the twenty-two professional 4-H club workers who so generously gave of time and effort to complete the questionnaires and return them.

The worth-while suggestions of Mr. F. P. Frutchey and Mrs. Laurel K. Sabrosky, Federal Extension Service, U.S.D.A.; Dr. Russel Mawby, Assistant Director of Extension, 4-H Programs; Dr. Glen Dildine, National 4-H Club Foundation, were very useful in the preparation of this thesis.



The efforts of Dr. Mary Frances Lyle, Federal Extension Service, Y M W programs, Washington, D.C.; Mr. Peter Martens, 4-H club agent, New Brunswick, New Jersey, who administered the pre-test of the questionnaires; Mr. Martens with his 4-H leaders in New Brunswick and Dr. Lyle in her classes at Winter school in Georgia, 1960.

Particular personal appreciation goes to the author's wife Betty who generously gave of her time and effort in typing of this study.

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## CHAPTER I

## INTRODUCTION

Background Situation

The training program for voluntary local 4-H club leaders has long been recognized as a challenging frontier for professional 4-H workers in Michigan.

In Michigan there are over twelve thousand volunteer 4-H club leaders. These leaders live in eighty-three different counties. The counties are grouped geographically into seven extension districts. Each district has a district extension director and a staff of program specialists to service the district; likewise, every county has extension personnel assigned as responsible for the extension program--including the 4-H club program. Therefore every county in the state has professional guidance in the 4-H club program.

The Smith-Lever Act of 1914, which authorized the establishment of the cooperative extension service, set forth the purpose of extension as "To aid in the diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same."<sup>1</sup>

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<sup>1</sup>United States Department of Agriculture, Rulings Affecting Cooperative Extension, Misc. Publication No. 285 (Washington, D.C.: Government Printing Office), p. 7.

Thus, the first role designated for all extension workers was that of an educator. It is with this in mind that we approach the problem of local 4-H club leadership training. The local volunteer 4-H club leader is a person who exerts leadership at the local club level. This leader is a teacher, advisor, counselor, helper, confidant, and all around handy-man to the members of his or her 4-H club. The major contribution of the local club leader is the educational experience which the leader makes available to the young people of his or her club.

Extension workers in Michigan have been concerned for several years about the tremendous turn-over of leaders, in all years of leadership, but especially concerned about the first year "drop-outs."

Many counties in the state provide very excellent training meetings of various types: project, organizational methods, recreation and business type training sessions. However, there is still room for improvement even in the best training programs now prevalent in Michigan.

The general philosophy in Michigan has been that if a leader has a pleasing and enjoyable experience leading the first year, most often the leader will return to lead the next year.

"We all do our work well if: (1) We have the personal satisfaction of doing a good job. (2) We feel personal security in the job. This . . . is true for volunteer 4-H club local leaders."<sup>2</sup>

The tenure of the leaders and effectiveness of their work in relation to the kind of training experience they have had is of utmost concern to many 4-H extension workers in the state.

"The leadership of this youth program is provided by the county extension agents and local leaders. The county extension agents and county home agents of the United States are devoting an average of about one-third of their total time to 4-H club work. In view of their responsibilities, this probably is about as much time as they will be able to give to 4-H club work in the foreseeable future. Consequently, any additional 4-H club service for reaching more boys and girls must come, probably, either from additional county personnel or through improved methods of work with voluntary leaders who are under the agents' general guidance."<sup>3</sup>

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<sup>2</sup> Laurel K. Sabrosky and Fern S. Kelley, Let's Strengthen Our Local 4-H Leader Training, a booklet based primarily on a study in 10 Western states involving 3,307 local leaders in 33 counties (U.S. Department of Agriculture, Federal Extension Service, 1959), p. 1.

<sup>3</sup> A Statement of Scope and Responsibility: Youth Development, U.S.D.A., Federal Extension Service (Washington, D.C.: July, 1958), pp. 3-4. (Mimeographed.)



E. W. Aiton observes that the local 4-H club leaders are the basic corps of teachers for extension youth programs.<sup>4</sup> In the United States during 1958 there were 2,253,999 4-H members enrolled under the direction of 402,248 voluntary local 4-H leaders.<sup>5</sup>

"In a program such as 4-H club work, the personal satisfaction of the volunteer adult leader is considered as paramount to his continuation in his role. A chief source of this satisfaction comes in knowing that he or she has performed well as a leader in the eyes of club members, parents, other leaders and extension agents. Satisfactory performance and confidence in his role as a leader depends largely upon knowing what is expected of him."<sup>6</sup>

Several terms could be used in describing the role of a 4-H club leader. However, he first must be an educator. Unless the 4-H club local leader teaches others and assists them and helps provide them with learning experiences which will lead them toward new broad educational objectives, the

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<sup>4</sup>E. W. Aiton, "Background and Design for a Study of Vitality Factors in 4-H Club Work" (Unpublished Doctor's dissertation, University of Maryland, 1956), p. 172.

<sup>5</sup>Statistical Summary 4-H Club Work and Work with Young Men and Woman, U.S.D.A., Extension Service Circular 529, January, 1960, pp. 1-2.

<sup>6</sup>C. Dean Allen, "A Comparison of Two Types of 4-H Electric Leader Publications Used by First Year Leaders in Michigan" (Unpublished Master's thesis, Michigan State University, 1960), p. 2.

Cooperative Extension Service has little justification in promoting the 4-H club program through the use of federal, state and county funds.

The essential role of the leader is one of guiding rather than directing and ordering. He works with people rather than for them and strives to be identified with the group rather than above the group.

The duties of a local leader vary; the job is flexible and is handled differently by different leaders. The mode of operation for a leader may often be determined by chance as well as by intent. Busch states: "Probably the majority of leaders have never thought out their procedure in terms of social objectives, but have consciously or unconsciously patterned their leadership after that of a more experienced person who has appeared successful in group work."<sup>7</sup>

One of the main responsibilities of the professional 4-H club worker is that of providing by example the desire on the part of the local leader to have a conscious knowledge of what to do, how to do it and why it is important and desirable.

As a result of the Western Region 4-H Leaders Study and findings of the exploratory committee of state 4-H leaders at the 1956 National 4-H Conference, ten areas may be considered as comprising a total curriculum for leader training.

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<sup>7</sup> Henry M. Busch, Leadership in Group Work (New York: Assoc. Press, 1934), p. 120.

These areas are:

1. The needs and interest of young people
2. The objectives and philosophy of 4-H club work
3. Project work
4. Club activities
5. Program development
6. Teaching procedures
7. County events
8. Community responsibilities and opportunities
9. County responsibilities and opportunities
10. Measurement and evaluation<sup>8</sup>

Extension workers are then faced with the broad problem of how to teach or train the leader in the many areas of competency needed for effective club leadership and in a manner effective to maintain the leaders' enrollment in the program--tenure.

### Problem

It is the intent of this study to set a "benchmark" by which to design a long range experimental action research training program.

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<sup>8</sup> Suggested Content for a 4-H Leaders' Training Program, U.S.D.A. Extension Service (prepared by a committee of professional 4-H club leaders in the northeast region, 1946), p. 1. (Mimeographed.)

The problem is to identify the present strengths of volunteer local 4-H leaders, the specific areas in which they need assistance and training. (a) Those needs which are recognized by the leaders themselves and (b) those needs which are recognized by the professional 4-H worker.

It is then the purpose of this study to outline recommendations for carrying out the action research training program.

### Objectives

This study will attempt to determine the following benchmarks with relation to the present understandings, feelings and skills of volunteer 4-H club leaders in Michigan, using twenty-two representative counties within the state of Michigan.

1. The degree to which these leaders understand their responsibilities as leaders
2. The areas in which these leaders feel they need training to be a 4-H club leader
3. The degree to which these leaders understand boys and girls
4. The knowledge these leaders now have of the history and organization of 4-H club work
5. The knowledge these leaders now have of the objectives and philosophy of 4-H club work
6. The degree to which the leaders feel that a knowledge of subject matter will qualify them as a leader

7. The ability of local 4-H leaders to use a variety of teaching techniques

### Hypotheses

It will be the plan of this study to support the following hypotheses:

There is a difference between 1st year 4-H leader, 2nd year and over 4-H club leaders and professional 4-H club agents in the seven areas represented in this study.

1. First year 4-H leaders and 2nd year and over 4-H leaders differ in their understanding of their responsibilities as 4-H leaders.
2. First year 4-H leaders and 2nd year and over 4-H leaders differ in their needs as a local 4-H club leader.
3. First year 4-H leaders and 2nd year and over 4-H leaders differ in their understanding of young people.
4. First year 4-H leaders and 2nd year and over 4-H leaders differ in their knowledge of the history and organization of 4-H club work.
5. First year 4-H leaders and 2nd year and over 4-H leaders differ in their understanding of the objectives and philosophy of 4-H club work.
6. First year 4-H leaders and 2nd year 4-H leaders and

over differ in the amount of subject matter training and experience they have had.

7. First year 4-H leaders and 2nd year 4-H leaders and over differ in the use of a variety of teaching methods.

## CHAPTER II

## REVIEW OF LITERATURE

There are several concepts and theories that have been subject to research in two areas pertinent to this study.

1. Action research design
2. Local leader training

Foshog and Wann define action level to improve practices. It is characterized by a design which evolves as the process moves forward and in which intermediate results influence the unfolding design as much as do the original purposes.<sup>1</sup>

Although this study will not directly employ action research methods, the impending study which this research is to help design will implement the action research theory.

In the area of research content the most important pieces of work relative to this specific study are those dealing with the development of leadership.

One aim of all professional extension workers is that of finding improved ways to develop this leadership. Wadleigh finds that it is necessary and desirable for extension agents to be able and willing to analyze a local leader's needs and

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<sup>1</sup> Arthur W. Foshog and Kenneth D. Wann, Children's Social Values, Bureau of Publications, Teachers College, Columbia University, New York, 1954, p. 55.



to prescribe the essential assistance, rather than to depend upon the leaders recognizing his own need and asking for assistance.<sup>2</sup> Cooper found that "Leaders have difficulty with jobs they are asked to perform because they do not receive the proper training."<sup>3</sup> He further states the following 4-H leaders jobs as the most important: Visit 4-H member's projects; talk with parents; assist with 4-H church programs; attend leader-training meetings, assist with 4-H achievement day programs; help 4-H members with records; assist with neighborhood meetings; assist with community clean-up campaigns, help with team demonstrations; attend regular 4-H meetings; help 4-H members to raise money for 4-H activities; make announcements about 4-H activities; assist with transportation of 4-H members to county events and assist with community picnics.<sup>4</sup>

Joy states there are eight "essential" qualifications that a person must possess before he is likely to be a successful 4-H club leader. They are: to be liked and respected by parents and the community; have a sincere liking for boys and

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<sup>2</sup>C. B. Wadleigh, A Study of 4-H Local Leadership in New Hampshire, 1937, Cooperative Extension Work in Agriculture and Home Economics, Extension Service Circular 291 (Washington, D.C.: September, 1938), pp. 16-17.

<sup>3</sup>William C. Cooper, "The Training Given 4-H Club Leaders and Its Relation to the Jobs They Are Asked To Perform" (Master's thesis, Cornell University, 1951), pp. 100-105.

<sup>4</sup>Ibid.

girls; have a strict standard for sportsmanship and honesty; be enthusiastic about 4-H club work; be liked by the boys and girls; be unselfish; enjoy working with others; and be interested in better community and rural life.<sup>5</sup> Having these qualifications does not assure successful leadership. There are four other qualities to be added to these "essentials." They are: to plan work ahead, know the subject matter to be taught, have perseverance or be slow to give up and get others to help and assume responsibility.<sup>6</sup>

Clark and Skelton found that when they inquired from leaders, "Taking all things into account, what do you consider the most important job of the 4-H leader? Leaders presented the following account, listed in order of their importance: to help members with projects--selecting, developing and completing them; to develop character traits in young people; to teach young people practical skills; to interest members in 4-H club work; to keep the 4-H club functioning smoothly; to supervise constructive activities for young people in the community; to assist members in planning and developing 4-H club activities;

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<sup>5</sup> Bernard Joy, et al., Volunteer Leaders Are Essential to the 4-H Program, Cooperative Extension Work in Agriculture and Home Economics, Extension Service Circular 347, February, 1941, pp. 21-22.

<sup>6</sup> Ibid.

to take an interest in club members, gaining their confidence and cooperation; and to advance 4-H club work in the community."<sup>7</sup>

Extension agents are constantly attempting to evaluate methods of instruction and training to help assist leaders to become well equipped in leading 4-H clubs in regard to the various areas stated in the studies reviewed.

From a study by Brasher, the most valuable sources of information as testified by the leaders were in the following order: (1) 4-H leader training meetings, (2) adult extension leader training meetings, (3) church leader training meetings, (4) extension bulletins, (5) home visits from extension agents, (6) personal letters, (7) circular letters.<sup>8</sup>

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<sup>7</sup> Robert C. Clark, Jr. and William E. Skelton, The 4-H Club Leader, New York State College of Agriculture, Bulletin 94 (Ithaca: Cornell University, December, 1950), p. 8.

<sup>8</sup> R. E. Brasher, "A Study of 4-H Club Leaders in Utah County, Utah and the Sources through Which They Receive Information" (Unpublished thesis, University of Maryland, 1958), p. 16.

Rogers<sup>9</sup> and Lievens<sup>10</sup> had findings of a similar nature, suggesting that the kinds of training aids or assistance most valuable to leaders were: the leader's handbook, visits with the agent at the leader's home, leader-training meetings in subject matter, organization and methods materials, project bulletins, National 4-H News, and visits with the agent at club meetings.

All contacts between leader and agent have been classified into four major categories by Frazier. They are: group personal contacts, non-personal contacts and telephone contacts.<sup>11</sup>

Crile has summarized most of the research done in the area of voluntary 4-H leadership through the year 1944. Because a certain element or degree of change in both rural and urban America has taken place, this author tends to refrain from using data earlier than 1950. However, in a few cases literature

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<sup>9</sup>Bert J. Rogers, A Study of 4-H Club Local Leadership in St. Lawrence Co., New York, Cooperative Extension Work in Agriculture and Home Economics, Extension Service Circular 314 (Washington, D.C.: August, 1939), pp. 16-21.

<sup>10</sup>J. J. Lievens, "Selection and Training of 4-H Club Leaders" (Master's thesis, College of Education, Colorado A & M College, 1950, as reported by Lucinda Crile in Review of Extension Research, U.S.D.A., Extension Service Circular 493, Washington, D.C.: 1954), p. 13.

<sup>11</sup>Doris E. Frazier, "Types, Frequency, and Usefulness of Contacts of County Extension Agents with 4-H Club Leaders, Whitman County, Washington" (Master's thesis, State College of Washington, 1957), p. 81.

is cited prior to 1950. Because of the seeming importance and excellence of the problems of leaders cited by Crile we quote from her general conclusions regarding five ways to decrease the difficulties of local leaders:

Adjust the program to reduce leader's difficulties.

Redistribute or redefine the functions to be performed by local leaders, extension workers, parents, and members.

Select leaders whose qualifications are such that they will not encounter difficulty.

Train leaders so that they will have less difficulty with their work.

By appropriate supervision and recognition increase the enthusiasm of local leaders and their desire and interest in overcoming difficulty.<sup>12</sup>

A compilation study of 4-H studies by Sabrosky shows that the local leader is one of the keys to successful 4-H club work; local leaders with several years' experience have more successful 4-H clubs than the first year leader; likewise, leaders who are adequately trained stay in 4-H club work longer than those who are not; those leaders who attend leader training meetings have more successful 4-H clubs than those who do not.<sup>13</sup>

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<sup>12</sup> Lucinda Crile, Lay Leadership in the Extension Service, U.S.D.A., Extension Service Circular 428 (Washington, D.C.: 1945), p. 7.

<sup>13</sup> Laurel K. Sabrosky, Here Are Some 4-H Facts about Getting More Effective Results from Local Leaders, U.S.D.A. Extension Service, PA 116 (Washington, D.C.: July, 1950), p. 3.

The studies cited in this chapter review the broad area of leadership responsibility now being undertaken by the volunteer leader of local 4-H clubs.

In addition they provide some clues which indicate the need for greater understanding of the role of the 4-H local leader and a reflection that some specific help is and should be expected from the professional 4-H worker.

This study is designated to discover data pertinent to leaders' needs so that a leadership training program can be designed to help satisfy these needs to improve leader satisfaction and tenure.

## CHAPTER III

### METHODOLOGY

A comparative approach was used in this study in establishing a benchmark for present strengths or characteristics and needs of local 4-H club leaders by questioning both local 4-H club volunteer leaders and the professional 4-H club workers in the twenty-two counties sampled.

The questionnaire was developed so that leaders could convey their thoughts in each area regarding what they believed was their need, understanding and skill and similarly the professional workers responded with what they thought was the local leaders' level of understanding, need and skill.

#### Selecting the Study Group (Counties)

The eighty-three Michigan counties were studied by members of the administrative staff to determine the most representative counties for the study to reflect the total Michigan 4-H situation regarding the areas involved in the research. The counties were selected on the following criteria:

1. Size enrollment (550 to 1658)
2. Agent assignment (one club agent county)
3. County 4-H organization pattern. Those without key project chairman
4. Geographic location within the state regarding the state extension organizational pattern



TABLE 1. Counties represented in this study listed by the Michigan Cooperative Extension district organization pattern for 1959-60

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(1959 organizational pattern used when counties were selected)

<u>West District</u>	<u>Central District</u>	<u>East District</u>
Osceola	Isabella	Lapeer
Oceana	Midland	Tuscola
Newaygo	Bay	Washtenaw
Mecosta	Clinton	
Muskegon	Barry	
Ottawa	Eaton	
Allegan	Jackson	
Van Buren	Branch	
Berrien	Hillsdale	
Ionia		

(1960 organizational pattern now in operation)

<u>West District</u>		<u>South Central</u>		<u>East Central</u>	
'59 Enrollment		'59 Enrollment		'59 Enrollment	
Ottawa	1658	Branch	948	Midland	630
Allegan	1417	Jackson	1045	Bay	1437
Van Buren	886	Hillsdale	1006	Isabella	922
Berrien	1386	Eaton	1052	Lapeer	740
Ionia	1093	Clinton	1049	Tuscola	1179
Muskegon	876	Barry	1215		

<u>Southeast</u>		<u>Northwest</u>	
'59 Enrollment		'59 Enrollment	
Washtenaw	1278	Mecosta	584
		Newaygo	682
		Oceana	741
		Osceola	576

### Developing the Questionnaires

A mail questionnaire was chosen as the most efficient means of obtaining the data from the large number of 4-H local leaders and agents in terms of time and finances available.

The development of the questionnaires was guided by several areas of leadership responsibility:

1. Recognized needs of 4-H club leaders
2. Responsibilities of a 4-H club leader
3. Leaders' understanding of young people
4. History and organization of 4-H club work
5. Objectives and philosophy of 4-H club work
6. Subject matter
7. Teaching methods

In addition the questionnaires included face data.

Two series of questionnaires were developed, one for local 4-H leaders and the other for professional 4-H workers. The questionnaires were correlated for tabulation purposes in the construction of the two series.

The questionnaire for local leaders consisted of fifty questions and four unnumbered items of information. The questionnaire for Extension Agents--4-H consisted of forty-two questions and four unnumbered items of information. The face data for agents were excluded.

The types of questions for the basic sections of the schedule were limited to those which could be answered by a check mark, or write-in of numbers which applied. They were either dichotomous or multiple choice in nature except those asking for a specific number, such as years of leadership, number of children in family and club, etc. Only two questions were true open ended questions requiring a narrative answer on the part of the respondent, however, fifteen questions had options in which to specify items in narrative form if respondent wished. In each of these questions where response was cited a classification of response was coded for machine tabulation.

Upon completion of the preliminary form of the two schedules, they were pre-tested.

The local 4-H leaders' questionnaire was pre-tested by twenty-five local leaders in New Brunswick, New Jersey and twenty-five professional 4-H workers pre-tested the agent questionnaire while in attendance at the 1960 Winter School in Georgia under the supervision of Dr. Mary Frances Lyle, Federal Extension Service, U.S.D.A., Washington, D.C.

The questionnaires were arranged for efficient hand coding with special categorizing of open ended questions to employ the I.B.M. recording card system. All data for both series of questions were punched on four sets of I.B.M. cards.

Most of the cards were punched and sorted at the Michigan State University I.B.M. Center. A great deal of the questionnaire formulation took place under the supervision of the personnel in the Research Training Division of the United States Department of Agriculture, Washington, D.C. while the author was on the National 4-H Fellowship.

The reviewing and pre-testing resulted in some revision of the questionnaires. Eight questions were reworded and one deleted, and improvements were made on several for more efficient tabulation.

#### Obtaining the Information

Assistance was provided from the Michigan State Cooperative Extension Office in receiving the support from each of the twenty-two professional 4-H workers in twenty-two counties in filling out the agent questionnaire and returning a total 4-H local leader membership list. From each of these twenty-two county leaders' lists a random sample of leaders was selected.

Method of selection was as follows:

1st year leaders --

A. By county in alphabetical order

B. By counting every seventh 1st year leader

2nd year and over leaders same as the above method

only every sixteenth 2nd and over leader.

Each local 4-H club leader and extension agent - 4-H selected for sampling received by mail a personal copy of the questionnaire with a form cover letter explaining the purpose of the research and instructions for completing the form. A self addressed, stamped envelope was included for returning the questionnaire.

A total of one hundred and ninety 1st year leaders and one hundred and ninety-eight 2nd and over leaders received questionnaires in addition to the twenty-two extension agents - 4-H.

A follow-up letter was sent ten days after initial distribution to all local 4-H club leaders to encourage them to return the questionnaire.

A list of local 4-H leaders selected from each county was also forwarded to the respective extension agent - 4-H along with a letter requesting the agent to contact the selected leaders within his county and prompt them in returning the questionnaire.

Two additional letters of encouragement reminding the local leaders who were still outstanding in return of the schedule were sent at fifteen-day intervals.

A final contact was made approximately sixty-five days after the original was sent which included an additional questionnaire and a self-addressed and stamped envelope.

A tabulation of mailed and returned questionnaires for local 4-H club leaders is as follows:

Questionnaires mailed	388
Questionnaires returned	310
Undelivered, address unknown	3
Returned too late for tabulation	18
Returned incomplete	14
Percent total response	79.8%
Percent of tabulated response	71.6%

A one hundred percent return was received from the twenty-two county 4-H professional workers.

The population for this study includes:

One hundred and twelve 1st year local 4-H club leaders;

One hundred and sixty-six 2nd year and over local 4-H club leaders;

Each of the twenty-two professional 4-H workers in the twenty-two counties selected in the study.

### Definition of Terms

Local 4-H club leader. Any adult who is a leader, co-leader, assistant leader or project leader of a local 4-H club on a volunteer basis, under the direct supervision of a county 4-H professional extension worker.

He or she must not be a 4-H member now carrying any 4-H project, including Junior Leadership. Temporary project

teachers are not included, nor are sponsoring committee members, acting representatives of extension agents, advisory committee, or council members who are not actually responsible for a club, or some part of it.

Needs. Everything necessary to insure the optimum development of the potential abilities of a pupil--intellectual, physical, moral, emotional and social, both in relation to his present interest, abilities and level of achievement and in relation to the probable future demands of the individual and of society.<sup>1</sup>

Tenure. The length of the project year for volunteer local 4-H leaders is considered a "year" of tenure. A person cannot be considered to have served more than one "year" of leadership within a twelve month period. Years as a junior leader will not be counted. Years of leadership (twelve months) in another county or state are counted, if known.

Help given. Any assistance or instruction provided a local volunteer 4-H leader by a county 4-H professional extension worker.

Benchmark. The place or level from which people start in their change of behavior.<sup>2</sup>

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<sup>1</sup>Carter U. Good, Dictionary of Education (New York and London: McGraw-Hill Book Co., Inc., 1945), p. 271.

<sup>2</sup>Darcie Byrn, Evaluation in Extension, Division of Research and Training, Federal Extension Service, U.S.D.A., 1959.

### Statistical Procedures

Since these questionnaires were sent to a random sample of leaders care had to be taken to determine if the difference between a percent response by 1st year leaders and a percent response by 2nd year and over leaders or the club agents was due to a sampling error alone or was a real difference.

The sample number of club agents was small so the t test for significance was used for any calculations involving them.

The sample numbers for each group of leaders was large so when they were compared the  $\bar{Z}$  test for significance was employed.

In each case the 5 percent level was arbitrarily selected as the confidence level of acceptance or rejection in the statistical analysis.

The formula used for the  $\bar{Z}$  test was given by Downie and Heath.<sup>1</sup>

$$S_{D_p} = \sqrt{\frac{p_1 q_1}{N_1} + \frac{p_2 q_2}{N_2}}$$

$S_{D_p}$  = standard error of the difference between the percentages.  $p_1$  and  $p_2$  are the percentages being tested and  $N_1$  and  $N_2$  are the number of cases in the sample.

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<sup>3</sup>N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper & Brothers, 1959), p. 137.



Then

$$\tilde{z} = \frac{p_1 - p_2}{s_{Dp}}$$

$\tilde{z}$  = the probability factor in sampling distributions.

The t test for significance was also taken from Downie and Heath.<sup>4</sup> The computation is the same as for the  $\tilde{z}$  test but a different table is used to interpret the results. This is necessary because this t statistic is not normally distributed when N is small.

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<sup>4</sup>Ibid., p. 132.

## CHAPTER IV

## PRESENTATION OF THE DATA

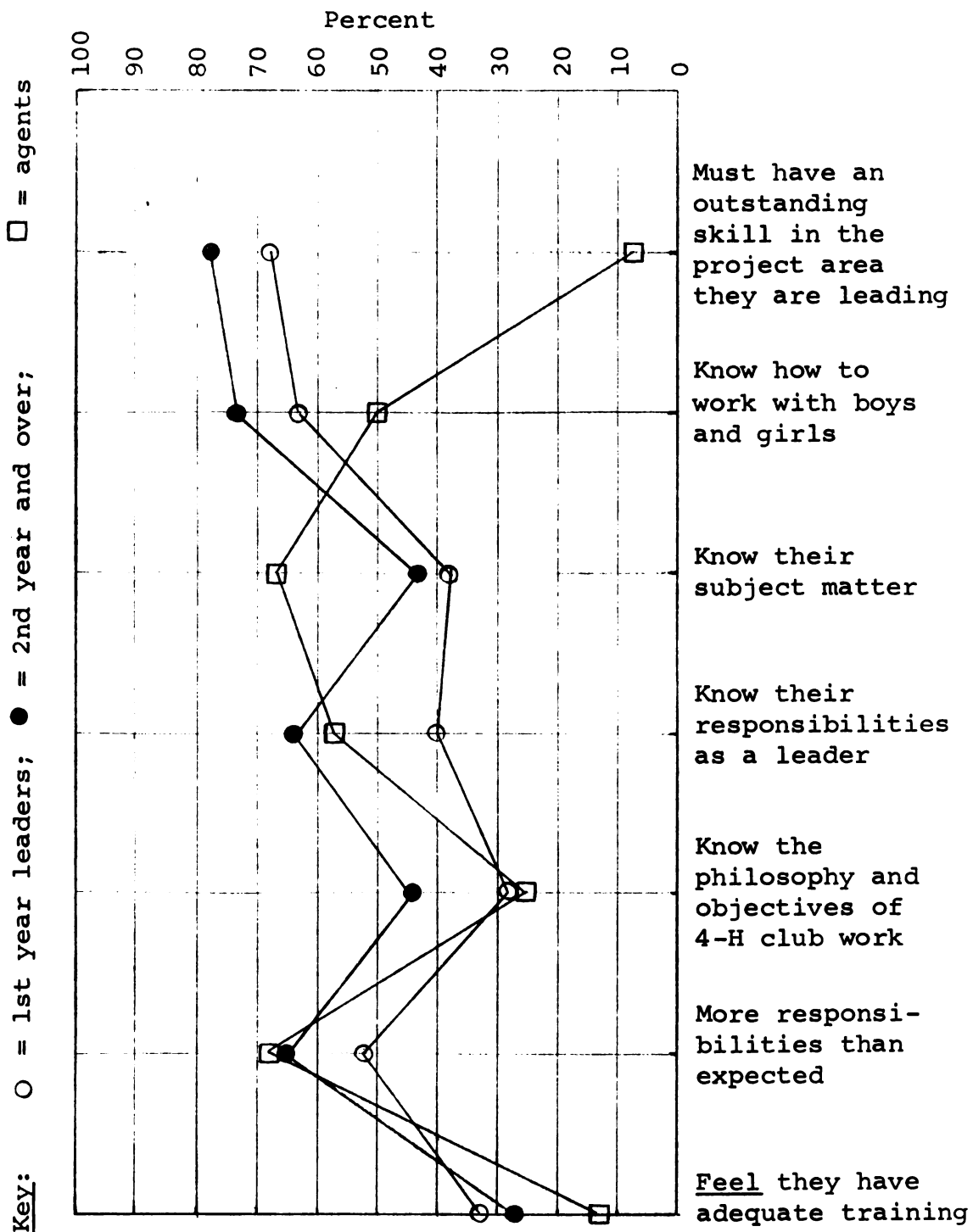
In this chapter the answers to the questionnaire are presented in terms of percents. The answers given by the one hundred twelve 1st year leaders are compared with those given by the one hundred sixty-six leaders who have led a local 4-H club two or more years. Where the responses of both of these groups were very similar the percent indicated by the combination of these two groups of leaders is recorded. The responses indicated by these two groups of leaders or by the total leaders are then related to the responses given by the twenty-two professional county club agents.

A complete report on the responses made to each question in the questionnaire by each of these three groups is given in the Appendix.

Specific mention is made of those cases where the difference in the resulting percents appears to be more than differences attributable to chance factors in sampling. These percents were tested for statistical significance using either the  $\tilde{Z}$  or t test for significance. These tests and their proper application are presented in Chapter III.

For clarity in reading, each percent is given in its nearest whole number. However, in the tables the percent figures are carried to the closest tenth.

GRAPH 1. Highlight summary of comparison of 1st year leaders, 2nd year leaders and agents' reaction in primary areas of study.



# 1. Responsibilities of a 4-H Club Leader

This section of questions was designed to determine how well leaders are trained and how well they understand their responsibilities as a 4-H club leader. It was also intended to show if the leaders and the professional club agents had a similar understanding of the role of a 4-H club leader.

One question was used to determine what phases of club work were recognized as the responsibility of the local 4-H club leader. Three questions inquired into leaders' feelings towards their responsibility and one asked for other activities which they performed for their club "just because they wanted to."

Only those jobs listed by 50 percent of a group were considered recognized as a responsibility.

Four of the listed jobs were recognized as responsibilities by over 50 percent of each group. These were: to obtain co-operation of members; teach club members; attend leader training meetings, and to assist with club activities.

Two of the listed jobs were recognized as a responsibility by the combined leaders. These were: to contact parents and to record activities and report to county office. The group of leaders with two years or over of club leadership recognized the responsibility of contacting parents of members while those with only one year recognized the responsibility of recording

activities and reporting to the county office. However, the percent of recognition between the two groups was null.

Those leaders with two years or more of leadership also recognized by a statistically significant percent as their responsibility to provide transportation for 4-H activities. Neither the 1st year leaders nor the club agents recognized this as a responsibility.

Except for providing transportation, the club agents recognized all the responsibilities that were listed by the leaders. In addition they recognized one job, that of judging 4-H club exhibits, which was not recognized by the leaders. Judging 4-H club exhibits and contacting parents were recognized by a significantly larger percentage of club agents than leaders. The complete data on this question are presented in Table 2.

Of the things listed that leaders do because they want to the only area mentioned often was that of "chaperone, counselor, tour leader, provide transportation, or give parties." A significant percent of county agents mentioned the area of "serving on councils, committees, as fair superintendent and judging exhibits."

Thirty percent of the total leaders felt when they first became leaders their responsibilities were explained to them very thoroughly or adequately. Fifty-three percent of

TABLE 2. Jobs recognized as responsibilities by 4-H club leaders\*

Leaders: Check below only the things that you feel are required of you as a 4-H leader. (DO NOT CHECK THE THINGS YOU FEEL YOU DO JUST BECAUSE YOU WANT TO.)

Agents: Check below only the things that you feel should be asked of a local 4-H club leader.

	-----Leaders-----		Agents
	1st year	2nd year and over	
	N = 112	N = 166	N = 22
Contact parents of members	48.2%	59.0%	90.9 <sup>b</sup> %
Obtain cooperation of members	83.9	80.7	90.9
Teach club members	91.9	92.7	100.0
Record activities and report to county office	52.6	48.7	59.0
Attend leader training meetings	84.8	81.3	100.0
Assist with club activities	78.5	79.5	95.4
Judge 4-H club exhibits	22.3	33.7	72.7 <sup>b</sup>
Provide transportation for 4-H activities	35.7	54.2 <sup>a</sup>	2.1 <sup>b</sup>
Other	1.4	7.8	13.6

Each column will total more than 100 due to multiple answers.

\*Only those jobs listed by 50 percent of a group were considered recognized as a responsibility.

<sup>a</sup> $\bar{z} = 3.135$ . Percent of difference between 1st year leaders and 2nd year and over leaders is significant at the 5% level of confidence.

<sup>b</sup>Percent of difference between total leaders and 4-H club agents is significant at the 5% level of confidence.

the total leaders felt they were explained enough to get started but not sufficient to do the job adequately while 16 percent stated they received no explanation. There was no significant response to these questions between the 1st year leader and those with two years or more of club leadership. A significant percent of the club agents felt their leaders had enough explanation to get started but not sufficient to do the job adequately.

Eighty-four percent of the total leaders would have liked more training while 100 percent of the club agents would have liked to have given their leaders more training.

Fifty percent of the 1st year leaders find they now have more responsibilities than they expected while a significantly higher percent of leaders who have been leaders for two years or more felt they had more responsibilities now. Sixty-eight percent of the club agents felt that the local leaders had more responsibilities than when they began.

## 2. Your Needs as a Local Leader

One question was used to determine in what areas leaders felt they had enough knowledge to be a 4-H leader. The only area checked by over 50 percent of both leader groups was "how to work with boys and girls." Sixty-five percent of the leaders with two or more years of leadership checked the area of "their responsibilities as a 4-H leader." This was

significantly higher than the 40 percent of 1st year leaders who checked this area. Also, 41 percent of the leaders with two or more years of leadership checked the area of "philosophy and objectives of 4-H club work" compared to 28 percent of 1st year leaders who checked this area, giving a z test score of 2.213.<sup>1</sup>

Forty-five percent of the total leaders said they had enough knowledge of how to teach boys and girls while a significantly smaller percent (9 percent) of the club agents felt the leaders had this knowledge.

There was a significant difference in the agents' response as compared to the total leader response in the following areas: history of 4-H club work; organization of 4-H club work; how to work with boys and girls, and subject matter. In each case the club agent felt the leaders had enough knowledge to be a 4-H leader while the leaders themselves felt their knowledge was insufficient. See Table 3.

The areas in which leaders are more desirous for help are, in the order of request: how to teach, subject matter, responsibilities as a leader, history of 4-H club work, and organization of 4-H club work. Five percent asked for help in all areas while 29 percent of the leaders did not respond.

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<sup>1</sup>Significant at the 5 percent level of significance.



TABLE 3. Percent of 4-H leaders feeling they have enough knowledge in these areas to be a 4-H leader related to percent of agents that feel their leaders have enough knowledge

Leaders: In which of the following areas do you feel that you have enough knowledge to be a 4-H leader? (CHECK AS MANY AS YOU FEEL APPLIES TO YOU.)

Agent: In which of the following areas do you feel that your local 4-H leaders have enough knowledge to be a 4-H local leader? (CHECK AS MANY AS YOU FEEL APPLY TO THE AVERAGE LEADER IN YOUR COUNTY.)

	-----Leaders-----		Agents
	1st year N = 112	2nd year and over N = 166	N = 22
History of 4-H club work	9.8%	21.6%	45.4 <sup>b</sup> %
Philosophy and objectives of 4-H club work	28.5	40.9 <sup>a</sup>	27.2
Organization of 4-H club work	21.4	28.3	77.2 <sup>b</sup>
Your responsibilities as a 4-H leader	40.1	65.0 <sup>a</sup>	54.5
How to work with boys and girls	62.5	73.4	50.0 <sup>b</sup>
Subject matter	38.3	43.3	68.1 <sup>b</sup>
How to teach boys and girls	40.1	48.1	9.0 <sup>b</sup>
Others (Specify)	5.3	5.4	4.5

Each column will total more than 100 due to multiple answers.

Significant at the 5% level of confidence.

<sup>a</sup>Percent of difference between 1st year leaders and 2nd year and over leaders is significant at the 5% level of confidence.

<sup>b</sup>Percent of difference between total leaders and 4-H club agents is significant at the 5% level of confidence.

Thirty-six percent of the 1st year leaders indicated they would be willing to attend 4-H leader training meetings once a month. It is significant that only 19 percent of those with two years or more leadership and 0 percent of the club agents checked the "once a month" item.

### 3. Leaders' Understanding of Young People

In the questions designed to determine the leaders' understanding of young people, the responses indicated that in general they had a clear conception of the basic principles of understanding youth.

When asked to indicate what they would expect of children of about the same age in a 4-H club, 91 percent of the 1st year leaders and 88 percent of the 2nd year and over leaders indicated "all to work differently and at different speeds." A significantly high percent of club agents also indicated "each to try to do better than the rest of the members."

When asked what to expect of a 4-H club when the children are of varied ages over 90 percent of each group indicated they should have a varied program to meet the interests of all.

Also both leaders and agents agreed that it is easier to work with any one club member than another.

There was no decisive indication of a preference by leaders as to what age youngster they worked with. About 30 percent

preferred ten - eleven year olds. Twenty percent preferred twelve - thirteen year olds while 34 percent gave no choice. There was no significant difference between 1st and 2nd and over leaders.

One question was used to determine recognition of basic drives of young people. The majority of the leaders either "strongly agreed" or "agreed" as follows:

Drives	Percent of Leaders Agreed
All children and teen agers must:	
Have friends of both sexes and all ages	89
Feel needed at all age levels	95
Find new experiences to challenge them	92
Be challenged by creative experiences	85
Be accepted by his own group	96

When asked what their job as a leader was when their 4-H club was planning an activity 92 percent of the total leaders checked "to give guidance when it is asked for or as they feel it necessary." There was no appreciable difference in response from 1st year leaders, those with two years or more club leadership or the club agents. Table 4 gives a complete percent analysis of this question.

TABLE 4. Leaders' analysis of their responsibility in relation to a 4-H club activity as compared to the responsibility club agents feel they should assume

Leaders: If your 4-H club is planning an activity, what is your job as their leader? (CHECK ONE.)

Agents: When 4-H clubs in your county plan a club activity, what in general is your opinion of the 4-H leaders' responsibility? (CHECK ONE.)

	-----Leaders-----		Agents
	1st year N = 122	2nd year and over N = 166	N = 22
To make all final decisions	5.3 %	3.6 %	4.5 %
To give guidance when it is asked for or as they feel it is necessary	88.3	93.9	90.9
To speak only when asked a question	0.	.6	0.
To remain silent and let the club members do everything	.8	0.	0.
I don't know	3.5	0.	0.
No response	1.7	1.8	4.5

Each column with total more than 100 due to multiple answers.

#### 4. History and Organization of 4-H Club Work

From a list of ten names leaders were asked to check those that they recognized as being connected in any way with 4-H club work.

The list included: Seaman A. Knapp, one of the early founders of extension work; Ben Westrate, Director of the Michigan 4-H Foundation; Ed Aiton, leader of Y M & W program, Federal Extension Service; Russell Mawby, State 4-H Leader in Michigan; Norman C. Mindrum, Director of the National 4-H Supplies Service; and John Banning, North Central Region Director, Y M & W Program, Federal Extension Service.

The other four names were not connected with 4-H club work. Two of these, Straw and Queens were fictitious.

Seventeen percent of the 1st year leaders recognized the name of Russell Mawby while a significantly higher percent (59 percent) of those leaders with two or more years of leadership experience recognized his name. None of the other names were recognized by any significant percent of either leader group; however a significant percent of the club agents thought their leaders should recognize the names of Russel Mawby, Seaman A. Knapp, Ben Westrate and Ed Aiton. For a complete report see Table 5.

There was no significant difference in the response of the 1st year leaders and those with two years or more leadership

TABLE 5. Names of state and national importance in 4-H club work that were recognized by club leaders with club agents listing those names they feel leaders should recognize

Leaders: Check below all the names that you recognize as being connected in any way with 4-H club work.

Agents: Check below all the names that you think local 4-H leaders should recognize as being connected in any way with 4-H club work.

	-----Leaders-----		Agents
	1st year	2nd year and over	
	N = 122	N = 166	N = 22
Seaman A. Knapp	5.3 %	7.2 %	40.9 <sup>b</sup> %
Ben Westrate	1.7	12.0	45.4 <sup>b</sup>
Harlan Hatcher	1.7	1.2	0.
Ed Aiton	0.	8.4	31.8 <sup>b</sup>
John H. Queens	0.	0.	0.
Russell G. Mawby	16.9	59.0 <sup>a</sup>	95.4 <sup>b</sup>
Harry S. Straw	0.	0.	0.
Norman C. Mindrum	0.	4.8	9.0
Biggie Munn	0.	1.2	0.
John Banning	.8	2.4	18.1
None of these	60.7	19.2	4.5
No response	17.8	17.4	0.

Each column with total more than 100 due to multiple answers.

<sup>a</sup> $\bar{z} = 5.20$ . Percent of difference between 1st year leaders and 2nd year and over leaders is significant at the 5% level of confidence.

<sup>b</sup>Percent of difference between leaders and 4-H club agents is significant at the 5% level of confidence.

experience when they were asked to check the reason 4-H clubs were first begun. They were asked to check only two items and those most often checked by both groups were "to give boys and girls a worth-while way to spend their leisure time" and to teach improved methods of farming and homemaking to boys and girls with eventual acceptance by adults." Fifty-nine percent of the club agents indicated that it was "nice, but not necessary" for local 4-H leaders to know why 4-H clubs were first begun.

Over 90 percent of both groups of leaders knew where the Michigan 4-H State Club office is located and 95 percent of the club agents thought it was necessary for leaders to have this information.

Only 28 percent of the 1st year leaders and 34 percent of the 2nd year and over leaders knew the total number of 4-H club members in the United States. Fifty-nine percent of the club agents indicated this information was "nice, but not necessary" while 32 percent said it was unnecessary for local 4-H leaders to know this number.

##### 5. Objectives and Philosophy of 4-H Club Work

In the six questions asked in this area there was no appreciable difference in the response of the 1st year leaders, 2nd and over leaders, and club agents except in one response shown in Table 7.

TABLE 6. A comparison of the importance local leaders and club agents attach to the learning of 4-H ritual by club members

Leaders: How important do you feel that it is that 4-H club members should know the 4-H ritual, including objectives, guidepost, emblem, pledge, motto, and colors?

Agents: How important do you think your leaders should feel regarding their club members' knowing the 4-H ritual, including objectives, guidepost, emblem, pledge, motto and colors?

	-----Leaders-----		Agents
	1st year N = 122	2nd year and over N = 166	N = 22
Very necessary	41.0%	43.9%	31.8%
Necessary	43.7	42.7	50.0
Nice, but not necessary	8.0	11.4	13.6
Unnecessary	0.	0.	0.
No opinion	3.5	3.5	1.8
No response	3.5	0.	4.5



Eighty-five percent of the total leaders felt all children should have an opportunity to enroll in 4-H club work. Ninety-five percent of the club agents also indicated this answer.

Ninety-one percent of the first year leaders and 98 percent of those with two or more years leadership experience said a 4-H member "should be given extra help and encouragement" if the member does not do as good a job as the leader thinks should be done in first year 4-H club work. All of the club agents checked this same response.

When asked what a leader should do if the parents of a club member do not help and cooperate with the member, 71 percent of the total leaders checked the response "ask the parent to help the member." Ninety-five percent of the club agents also checked this item.

Several responses were listed as solutions to this problem or the leader could check "none of the above but" and specify his own solution. Fifteen percent of the first year leaders and 21 percent of those with two or more years experience checked this response. This type of response was available for several other questions; however this was the only one where a considerable percent used it as a response. Some of the specific solutions offered were: contact the parents and try to find the reason they are not helping, suggest ways they can help, try to help parents understand how important their help is, or give the child extra help yourself.

Thirty-seven percent of the total leaders felt parents should be invited to attend 4-H club meetings and activities once a month or more. Thirty-eight percent felt they should be invited every two or three months. Ninety-five percent of the agents checked these two responses also.

Eighty-five percent of the 1st year leaders thought it was "very necessary" or "necessary" that club members know the 4-H ritual. Eighty-six percent of those leaders with two years or more experience also checked these two reasons as did 82 percent of the club agents. A complete analysis of this section is given in Table 6.

Various reasons were given as to why the leaders felt it was necessary for club members to learn the 4-H rituals. These reasons are shown in Table 7.

## 6. Subject Matter

Eight questions were asked in the questionnaire to try to determine what formal training and practical experience the leaders had in the project area they are leading and to try to determine how important the leaders feel this background experience is in being a local leader.

Thirty-eight percent of the 1st year leaders and 40 percent of those with two or more years' experience indicated that they had studied the area of the project they were leading with the

TABLE 7. A comparison of reasons given by 1st and 2nd year leaders and club agents as to why club members should learn the 4-H ritual

Why did you check the category you did?

	-----Leaders-----		Agents
	1st year	2nd year and over	
	N = 122	N = 166	N = 22
Because it forms the backbone of 4-H club work (overall goals and objectives)	29.4 %	36.7 %	13.6 <sup>a</sup> %
Because it makes members feel a part of a group	8.0	3.0	9.0
Provides understanding and unity and helps to develop spirit and loyalty	12.5	7.2	27.2
Because of its psychology and self discipline of children	1.7	1.8	4.5
More important to younger members than older ones	0.	0.	4.5
Not highly important to be good 4-H members	4.4	12.0	9.0
Because it is an expected requirement of joining any organization	16.0	16.2	0.
No response	27.6	22.8	31.8

<sup>a</sup>t test = 2.81. Significant at the 5% level of confidence.

highest percent in each group having studied it in high school. Sixty-four percent of the club agents said it was nice but not necessary for a leader to have studied the project area they were leading.

Sixty-eight percent of the 1st year leaders said they had had practical experience in the project area while a significantly higher percent (81 percent) of those with two or more years of leading experience indicated they had had practical experience in the project area they were leading. See Table 8. Seventy-three percent of the club agents indicated that it was "nice, but not necessary" for a local leader to have had this practical experience. Of the 27 percent of club agents that said it was "very necessary" or "necessary," 18 percent indicated one year or less of practical experience was effective while 18 percent preferred one to two years.

Twenty percent of the 1st year leaders had up to four years' experience while 45 percent of these 1st year leaders had five years or more of practical experience in the project area they were leading. Twelve percent of those leaders that had been leaders two or more years had up to four years' practical experience and a significant 67 percent of these leaders had five or more years of practical experience.

There was no significant response between the two groups of leaders when they were asked to name their most outstanding

TABLE 8. Percent of 4-H leaders with practical experience in the project they are leading compared to club agents' feelings of the necessity of such practical experience

Leaders: Have you had practical experience in the project area you are leading?

	-----Leaders-----		$\tilde{z}$ test score <sup>a</sup>
	1st year	2nd year and over	
	N = 122	N = 166	
Yes	67.8%	80.7%	2.42 <sup>a</sup> %
No	25.0	15.6	1.16
No response	7.1	3.6	1.29

Agents: Do you feel that a local 4-H leader should have practical experience in the project area he or she is leading?

	Agents
Very necessary	4.5%
Necessary	22.7
Nice, but not necessary	72.7
Unnecessary	0.
No opinion	0.

<sup>a</sup> $\tilde{z} = 1.96$ , for significance at 5% level of confidence.

skill in the project they were leading. Project technology was mentioned most often followed by craftsmanship. Seventy-two percent of the total leaders felt such a skill was "necessary" or "very necessary" while 77 percent of the club agents did not feel a local club leader needed such a skill. Seventeen percent of the 1st year leaders and 23 percent of those leaders with two or more years of leadership felt having an outstanding skill in the project area would always qualify a person to lead that project. Forty-seven percent of the combined leaders and 91 percent of the club agents felt this skill would sometimes qualify them.

The leaders were asked how they first became a 4-H club leader and the club agents were asked which methods of obtaining leaders generally resulted in the most satisfactory leader. Over 50 percent mentioned either "asked by another local 4-H club leader" or "volunteered on your own," with a statistically significant higher percent of 1st year leaders being asked by another club leader. Forty-one percent of the club agents also mentioned these two items. Twenty-seven percent of the club agents mentioned "asked by 4-H club members" and 18 percent checked "asked by parents of club members."

## 7. Teaching Methods

Fifty-three percent of the 1st year leaders and 46 percent of the 2nd year and over leaders had completed high school. Fourteen percent of the 1st year leaders had up to three years of college; none had four years. Twenty percent of those with two or more years of leadership had up to three years of college while 7 percent had completed four years of college. This showed a statistically significant percent of 2nd year and over leaders having some college training as compared to those from the 1st year group of leaders. Sixty-eight percent of the club agents felt a high school education was satisfactory for a local club leader.

Twenty-eight percent of the 1st year leaders and thirty-eight percent of the 2nd year and over leaders had training for teaching other than 4-H leader training. Seventy-three percent of the club agents felt it would be beneficial if leaders received such training.

There was no significant difference in the answers given by the two groups of leaders concerning where they received their training for teaching. The 1st year leaders listed the places where they received their training in the following order:

- Other
- Other clubs (Scouts, etc.)
- College
- Adult education class

Those leaders with two years or more experience put their list in this order:

- College
- Other
- Any combination of these
- Adult education
- Other clubs

Thirty-six percent of the 1st year leaders and 46 percent of 2nd year and over leaders are either teaching other than in 4-H club work, now or have in the past. "Church or Sunday School" and "other clubs" were checked most often by both groups of leaders as the places where they have had experience in teaching. A statistically significant percent of club agents checked "elementary school" and "junior high school" as places where they felt their local 4-H leaders should have had experience in teaching.

Leaders were asked to check from a list of all those teaching methods they had used in the past twelve months. The method most often checked by both groups of leaders was "discussion" however, it was checked by a statistically significantly higher percent of 2nd year and over leaders. "Demonstrations by the leader" were mentioned by the second largest number of leaders along with "demonstrations by members" which was again checked by a statistically significant higher percent of 2nd year and over leaders. Only 20 percent of the 1st year leaders used "tours" as compared to 46 percent



Those leaders with two years or more experience put their list in this order:

- College
- Other
- Any combination of these
- Adult education
- Other clubs

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of 2nd year and over leaders and a significant number of 2nd year and over leaders also used "exhibits" and "talks by club members."

A statistically significant percent of the club agents, as compared to the leaders using them, would have preferred their local 4-H club leaders to have used these teaching methods, in the following order: demonstrations by members; tours; demonstrations by the leader; talks by club members; exhibits; slides or movies; role playing or skits; and flannel graph. For a clearer picture of these responses see Table 9.

The next five questions in this area ask for further information about these teaching methods to attempt to discover which methods the leaders feel are effective and why and which methods are unsatisfactory and why. Also to discover with which methods the leaders would like help.

There was no significant difference in the response of the two groups of leaders as to which methods were most effective and why. Sixty-nine percent of the total leaders checked these three methods in this order: discussion; demonstrations by members, and demonstrations by leaders. Seventy percent of the club agents also checked these three methods.

TABLE 9. Comparison of teaching methods used by 1st year and 2nd year and over club leaders and those the club agents prefer their leaders to use

Leaders: Which of the following teaching methods have you used in your 4-H club during the past twelve months? (CHECK AS MANY AS YOU HAVE USED.)

Agents: Which of the following teaching methods would you prefer your local 4-H leaders to have used over the past twelve months? (CHECK AS MANY AS YOU WOULD HAVE LIKED USED.)

	-----Leaders-----		Agents
	1st year	2nd year and over	
Talks by club members	24.1%	39.7 <sup>a</sup> %	77.2 <sup>b</sup> %
Lecture (leader does all the talking)	20.5	18.0	0.
Discussion	79.4	91.5 <sup>a</sup>	90.9
Flannel graph	.8	0.	36.3 <sup>b</sup>
Slides or movies	8.	13.8	59.0 <sup>b</sup>
Demonstrations by leader	59.8	51.8	77.2 <sup>c</sup>
Demonstrations by members	44.6	67.4 <sup>a</sup>	95.4 <sup>b</sup>
Exhibits	37.5	56.6 <sup>a</sup>	72.7 <sup>d</sup>
Role playing or skits	1.7	3.6	54.5
Tours	20.5	46.3 <sup>a</sup>	90.9 <sup>b</sup>
Other (specify)	8.9	9.6	31.8
No response	9.8	2.4	0.

Each column will total more than 100 due to multiple answers.

<sup>a</sup>The  $\chi^2$  test resulting from comparing the percent of 1st year leaders with the percent of 2nd year and over leaders indicates a significant difference at the 5% level of confidence.

<sup>b</sup>The t test resulting from comparing the total leaders' percent with the club agents' percent indicates a significant difference at the 5% level of confidence.

<sup>c</sup>The t test resulting from comparing the 2nd year and over leaders' percent with the club agents' percent indicates a significant difference at the 5% level of confidence.

<sup>d</sup>The t test resulting from comparing 1st year leaders' percent and club agents' percent indicates a significant difference at the 5% level of confidence.

Both leaders' groups said these methods were most effective because they allowed more participation by club members. A significantly higher percent of club agents also checked this reason.

Forty-eight percent of the 1st year leaders checked "lecture" as a method that had proved unsatisfactory to them while a significantly smaller percent (34 percent) of those with two years or more experience checked this method. Both groups listed "talks by club members" as second in difficulty. Fifty-seven percent of the club agents checked "other" and gave the following specific comments on "what methods they feel are unsatisfactory for local club use":

There was a notable lack of response from the leaders to the question "what is there about these methods that you feel makes them unsatisfactory?" Only 20 percent of the 1st year leaders responded although a significantly higher percent (41 percent) of the 2nd year and over leaders responded. The largest response from both groups was "lack of participation, interest, attention." Eighty-six percent of the club agents responded with their answers quite evenly divided among the listed responses.

The response was also poor when the leaders were asked to list those methods they would like help with. Sixty-one percent of the 1st year leaders and 71 percent of the 2nd year

and over leaders failed to answer.

The leaders who answered asked for help in all the methods listed. A significantly higher percent of 2nd year and over leaders asked for help with demonstrations by members. The club agents also checked all the responses with no evidence that they thought leaders needed help in one method more than another.

The following shows the general personal characteristics of each group of leaders:

1st Year Leaders	2nd Year and Over Leaders
(Percent)	(Percent)
91.9 Married	96.9
88.3 Have children	96.3
67.8 Children in 4-H now	76.5
15.1 Children were 4-H members in past	42.7
58.7 Children too young for 4-H	39.0
22.3 Mate is or was a 4-H leader	40.3
40.1 Former 4-H club member	39.7

The only significant difference between the two groups in these characteristics is that a higher percent of the mates of the leaders with two or more years of experience were or are also 4-H leaders and a higher percent of their children were 4-H members in the past. Also the  $\chi^2$  test score of 3.33 indicates a significant number of 1st year leaders have children too young for 4-H as compared to 2nd year and over leaders.

When asked how many club members were enrolled in their club and what the ages were of the members, there was only one area of significant difference between the two groups. The group of leaders with two or more years' experience showed a higher percent of club members over fourteen years of age.

## CHAPTER V

## ANALYSIS OF THE DATA

This chapter is devoted to discussing the facts, presented in Chapter IV based on the hypotheses as set forth in Chapter I, by the available evidence to support the hypotheses. Implications will also be drawn.

The main hypothesis of this study is: There is a difference between 1st year 4-H leaders, 2nd year and over 4-H leaders and professional 4-H club agents in the seven areas represented in this study.

There is sufficient evidence to support this hypothesis. There is a difference between 1st year leaders and 2nd year and over leaders in these five areas of the study: understanding of their responsibilities as 4-H leader; needs as a local 4-H club leader; knowledge of the history and organization of 4-H club work; amount of subject matter training and experience; and use of a variety of teaching methods. There were no apparent difference in these two areas: understanding of young people and understanding of the objectives and philosophy of 4-H club work.

On the comparison between 4-H club agents and local leaders, there were differences between the leaders and the club agents in the five areas where there were also differences



between the two groups of leaders but there were no significant differences between the leaders and the agents in the two areas where there was a similar response from the two groups of leaders.

These differences for all three groups are presented in the following analysis:

#### Hypothesis 1

First year 4-H leaders and 2nd year and over 4-H leaders differ in their understanding of their responsibilities as 4-H club leaders.

This hypothesis is partially supported. While 1st year 4-H leaders and 2nd year and over 4-H leaders both recognized certain areas of responsibilities, 2nd year and over leaders recognized a specific area of responsibility 1st year leaders did not. Second year and over 4-H leaders felt it was their responsibility to provide transportation for 4-H club activities.

There is a trend from the data received which indicates that the longer leader tenure is the more responsibilities a 4-H leader assumes.

Professional 4-H club agents differ from local 4-H leaders in that they expected leaders to judge 4-H club exhibits and contact parents. They did not expect 4-H leaders to provide transportation.

One might conclude from these data that agents expected local 4-H leaders to judge exhibits. However, from the lack of response in the questionnaire perhaps agents are not providing adequate training and exposure to this area of responsibility.

### Hypothesis 2

First year 4-H leaders and 2nd year and over 4-H leaders differ in their needs as a local 4-H club leader.

This hypothesis is partially supported. Both groups of leaders requested leadership training assistance in the same areas; however, when asked to indicate what specific areas they now felt qualified to lead a 4-H club they differed significantly. Second year and over leaders felt confident regarding their responsibilities and also their knowledge of philosophy and objectives of 4-H club work. First year leaders did not show substantial response in these areas.

There were only two areas where more than 50 percent of the leaders displayed confidence in their knowledge to be a 4-H club leader.

First year 4-H leaders indicated a willingness to attend 4-H leader training meetings more often than 2nd year and over 4-H leaders.

It seems apparent that it would be advantageous for club agents to design leader training meetings especially for 1st

year leaders in specific areas where they have indicated a lack of satisfaction in their knowledge to be a 4-H club leader.

### Hypothesis 3

First year 4-H leaders and 2nd year and over 4-H leaders differ in their understanding of young people.

The responses of both the 1st year and 2nd year and over leaders indicate that the majority have a good understanding of the needs of young people.

This implies that the next step in leader training is providing leaders with background and methods of applying the knowledge in their leadership role.

This hypothesis lacks support because there was no significant difference between 1st year leaders and 2nd year and over leaders in their understanding of young people.

### Hypothesis 4

First year 4-H leaders and 2nd year and over 4-H leaders differ in their knowledge of the history and organization of 4-H club work.

Both 1st year and 2nd year and over leaders knew with which branch of the United States government 4-H clubs are connected and also where the Michigan State 4-H Club office is located; however only a small percent of each group knew

the total number of 4-H club members at present in the United States. Few leaders in either group recognized the names of men prominently associated with Michigan 4-H club work with the exception of Russel Mawby, State 4-H Club Leader, who was recognized by 59 percent of the 2nd year and over leaders but by only 17 percent of the 1st year leaders. This would indicate that leaders with two or more years of leadership have either some relationship with the 4-H activities at the state level or opportunity to meet state staff personnel in the county.

It could be concluded that agents need to expose their local leaders to reports or information from levels of administration other than from their own specific county. Wider distribution of the National 4-H News might help in this particular area.

This hypothesis is partially supported since the leaders in both groups made similar response in all but one area.

#### Hypothesis 5

First year 4-H leaders and 2nd year and over 4-H leaders differ in their understanding of the objectives and philosophy of 4-H club work.

This hypothesis lacks support. First year leaders, 2nd year and over leaders and club agents agreed, generally in all

areas concerning the objectives and philosophy of 4-H club work. Particularly in the questions related to: what children should have the opportunity to enroll in 4-H club work: what to do with a club member that is not doing satisfactory work; and what to do if parents do not cooperate.

#### Hypothesis 6

First year 4-H leaders and 2nd year and over 4-H leaders differ in the amount of subject matter training and experience they have had.

There was no significant difference between 1st year leaders and 2nd year and over leaders in the amount of formal training received prior to becoming a 4-H leader; in naming their outstanding skill in the project they are leading; in their feelings about the importance of such a skill to a local leader; or in the method by which they first became a club leader.

On the question concerning practical experience there was a notable exception that 2nd year and over leaders possessed a significantly higher amount of practical experience. It is interesting to note that a majority of 2nd year and over leaders possessed five or more years of practical experience.

It would seem professional 4-H workers might be interested in further research in this area to determine whether practical

experience was secured prior to enrolling as a 4-H leader or obtained through 4-H leadership experience.

To summarize: This hypothesis is partially supported. First year leaders and 2nd year and over leaders have similar formal training but differ in background of practical experience in their project area.

#### Hypothesis 7

First year 4-H leaders and 2nd year and over 4-H leaders differ in the use of a variety of teaching methods.

Four teaching methods were checked as being used by over 50 percent of the 2nd year and over 4-H leaders compared with two methods by 50 percent of the 1st year leaders. Three other methods were used by a significantly higher percent of 2nd year and over leaders.

This hypothesis can be summarized by saying that there is a difference in the use of a variety of teaching methods by 1st year leaders and 2nd year and over leaders with 2nd year and over leaders using more than three times the number of teaching methods. However, neither group is using as great a variety of teaching methods as the club agents indicated they would prefer them to use. Thus the hypothesis is supported.

## CHAPTER VI

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The intent of this study was primarily to set a benchmark on the basis of which to design a long range experimental action research and training program.

The problem of this study was to determine the present strengths of volunteer local 4-H club leaders and the specific areas in which they need assistance and training. The latter included: (a) those needs which are recognized by the leaders themselves, and (b) those needs which are recognized by the professional 4-H worker.

From the data and analysis in the study recommendations will be made for carrying out the action research training program.

A mail questionnaire was used to provide a wide coverage of 4-H leaders in twenty-two Michigan counties.

A questionnaire return of 71.6 percent, giving a total of one hundred twelve 1st year leaders and one hundred sixty-six 2nd year and over leaders, plus 100 percent return from the twenty-two club agents provided the information to be used for the study.

The questionnaires were designed to include: (A) face data, (B) the leaders' knowledge in seven areas: (1) Responsibilities of a 4-H leader, (2) Needs as a local leader,

(3) Leaders' understanding of young people, (4) History and organization of 4-H club work, (5) Objectives and philosophy of 4-H club work, (6) Subject matter, (7) Use of teaching methods.

The main hypothesis of this study was: There is a difference between 1st year 4-H leaders, 2nd year and over 4-H club leaders and professional 4-H club agents in the seven areas represented in this study.

### Conclusions

This study was intended to be as representative of the entire state of Michigan as possible; however the following exceptions must be kept in mind which eliminate conclusion being applied state-wide. Exceptions:

- A. Upper Peninsula counties
- B. Counties which employ the key project chairman system
- C. Counties with no full-time club agents or more than one full-time club agent
- D. Counties with less than 550 4-H club members or more than 1660

However, they can serve as a guide for future research work which may be done in the state.

Evidence in this study supports the following conclusions:



Local 4-H club leaders accept or assume more responsibility with additional years of leadership experience. The 4-H club agents expected local leaders to assume more specific responsibilities than local leaders expected.

Local 4-H leaders feel their training is inadequate in all areas tested: history of 4-H club work; philosophy and objectives of 4-H club work; organization of 4-H club work; responsibilities as a 4-H leader; subject matter and how to teach boys and girls. The only exception was in the area of how to work with boys and girls (getting along, etc.).

Agents felt leaders knew enough about subject matter, organization and history of 4-H club work while leaders felt inadequate in these areas.

Many 1st year leaders are willing to attend leader training meetings more often than 2nd year and over leaders.

Local 4-H leaders seem to have a general understanding of the needs of young people. This study does not show if they have the ability to apply this understanding.

Leaders lack knowledge of 4-H activities and personalities outside their own counties.

Second year and over leaders have had more practical experience in the project area they are leading.

Local 4-H leaders felt a special skill in the project area they were leading was a necessity, while 4-H agents did

not feel practical experience or a special skill was essential or necessary for a local leader.

Local leaders with two years or more experience used a wider variety of teaching methods than 1st year leaders; however 2nd year and over leaders did not use as many methods as 4-H agents would have liked them to use.

Leaders whose mate is at present or was a 4-H club leader prove to have longer tenure as a local 4-H club leader.

### Recommendations

As a result of this study, the writer would propose the following recommendations for those people concerned with future local leadership development.

1. That local leader training meetings need to be specialized to fulfill specific needs of local leaders at the various stages of tenure.

(A) 1st year leaders need:

- (1) History of 4-H work
- (2) Philosophy and objectives
- (3) Subject matter
- (4) How to teach boys and girls

(B) 2nd year and over leaders need:

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

2. That extension agents should conduct at least six specific training meetings for 1st year leaders covering the areas listed above.

3. That extension agents need to offer added responsibility with authority and prestige to advanced leaders.

4. Extension agents should provide or encourage an opportunity for club members to report to leaders and members on club, county-district or county level, on state and district activities participated in so that leaders may have an awareness of out-of-county events and personnel.

\*5. That local clubs be encouraged to subscribe to the National 4-H Club News.

\*6. That a concentrated leadership training be provided for 1st year leaders with additional assistance by advanced leaders serving as big brother or big sister for completion of 1st year leadership responsibilities.

\*7. That advanced leaders receive periodical mail on project being led with optional meetings announced in advance and geared to specific subject matter area plus a briefing meeting prior to each county or county-district event to review obligations of local clubs to the event.

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\*Personal recommendations author believes to be helpful in future leadership development resulting from past experience, literature review and notions from study completed.

8. That extension agents seek to encourage husband and wife combinations in leading 4-H clubs.

\*9. That professional 4-H workers need basic orientation and philosophy of the role of the professional 4-H workers in order to provide leadership ability conducive to local leader recruitment and development.

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\* Personal recommendations author believes to be helpful in future leadership development resulting from past experience, literature review and notions from study completed.

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## APPENDIX A

### QUESTIONNAIRE TABULATION



## RESPONSIBILITIES OF A 4-H CLUB LEADER

1. How many years (including this year) have you been a 4-H leader?

	<u>Number</u>	<u>Percent</u>	<u>Agents</u>	<u>Percent</u>
1 year	112	40.2	7	31.8
2-5 years	97	38.8	4	18.1
6-10 years	41	14.7	7	27.2
11-15 years	16	5.7	3	13.6
16-20 years	9	3.2	2	9.0
21-25 years	1	.3		
26 - over	2	.7		
No response	0	0.		
Sub total	278	100.	22	

2. When you first became a 4-H leader how thoroughly do you feel that your responsibilities were explained to you?  
 Agents -- When your 1st year leaders first joined the leadership rank how well do you feel their responsibilities were explained to them?

	-----Leaders-----		-----Agents-----	
	Number	Percent	Number	Percent
Very thoroughly	17	6.1		
Adequately	67	24.1	3	13.6
Enough to get started but not sufficient to do the job adequately	146	52.5	18	81.8
Not at all	44	15.8	1	4.5
I don't remember	3	1.0		
No response	1	.3		
Sub total	278		22	

3. Would you, as a new leader, have liked --  
 Agent -- Would you as 4-H agent liked to have given them --

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
More training	89.2	80.7	100.
Less training			
Satisfied with training you (they) received	9.8	16.2	
I can't remember	0	1.2	
No response	.8	1.8	
Sub total	112	166	

4. Do you find that you now have more, less, or the same number of responsibilities than you expected to begin with?

Agents -- Do you feel the local leaders should have more, less or the same number of responsibilities than when they began?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
More	50.8	67.4	68.1
Less	1.7	2.4	13.6
Same	39.2	27.1	13.6
I don't know	5.3	1.2	4.5
No response	2.6	1.8	0

5. Check below only the things that you feel are required of you as a 4-H leader. (DO NOT CHECK THE THINGS YOU FEEL YOU DO JUST BECAUSE YOU WANT TO)

Agents -- Check below only the things that you feel should be asked of a local 4-H Club leader.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	N = 22
Contact parents of members	48.2	59.	90.9
Obtain cooperation of members	83.9	80.7	90.9
Teach club members	91.9	92.7	100.
Record activities and report to county office	52.6	48.7	59.
Attend leader training meetings	84.8	81.3	100.
Assist with club activities	78.5	79.5	95.4
Judge 4-H club exhibits	22.3	33.7	72.7
Provide transportation for 4-H activities	35.7	54.2	2.1
Other (specify)	1.4	7.8	13.6

6. List below other things that you do as a 4-H leader just because you want to (DO NOT INCLUDE WAYS OF TEACHING: SUCH AS, GIVING DEMONSTRATIONS)

Agents -- List below other things that you think leaders do because they want to.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Councils, committees, Fair Sup't. judge exhibits, etc.	3.5	6.6	36.3
Public relations - assist radio, TV, newspaper	0	.6	4.5
Chaperone, counselor, tour leader, transportation, parties	25.8	21.0	9.0
Promotion, Organizational assistance	0	4.8	9.0
Fund raising responsibility	0	1.2	4.5
Friend or counselor for careers, etc.	1.7	10.2	4.5
Purchase project materials, use facilities, contribu- tions in general	6.2	6.6	
Work additional times other than at regular meetings	11.6	9.6	
None so far	6.2	1.8	
No response	44.6	37.3	31.8

YOUR NEEDS AS A LOCAL LEADER

7. In which of the following areas do you feel that you have enough knowledge to be a 4-H leader (CHECK AS MANY AS YOU FEEL APPLIES TO YOU)

Agents -- In which of the following areas do you feel that your local 4-H leaders have enough knowledge to be a 4-H local leader? (CHECK AS MANY AS YOU FEEL APPLY TO THE AVERAGE LEADER IN YOUR COUNTY)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
History of 4-H Club work	9.8	21.6	45.4
Philosophy and objectives of 4-H club work	28.5	40.9	27.2
Organization of 4-H club work	21.4	28.3	77.2
Your responsibilities as a 4-H leader	40.1	65.0	54.5
How to work with boys and girls	62.5	73.4	50.
Subject matter	38.3	43.3	68.1
How to teach boys and girls	40.1	48.1	9.0
Others (Specify)	5.3	5.4	4.5

8. List below the areas (from the suggested list in #7) in which you feel that you would like some help.

Agents -- List below the areas (from the suggested list in #7) in which you feel that the average local 4-H leader in your county needs some help.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
History of 4-H Club work	15.8	11.7	10.
Philosophy and objectives of 4-H club work	9.2	9.9	24.
Organization of 4-H club work	15.8	11.3	4.
Your responsibilities as a 4-H leader	19.8	12.7	8.
How to work with boys and girls	7.2	12.2	16.
Subject matter	17.8	19.8	8.
How to teach boys and girls	13.2	19.8	26.
Other	.6	2.3	4.
All of these areas			

9. How often would you be willing to attend a 4-H leader training meeting considering it would be a (two) 2-hour meeting in the afternoon or early evening?

Agents -- How often would you think the local 4-H leaders in your county should be willing to attend 4-H leader training meetings considering they would be two (2) hour meetings in the afternoon or early evening?

	-----Leaders-----		Agents
	1st year	2nd year and over	
Once a month	35.7	18.6	0.
Six times a year	16.0	18.0	31.8
Four times a year	22.3	30.7	54.5
Twice a year	15.1	20.4	13.6
Once a year	3.5	4.2	0.
Others (Specify)	4.4	5.4	0.
No response	2.6	2.4	0.

LEADER'S UNDERSTANDING OF YOUNG PEOPLE

10. If the children in a 4-H Club are all about the same age, would you expect? (CHECK ONE WHICH APPLIES)

Agents -- Suppose all of the children in 4-H Clubs in your county were about the same age how would you feel your leaders should expect the members to react?  
(CHECK ONE WHICH APPLIES)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
All of them to enjoy the same activities	2.6	2.4	0.
All of them to be able to perform the same task equally well	2.6	3.0	4.5
All of them to work differently and at different speeds	62.5	63.8	54.5
Each to try to do better than the rest of the members	1.7	2.4	22.7
Combination	28.5	24.0	4.5
Other (Specify)	1.7	3.6	13.6
No response	0.	.6	0.



11. If the children in a 4-H Club are of varied ages would you expect? (CHECK ONE WHICH APPLIES)

Agent -- Suppose all of the children in 4-H Clubs in your county were of varied ages, how do you think your leaders would expect the members of their club to react? (CHECK ONE WHICH APPLIES)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
All to enjoy the same activities	0.	0.	4.5
All to be able to perform the same task equally well	0.	0.	0.
The older member to always help the younger members	4.4	6.0	22.7
To have a varied program to meet the interest of all	68.7	71.0	72.7
Other (Specify)	0.	1.8	0.
Any combination of these	25.8	19.2	0.
No response	.8	1.8	0.

12. Do you ever find that it is easier to work with any one club member than another?

Agent -- Do you feel it ever should be easier for a local leader to work with any one club member than another?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Yes	87.5	92.7	95.4
No	4.4	5.4	0.
I don't know	8.0	0.	4.5
No response	0.	1.8	0.

12b. If given your choice what age group of 4-H Club members would you choose to work with? (CHECK ONE)

Agents -- Agents were not given this question

	-----Leaders-----	
	1st year	2nd year and over
10-11 year olds	32.1	30.7
12-13 year olds	25.	15.6
14-16 year olds	8.0	13.2
Over 16 years old	1.7	1.2
No choice	31.2	36.1
No response	1.7	3.0

IF THIS IS YOUR FIRST YEAR AS A 4-H CLUB LEADER, SKIP QUESTION #13

13. If you have been a 4-H leader for more than one year do you ever see any very distinct changes in a member as he or she grows older?

Agents -- Do you feel the local 4-H leader in your county ever sees any distinct changes in a member as he or she grows older?

	-----Leaders-----	<u>Agents</u>
	1st year	2nd year and over
Often	66.2	72.7
Sometimes	24.0	22.7
Never	0.	0.
I don't know	3.0	4.5
No response	6.	0.

14. Some people say that all children and teen-agers must have the following experiences if they are to grow into normal, healthy adults. I would like to know how you feel about each statement.

Agents -- Some people say that all children and teen-agers must have the following experiences if they are to grow into normal, healthy adults. How do you think, generally, your local 4-H leaders should feel about each of the following statements.

All children and teen-agers must:	Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion
Have friends of both sexes and of all ages	1-33. 2-42.1 A-40.9	1-52.6 2-48.7 A-40.9	1- 8.0 2- 3.0 A- 9.0	1- .8 2- 0. A- 0.	1- 2.6 2- 4.2 A- 4.5
Feel needed at all age levels	1-61.6 2-73.4 A-54.5	1-32.1 2-21.6 A-36.3	1- 0. 2- .6 A- 4.5	1- 0. 2- 0. A- 0.	1- 1.7 2- 1.8 A- 0.
Find new experiences to challenge him	1-41. 2-39.7 A-22.7	1-50.8 2-52.4 A-54.5	1- 1.7 2- 2.4 A- 4.5	1- 0. 2- 0. A- 0.	1- 3.5 2- 2.4 A-13.6
Be challenged by creative experiences	1-36.6 2-29.5 A-45.4	1-47.3 2-56.0 A-50.0	1- 4.4 2- 4.2 A- 0.	1- 0. 2- 0. A- 0.	1- 8.0 2- 5.4 A- 0.
Be accepted by his own group	1-56.2 2-58.4 A-45.4	1-40.1 2-35.5 A-50.0	1- .8 2- 3. A- 0.	1- 0. 2- 0. A- 0.	1- .8 2- .6 A- 0.

Key:

- 1- 1st year local 4-H club leaders
- 2- 2nd year and over local 4-H club leaders
- A- Professional county 4-H Club Agents

There were instances of No response for each of these groups which are not shown on the above table so the percentages shown will not total 100 percent. The No response answers ranged from 1.7 to 4.8 percent.

15. If your 4-H Club is planning an activity, what is your job as their leader? (CHECK ONE)

Agents -- When 4-H clubs in your county plan a club activity, what in general is your opinion of the 4-H leaders responsibility? (CHECK ONE)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
To make all final decisions	5.3	3.6	4.5
To give guidance when it is asked for or as they feel it necessary	88.3	93.9	90.9
To speak only when asked a question	0.	.6	0.
To remain silent and let the club members do everything	.8	0.	0.
I don't know	3.5	0.	0.
No response	1.7	1.8	4.5

HISTORY AND ORGANIZATION OF 4-H CLUB WORK

16. Check below all the names that you recognize as being connected in any way with 4-H Club work.

Agents -- Check below all the names that you think local 4-H leaders should recognize as being connected in any way with 4-H Club work.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Seaman A. Knapp	5.3	7.2	40.9
Ben Westrate	1.7	12.0	45.4
Harlan Hatcher	1.7	1.2	0.
Ed Aiton	0.	8.4	31.8
John H. Queens	0.	0.	0.
Russell Mawby	16.9	59.0	95.4
Harry S. Straw	0.	0.	0.
Norman C. Mindrum	0.	4.8	9.0
Biggie Munn	0.	1.2	0.
John Banning	.8	2.4	18.1
None of these	60.7	19.2	4.5
No response	17.8	17.4	0.

17. Check below the statements that you feel come closest to giving the reasons why 4-H Clubs were first begun.  
(CHECK NO MORE THAN TWO)

	-----Leaders-----	
	1st year	2nd year and over
To give boys and girls a worthwhile way to spend their leisure time	49.1	52.4
To teach farmers better methods of agriculture and then spread to include boys and eventually girls	9.8	9.6
To teach boys improved methods of farming	23.2	17.4
To teach girls improve homemaking practices	25.8	16.2
To teach improved methods of farming and homemaking to boys and girls with eventual acceptance by adults	55.3	68.6
None of these	.8	2.4
No response	5.3	4.8
Agents -- Do you feel that local 4-H leaders should know why 4-H clubs were first begun?		

	<u>Agents</u>
Very necessary	13.6
Necessary	22.7
Nice, but not necessary	59.0
Unnecessary	4.5
No opinion	0.
No response	0.

18. With what branch of the United States Government is the 4-H Club program connected? (CHECK ONE)

	-----Leaders-----	
	1st year	2nd year and over
U.S. Dept. of Interior	.8	0.
U.S. Dept. of Health, Education and Welfare	2.6	3.6
U.S. Dept. of Justice	0.	0.
U.S. Dept. of Agriculture	91.0	95.1
U.S. Dept. of Labor	0.	0.
None of these	.8	0.
No response	4.4	1.2

Agents -- Do you feel that local 4-H leaders would know with what branch of the United States Government 4-H Clubs are connected?

	<u>Agents</u>
Very necessary	27.2
Necessary	36.3
Nice, but not necessary	36.3
Unnecessary	0.
No opinion	0.

19. Check below the college or university where the Michigan 4-H State Club office is located. (CHECK ONE)

	-----Leaders-----	
	1st year	2nd year and over
University of Michigan	3.5	3.6
Michigan State University	91.9	93.9
Western Michigan University	0.	0.
Central Michigan College	0.	0.
Wayne State University	0.	0.
None of these	0.	0.
No response	4.4	2.4

Agents -- Do you feel that local 4-H leaders should know with what University the State 4-H office is located?

	<u>Agents</u>
Very necessary	50.0
Necessary	45.4
Nice, but not necessary	4.5
Unnecessary	0.
No opinion	0.



20. Check below the number which you think comes closest to being the total number of 4-H Club members in the United States at the present time (CHECK ONE).

	-----Leaders-----	
	1st year	2nd year and over
100,000	.8	1.2
500,000	20.5	13.2
1 million	18.7	23.4
2 million	27.6	33.7
5 million	5.3	8.4
Other (Specify)	0.	1.2
No response	26.7	18.6

Agents -- Do you feel that local 4-H leaders should know approximately the total number of 4-H Club members in the United States at the present time?

	<u>Agents</u>
Very necessary	0.
Necessary	9.0
Nice, but not necessary	59.0
Unnecessary	31.8
No opinion	0.

OBJECTIVES AND PHILOSOPHY OF 4-H CLUB WORK

21. What children should have the opportunity to enroll in 4-H Club work? (CHECK ONE)

Agents -- What children do you feel the local 4-H leaders in your county should give the opportunity to enroll in 4-H Club work? (CHECK ONE)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
All children	83.4	86.1	95.4
Only those who can afford a project	1.7	0.	0.
Only those who do not belong to other groups	0.	0.	0.
Only those whose parents are interested	3.5	10.2	0.
Other (Specify)	8.	3.6	4.5
No response	2.6	0.	0.

22. If a 4-H Club member does not do as good a job as you think should be done in first year of 4-H Club work, should the member be: (CHECK ONE)

Agents -- How should a local 4-H Club leader in your county handle the following situation? If a 4-H Club member does not do as good a job as the leader thinks he should, during his first year of club work, should the member be: (CHECK ONE)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Encouraged to go on without giving extra help	.8	0.	0.
Encouraged to drop out	0.	0.	0.
Not encouraged to do either, but should make up their own mind	2.6	1.2	0.
Given extra help and encouragement	91.0	97.5	100.
None of the above, but should	1.7	1.2	0.
No response	2.6	0.	0.

23. If the parents of a club member do not help and cooperate with the member, the leader should (CHECK ONE)

Agents -- How should a local 4-H Club leader in your county handle the following situation? If the parents of a club member do not help and cooperate with the member, the leader should (CHECK ONE)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Not worry about the member	0.	1.8	0.
Suggest that the member drop out	.8	0.	0.
Ask the parents to help the member	72.3	70.4	95.4
Ask the member to tell his parents they should help	9.8	4.2	0.
None of the above, but	51.1	21.0	4.5
No response	1.7	2.4	0.

24. Parents should be invited to attend 4-H Club meetings and activities (CHECK ONE)

Agents -- How often do you feel local 4-H leaders should invite parents to attend 4-H Club meetings and activities?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Once a month or more	33.9	39.7	45.4
Every two or three months	38.3	37.9	50.0
Once a year	15.1	19.8	0.
Not at all necessary	1.7	0.	0.
I don't know	7.1	1.2	0.
No response	3.5	1.2	4.5

25. How important do you feel that it is that 4-H Club members should know the 4-H ritual, including objectives, guidepost, emblem, pledge, motto, and colors?

Agents -- How important do you think your leaders should feel regarding their club members knowing the 4-H ritual, including objectives, guidepost, emblem, pledge, motto and colors?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Very necessary	41.0	43.9	31.8
Necessary	43.7	42.7	50.0
Nice, but not necessary	8.	11.4	13.6
Unnecessary	0.	0.	0.
No opinion	3.5	3.5	1.8
No response	3.5	0.	4.5

25b. Why did you check the category you did?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Because it forms the back bone of 4-H club work (overall goals and objectives)	29.4	36.7	13.6
Because it makes members feel a part of the group	8.0	3.0	9.0
Provides understanding and unity and helps to develop spirit and loyalty	12.5	7.2	27.2
Because of its psychology and self-discipline of children	1.7	1.8	4.5
More important to younger members than older ones	0.	0.	4.5
Not highly important to be good 4-H members	4.4	12.0	9.0
Because it is an expected requirement of joining any organization	16.0	16.2	0.
No response	27.6	22.8	31.8

#### SUBJECT MATTER

26. Have you ever studied the area of project training you  
are now learning in 4-H work prior to becoming a 4-H  
leader?

	-----Leaders-----	
	1st year	2nd year and over
Yes	37.5	39.7
No	62.5	59.0
No response	0.	1.2

26. Continued

Agents -- Do you feel that all of your 4-H leaders should have studied the project area they are leading in 4-H prior to becoming a 4-H local leader?

	<u>Agent</u>
Very necessary	0.
Necessary	27.2
Nice, but not necessary	63.6
Unnecessary	9.0
No opinion	0.

IF ANSWER TO #26 IS NO, SKIP TO #28

## 27. If yes, where did you study this subject?

Agents -- If answer to #26 is very necessary or necessary, where do you think they should have studied it?

	<u>-----Leaders-----</u>		<u>Agents</u>
	1st year	2nd year and over	
High school only	18.7	15.0	0.
College only	1.7	1.8	0.
High school and college	4.8	4.2	4.5
Other	11.6	11.4	22.7
Not applicable	63.3	57.8	72.0
No response	.8	1.2	0.

28. Have you had practical experiences in the project area you are leading?

	-----Leaders-----	
	1st year	2nd year and over
Yes	67.8	80.7
No	25.0	15.6
No response	7.1	3.6

Agents -- Do you feel that a local 4-H leader should have practical experience in the project area he or she is leading?

	<u>Agents</u>
Very necessary	4.5
Necessary	22.7
Nice, but not necessary	72.7
Unnecessary	0.
No opinion	0.

IF ANSWER TO #28 IS NO, SKIP TO QUESTION #30

29. If yes, how long a time?

Agents -- If answer to #28 is very necessary or necessary, what do you feel is the minimum amount of practical experience to be effective?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
One year or less	1.7	.6	18.1
1-2 years	5.3	4.2	9.0
3-4 years	13.3	7.2	0.
5 years or more	44.6	66.8	0.
Not applicable	24.1	13.2	72.7
No response	10.7	7.8	0.



30. What do you feel is your most outstanding skill in the project you are now leading: (Specify)

	-----Leaders-----	
	1st year	2nd year and over
Project technology	35.7	39.1
Craftsmanship	12.5	13.8
Personal interest	9.8	9.6
Working with boys and girls	9.8	16.2
No response	32.1	21.0

Agents -- Do you feel a local 4-H leader should have an outstanding skill in the area of the project he or she is leading?

	<u>Agents</u>
Yes	9.0
No	77.2
I don't know	13.6

31. How necessary do you feel a skill of this kind is in being a 4-H leader?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Very necessary	31.2	37.3	0.
Necessary	36.6	38.5	9.
Nice, but not necessary	11.6	13.8	90.9
Unnecessary	1.7	.6	0.
No opinion	3.5	3.0	0.
No response	15.1	6.6	0.

32. Do you think that having this skill will qualify you as a 4-H leader?

Agents -- Do you think that leaders having a skill related to 4-H project work qualifies them as a 4-H Club leader?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Always	16.9	22.8	0.
Sometimes	40.1	52.4	90.9
Never	1.7	3.0	0.
Has no relationship	6.2	4.8	9.0
I don't know	16.9	4.8	0.
No response	17.8	1.2	0.

33. How did you first become a 4-H Club leader?

Agents -- People become 4-H local club leaders in various ways. Of the following, which one do you believe generally results in the most satisfactory leader? (CHECK ONE)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Volunteered on your own	21.4	22.8	22.7
Asked by the 4-H Club agent	7.1	5.4	0.
Asked by your own children	3.5	4.8	4.5
Asked by 4-H Club members	5.3	10.8	27.2
Asked by parents of club members	4.4	1.8	18.1
Asked by another local 4-H Club leader	39.2	27.1	18.1
A combination of these	16.9	21.6	
No response	0.	0.	0.

TEACHING METHODS

34. What is the highest grade you completed in school?

Agents -- What do you feel is the average satisfactory grade level of education of your 4-H local club leaders?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
7th grade	0.	0.	0.
8th grade	12.5	10.8	4.5
9th grade	3.5	3.0	0.
10th grade	8.	6.	13.6
11th grade	8.9	6.6	4.5
12th grade	52.6	45.7	68.1
1 year college	5.3	11.4	0.
2 years college	4.4	7.2	0.
3 years college	4.4	1.8	0.
4 years college or more	0.	7.2	0.
No response	0.	0.	9.0

35. Have you ever had any training for teaching other than 4-H leader training?

Agents -- Do you feel it would be beneficial if leaders received training for teaching prior to becoming a 4-H local leader?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Yes	27.6	37.9	72.7
No	72.3	60.8	13.6
I don't know (agents only)	.		9.0
No response	0.	1.2	4.5

IF ANSWER TO #35 IS NO, SKIP TO #37

36. Where did you receive this training?

Agents -- Do you feel leaders need training from:

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
College	2.6	9.6	0.
Adult education classes	2.6	3.6	18.1
Other clubs (Example: Scouts)	6.2	3.0	0.
Any combination of these (Specify)	0.	7.2	22.7
Other (Specify)	9.8	8.4	36.3
Not applicable	72.3	59.0	13.6
No response	.8	1.8	9.0

37. Are you now teaching or have you ever taught other than in 4-H Club work?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Now	16.0	24.0	
In the past	19.6	21.6	
Never	59.8	50.6	
No response	4.4	3.6	

Agents -- Do you feel it should help a leader if he has ever taught other than in 4-H Club work?

	<u>Agents</u>
Yes	90.9
No	9.0

IF ANSWER TO #37 IS NEVER, SKIP TO #39

38. Check below the places where you have had your experience in teaching. (CHECK AS MANY AS APPLY TO YOU)

Agents -- Check below the places where you feel your local 4-H leaders should have had experience in teaching.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Elementary School	1.7	12.6	36.3
Junior High School	.8	4.2	31.8
Senior High School	2.6	1.8	9.0
College	0.	0.	4.5
Church or Sunday School	24.1	33.5	50.0
Other clubs (Specify)	13.3	13.8	18.1
Other (Specify)	6.2	9.0	0.
Not applicable	58.9	50.6	4.5
No response	2.6	1.8	36.3

39. Which of the following teaching methods have you used in your 4-H Club during the past 12 months? (CHECK AS MANY AS YOU HAVE USED)

Agents -- Which of the following teaching methods would you prefer your local 4-H leaders to have used over the past 12 months? (CHECK AS MANY AS YOU WOULD HAVE LIKED USED)

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Talks by club members	24.1	39.7	77.2
Lecture (Leader does all the talking)	20.5	18.0	0.
Discussion (Leader and members talk together)	79.4	91.5	90.9
Flannel Graph	.8	0.	36.3
Slides or movies	8.0	13.8	59.0
Demonstrations by the leader	59.8	51.8	77.2
Demonstrations by members	44.6	67.4	95.4
Exhibits	37.5	56.6	72.7
Role playing or skits	1.7	3.6	54.5
Tours	20.5	46.3	90.9
Other (Specify)	8.9	9.6	31.8
No response	9.8	2.4	

40a. List in order of your preference the three methods (from the list in #39) that you feel have been most effective for you.

Agents -- List in order of your preference the three methods (from list in #39) you feel most effective for local 4-H leaders.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Talks by club members	6.2	4.8	7.5
Lecture (Leader does all the talking)	6.2	2.6	0.
Discussion (Leader and members talk together)	31.2	29.7	25.7
Flannel Graph	0.	0.	0.
Slides or movies	2.9	2.8	3.
Demonstrations by the leader	20.0	15.4	16.6
Demonstrations by members	19.1	22.4	27.2
Exhibits	8.3	10.1	6.
Role playing or skits	0.	.2	3.
Tours	5.4	10.3	9.
Other (Specify)	.8	1.2	1.5
No response	22.3	20	0.

40b. What is there about these methods that you feel makes them effective?

Agents -- What is there about these methods that you feel makes them effective?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Participation	25.	34.3	59.
Develops confidence	2.6	3.	13.6
Person to person	16.9	14.4	4.5
Holds interest	2.6	4.2	4.5
Used with limited skill	0.	0.	4.5
Understandable exchange of ideas	10.7	8.4	13.6
Learn by seeing	15.1	18.6	0.
No response	26.7	16.8	0.



41a. List in order of their difficulty any of the methods (from the list in #39) that have proven unsatisfactory for you.

Agents -- List in order of their difficulty any of the methods (from list in #39) you feel unsatisfactory for local 4-H Club use.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Talks by club members	24.2	14.2	2.8
Lecture	48.4	33.8	14.2
Discussion	0.	1.5	0.
Flannel Graph	0.	7.5	10.4
Slides or movies	6.	7.5	4.7
Demonstrations by leader	6.	6.7	.9
Demonstration by members	6.	7.5	0.
Exhibits	3.	3.	.9
Role playing or skits	6.	7.5	7.6
Tours	0.	3.	.9
Other	0.	0.	57.1

41b. What is there about these methods that you feel makes them unsatisfactory?

Agents -- What is there about these methods that you feel makes them unsatisfactory?

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Needs highly developed training	5.3	9.6	22.7
Lack of participation, interest, attention	14.2	25.3	22.7
Response limited	.8	1.2	27.2
Lack of available equipment	0.	4.8	13.6
No response	79.4	57.2	13.6

42. List in order of your preference (from list in #39) the methods in which you would like some help.

Agents -- List in order of your preference (from list in #39) the methods in which you feel leaders need and would like some help.

	-----Leaders-----		<u>Agents</u>
	1st year	2nd year and over	
Talks by club members	7.5	6.	4.
Lectures	9.2	4.	2.
Discussion	6.7	5.5	12.
Flannel graph	12.6	9.5	4.
Slides or movies	15.9	11.1	2.
Demonstrations by the leader	11.7	12.	10.
Demonstrations by members	10.0	22.1	10.
Exhibits	10.9	11.5	4.
Role playing or skits	5.0	7.	9.
Tours	10.	10.5	11.
Other	0.	.5	32.

INFORMATION ABOUT YOUR CLUB

I. How many members are there enrolled in your 4-H Club this year?

	Leaders	
	1st year	2nd year and over
1-10	36.6	24.6
11-20	17.8	31.3
21-40	18.7	27.7
41-50	4.4	3.
51 and over	2.6	3.6
No response	19.6	9.6

II. Check below the age groups in which your 4-H Club members fall (CHECK AS MANY AS APPLY TO YOUR CLUB)

	Leaders	
	1st year	2nd year and over
10-11 years old	75.8	81.9
12-13 years old	73.2	89.1
14-16 years old	42.8	75.3
Over 16 years old	25.	50.6
I don't know	4.4	3.

III. Marital status:

	Leaders	
	1st year	2nd year and over
Married	91.9	96.9
Single	6.2	2.4
No response	1.7	.6

IF ANSWER TO III IS SINGLE SKIP TO QUESTION VIII

IV. Do you have any children

	Leaders	
	1st year	2nd year and over
Yes	88.3	96.3
No	2.6	.6
Not applicable	6.2	2.4
No response	2.6	.6

V. How many children do you have?

	Leaders	
	1st year	2nd year and over
1 child	4.4	10.2
2-3 children	58.0	45.1
4-5 children	23.2	25.9
6 and over	2.6	13.8
Not applicable	6.2	2.4
No response	2.6	2.4

VI. How many of your children are now 4-H members

	Leaders	
	1st year	2nd year and over
1 child	37.5	31.3
2-3 children	29.4	37.9
4-5 children	0.	4.8
6 and over	.8	1.2
Not checked	20.5	17.4
Not applicable	8.9	2.4
No response	2.6	4.8

VI. How many of your children were 4-H members in the past?

	Leaders	
	1st year	2nd year and over
1 child	8.8	21.
2-3 children	6.2	16.8
4-5 children	0.	2.4
6 and over	0.	2.4
Not checked	73.2	50.
Not applicable	8.7	2.4
No response	2.6	4.8

VI. How many of your children are now too young?

	Leaders	
	1st year	2nd year and over
1 child	25.	22.8
2-3 children	31.2	14.4
4-5 children	1.7	1.8
6 and over	.8	0.
Not checked	29.4	53.6
Not applicable	8.9	2.4
No response	2.6	4.8

VII. Is your husband or wife now a 4-H Club leader or ever been one?

	Leaders	
	1st year	2nd year and over
Now	20.5	26.5
In the past	1.7	13.8
Never	67.8	53.
I don't know	0.	1.8
Not applicable	6.2	2.4
No response	3.5	2.4

VIII. Were you ever a 4-H Club member?

	Leaders	
	1st year	2nd year and over
Yes	40.1	39.7
No	58.0	59.6
No response	1.7	.6

APPENDIX B

LOCAL LEADERS QUESTIONNAIRE



UNITED STATES DEPARTMENT OF AGRICULTURE  
Federal Extension Service  
Washington 25, D. C.

April 18, 1960

MICHIGAN 4-H LOCAL LEADERSHIP STUDY  
LOCAL LEADER QUESTIONNAIRE  
SELF-ADDRESSED, STAMPED RETURN ENVELOPE

Dear

The enclosed questionnaire is being sent to you as one of 400 specially selected local 4-H Club leaders from 24 counties in Michigan.

Your cooperation will be tremendously important and appreciated as we need you as one of the 400 leaders to complete the questionnaire in order to have a scientific composite sample of thinking of some 12,000 local leaders in Michigan.

From the data we receive from the enclosed questionnaire we shall attempt to determine what local leaders think in regard to:

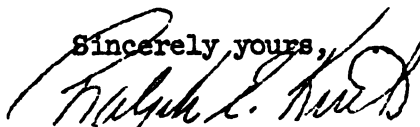
- (1) The type of leadership information most helpful for successful and pleasant 4-H leadership experience.
- (2) The understanding that leaders have of the role of a local 4-H Club leader.
- (3) Conclusions for basis in developing a long-range experimental leader training study to be carried out over a six-year period in six selected counties in Michigan.

Briefly, the ultimate objective is to be able to do a much better job of helping local 4-H leaders, like yourself, in working with our youth.

I will be most grateful to you if you will answer the questionnaire as frankly and sincerely as possible and return it to me at your very earliest convenience in the self-addressed, stamped envelope which is enclosed. (If you are not leading a club now, please answer it on the basis of your last year's experience as a leader.)

I hope this finds you in the very best of spirits and with enough time to get it done today!

Sincerely yours,



Ralph E. Kirch  
National 4-H Fellow on Study  
leave from Michigan State  
University

Federal Extension Service  
USDA

4-H LEADERSHIP STUDY IN TWENTY-FOUR  
SELECTED COUNTIES OF MICHIGAN  
(LOCAL 4-H LEADERS)

Name \_\_\_\_\_

Address \_\_\_\_\_

City or township \_\_\_\_\_ County \_\_\_\_\_

RESPONSIBILITIES OF A 4-H CLUB LEADER

1. How many years (including this year) have you been a 4-H leader?

\_\_\_\_\_ Years

2. When you first became a 4-H leader how thoroughly do you feel that your responsibilities were explained to you?

\_\_\_\_\_ (1) Very thoroughly

\_\_\_\_\_ (2) Adequately

\_\_\_\_\_ (3) Enough to get started but not sufficient to do the job adequately

\_\_\_\_\_ (4) Not at all

\_\_\_\_\_ (5) I don't remember

3. Would you, as a new leader, have liked

\_\_\_\_\_ (1) More training

\_\_\_\_\_ (2) Less training

\_\_\_\_\_ (3) Satisfied with training you received

\_\_\_\_\_ (4) I can't remember

4. Do you find that you now have more, less, or the same number of responsibilities than you expected to begin with?

\_\_\_\_\_ (1) More

\_\_\_\_\_ (2) Less

\_\_\_\_\_ (3) Same as expected

\_\_\_\_\_ (4) I don't know

5. Check below only the things that you feel are required of you as a 4-H leader. (DO NOT CHECK THE THINGS YOU FEEL YOU DO JUST BECAUSE YOU WANT TO)

- \_\_\_\_\_ (1) Contact parents of members
- \_\_\_\_\_ (2) Obtain cooperation of members
- \_\_\_\_\_ (3) Teach club members
- \_\_\_\_\_ (4) Record activities and report to county office
- \_\_\_\_\_ (5) Attend leader training meetings
- \_\_\_\_\_ (6) Assist with club activities
- \_\_\_\_\_ (7) Judge 4-H Club exhibits
- \_\_\_\_\_ (8) Provide transportation for 4-H activities
- \_\_\_\_\_ (9) Other (Specify) \_\_\_\_\_

6. List below other things that you do as a 4-H leader just because you want to. (DO NOT INCLUDE WAYS OR TEACHING: SUCH AS, GIVING DEMONSTRATIONS)

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YOUR NEEDS AS A LOCAL LEADER

7. In which of the following areas do you feel that you have enough knowledge to be a 4-H leader. (CHECK AS MANY AS YOU FEEL APPLIES TO YOU)

- \_\_\_\_\_ (1) History of 4-H Club work
- \_\_\_\_\_ (2) Philosophy and objectives of 4-H Club work
- \_\_\_\_\_ (3) Organization of 4-H Club work
- \_\_\_\_\_ (4) Your responsibilities as a 4-H leader
- \_\_\_\_\_ (5) How to work with boys and girls
- \_\_\_\_\_ (6) Subject matter
- \_\_\_\_\_ (7) How to teach boys and girls
- \_\_\_\_\_ (8) Others (Specify) \_\_\_\_\_

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8. List below the areas (from the suggested list in #7) in which you feel that you would like some help.

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9. How often would you be willing to attend a 4-H leader training meeting considering it would be a (two) 2-hour meeting in the afternoon or early evening?

- \_\_\_\_\_ (1) Once a month  
\_\_\_\_\_ (2) Six times a year  
\_\_\_\_\_ (3) Four times a year  
\_\_\_\_\_ (4) Twice a year  
\_\_\_\_\_ (5) Once a year  
\_\_\_\_\_ (6) Others (Specify) \_\_\_\_\_  
\_\_\_\_\_

LEADER'S UNDERSTANDING OF YOUNG PEOPLE

10. If the children in a 4-H Club are all about the same age, would you expect? (CHECK ONE WHICH APPLIES)

- \_\_\_\_\_ (1) All of them to enjoy the same activities  
\_\_\_\_\_ (2) All of them to be able to perform the same task equally well  
\_\_\_\_\_ (3) All of them to work differently and at different speeds  
\_\_\_\_\_ (4) Each to try to do better than the rest of the members  
\_\_\_\_\_ (5) Other (Specify) \_\_\_\_\_  
\_\_\_\_\_

11. If the children in a 4-H Club are of varied ages would you expect?  
(CHECK ONE WHICH APPLIES)

\_\_\_\_\_ (1) All of them to enjoy the same activities  
\_\_\_\_\_ (2) All of them to be able to perform the same task  
equally well  
\_\_\_\_\_ (3) The older member to always help the younger member  
\_\_\_\_\_ (4) Them to have a varied program to meet the interests  
of all  
\_\_\_\_\_ (5) Other (Specify) \_\_\_\_\_

12. Do you ever find that it is easier to work with any one club member  
than another?

\_\_\_\_\_ (1) Yes  
\_\_\_\_\_ (2) No  
\_\_\_\_\_ (3) I don't know

If given your choice what age group of 4-H Club members would you  
choose to work with? (CHECK ONE)

\_\_\_\_\_ (1) 10 - 11 year olds  
\_\_\_\_\_ (2) 12 - 13 year olds  
\_\_\_\_\_ (3) 14 - 16 year olds  
\_\_\_\_\_ (4) Over 16 year olds  
\_\_\_\_\_ (5) No choice

IF THIS IS YOUR FIRST YEAR AS A 4-H CLUB LEADER, SKIP QUESTION #13

13. If you have been a 4-H leader for more than one year do you ever see  
any very distinct changes in a member as he or she grows older?

\_\_\_\_\_ (1) Often  
\_\_\_\_\_ (2) Sometimes  
\_\_\_\_\_ (3) Never  
\_\_\_\_\_ (4) I don't know

14. Some people say that all children and teen-agers must have the following experiences if they are to grow into normal, healthy adults. I would like to know how you feel about each statement.

All children and teen-agers must:	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
Have friends of both sexes and of all ages	(1)	(2)	(3)	(4)	(5)
Feel needed at all age levels	(1)	(2)	(3)	(4)	(5)
Fine new experiences to challenge him	(1)	(2)	(3)	(4)	(5)
Be challenged by creative experiences	(1)	(2)	(3)	(4)	(5)
Be accepted by his own group	(1)	(2)	(3)	(4)	(5)

15. If your 4-H Club is planning an activity, what is your job as their leader? (CHECK ONE)

- \_\_\_\_\_ (1) To make all final decisions
- \_\_\_\_\_ (2) To give guidance when it is asked for or as you feel is necessary
- \_\_\_\_\_ (3) To speak only when asked a question
- \_\_\_\_\_ (4) To remain silent and let the club members do everything
- \_\_\_\_\_ (5) I don't know

#### HISTORY AND ORGANIZATION OF 4-H CLUB WORK

16. Check below all the names that you recognize as being connected in any way with 4-H Club work.

- |                           |                             |
|---------------------------|-----------------------------|
| _____ (a) Seaman A. Knapp | _____ (f) Russell Mawby     |
| _____ (b) Ben Westrate    | _____ (g) Harry S. Straw    |
| _____ (c) Harlan Hatcher  | _____ (h) Norman C. Mindrum |
| _____ (d) Ed Aiton        | _____ (i) Biggie Munn       |
| _____ (e) John H. Queens  | _____ (j) John Banning      |
| _____ (k) None of these   |                             |

1. The first part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

2. The second part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

3. The third part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

4. The fourth part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

5. The fifth part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

6. The sixth part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

7. The seventh part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

8. The eighth part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

9. The ninth part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

10. The tenth part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

11. The eleventh part of the document is a list of the names of the persons who have been appointed to the various offices of the city.

12. The twelfth part of the document is a list of the names of the persons who have been appointed to the various offices of the city.



17. Check below the statements that you feel comes closest to giving the reasons why 4-H Clubs were first begun. (CHECK NO MORE THAN TWO)

\_\_\_\_\_ (1) To give boys and girls a worthwhile way to spend their leisure time

\_\_\_\_\_ (2) To teach farmers better methods of agriculture and then spread to include boys and eventually girls

\_\_\_\_\_ (3) To teach boys improved methods of farming

\_\_\_\_\_ (4) To teach girls improved homemaking practices

\_\_\_\_\_ (5) To teach improved methods of farming and homemaking to boys and girls with eventual acceptance by adults

\_\_\_\_\_ (0) None of these

18. With what branch of the United States Government is the 4-H Club program connected? (CHECK ONE)

\_\_\_\_\_ (1) United States Department of Interior

\_\_\_\_\_ (2) United States Department of Health, Education and Welfare

\_\_\_\_\_ (3) United States Department of Justice

\_\_\_\_\_ (4) United States Department of Agriculture

\_\_\_\_\_ (5) United States Department of Labor

\_\_\_\_\_ (0) None of these

19. Check below the college or university where the Michigan 4-H State Club office is located. (CHECK ONE)

\_\_\_\_\_ (1) University of Michigan

\_\_\_\_\_ (2) Michigan State University

\_\_\_\_\_ (3) Western Michigan University

\_\_\_\_\_ (4) Central Michigan College

\_\_\_\_\_ (5) Wayne State University

\_\_\_\_\_ (0) None of these

20. Check below the number which you think comes closest to being the total number of 4-H Club members in the United States at the present time. (CHECK ONE)

\_\_\_\_\_(1) 100,000  
\_\_\_\_\_(2) 500,000  
\_\_\_\_\_(3) 1 million  
\_\_\_\_\_(4) 2 million  
\_\_\_\_\_(5) 5 million  
\_\_\_\_\_(6) Other (Specify) \_\_\_\_\_

OBJECTIVES AND PHILOSOPHY OF 4-H CLUB WORK

21. What children should have the opportunity to enroll in 4-H Club work? (CHECK ONE)

\_\_\_\_\_(1) All children  
\_\_\_\_\_(2) Only those who can afford a project  
\_\_\_\_\_(3) Only those who do not belong to other groups  
\_\_\_\_\_(4) Only those whose parents are interested  
\_\_\_\_\_(5) Other (Specify) \_\_\_\_\_

22. If a 4-H Club member does not do as good a job as you think should be done in first year of 4-H Club work, should the member be: (CHECK ONE)

\_\_\_\_\_(1) Encouraged to go on without giving member extra help  
\_\_\_\_\_(2) Encouraged to drop out  
\_\_\_\_\_(3) Not encouraged to do either, but should make up his own mind  
\_\_\_\_\_(4) Given extra help and encouragement  
\_\_\_\_\_(5) None of the above, but should \_\_\_\_\_

23. If the parents of a club member do not help and cooperate with the member, the leader should (CHECK ONE)

\_\_\_\_ (1) Not worry about the member  
\_\_\_\_ (2) Suggest that the member drop out  
\_\_\_\_ (3) Ask the parents to help the member  
\_\_\_\_ (4) Ask the member to tell his parents they should help  
\_\_\_\_ (5) None of the above, but \_\_\_\_\_

24. Parents should be invited to attend 4-H Club meetings and activities. (CHECK ONE)

\_\_\_\_ (1) Once a month or more  
\_\_\_\_ (2) Every two or three months  
\_\_\_\_ (3) Once a year  
\_\_\_\_ (4) Not at all necessary  
\_\_\_\_ (5) I don't know

25. How important do you feel that it is that 4-H Club members should know the 4-H ritual, including objectives, guidepost, emblem, pledge, motto, and colors?

\_\_\_\_ (1) Very necessary  
\_\_\_\_ (2) Necessary  
\_\_\_\_ (3) Nice, but not necessary  
\_\_\_\_ (4) Unnecessary  
\_\_\_\_ (5) No opinion

Why did you check the category you did? \_\_\_\_\_

SUBJECT MATTER

26. Have you ever studied the area of project training you are now learning in 4-H work prior to becoming a 4-H leader?

\_\_\_\_ (1) Yes  
\_\_\_\_ (2) No

IF ANSWER TO #26 IS NO, SKIP TO #28

27. If yes, where did you study this subject?

\_\_\_\_\_ (1) High school only

\_\_\_\_\_ (2) College only

       (3) High school and college

       (4) Other (Specify) \_\_\_\_\_

28. Have you had practical experiences in the project area you are leading?

\_\_\_\_\_ (1) Yes

\_\_\_\_\_ (2) No

IF ANSWER TO #28 IS NO, SKIP TO QUESTION #30

29. If yes, how long a time?

\_\_\_\_\_ (1) One year or less

\_\_\_\_\_ (2) 1 - 2 years

\_\_\_\_\_ (3) 3 - 4 years

\_\_\_\_\_ (4) 5 years or more

30. What do you feel is your most outstanding skill in the project you are now leading: (Specify) \_\_\_\_\_

\_\_\_\_\_

31. How necessary do you feel a skill of this kind is in being a 4-H leader?

\_\_\_\_\_ (1) Very necessary

\_\_\_\_\_ (2) Necessary

\_\_\_\_\_ (3) Nice, but not necessary

       (4) Unnecessary

\_\_\_\_\_ (5) No opinion

32. Do you think that having this skill will qualify you as a 4-H leader?

\_\_\_\_\_ (1) Always

\_\_\_\_\_ (2) Sometimes

\_\_\_\_\_ (3) Never

\_\_\_\_\_ (4) Has no relationship

\_\_\_\_\_ (5) I don't know

33. How did you first become a 4-H Club leader?

- \_\_\_\_\_ (1) Volunteered on your own
- \_\_\_\_\_ (2) Asked by the 4-H Club agent
- \_\_\_\_\_ (3) Asked by your own children
- \_\_\_\_\_ (4) Asked by 4-H Club members
- \_\_\_\_\_ (5) Asked by parents of club members
- \_\_\_\_\_ (6) Asked by another local 4-H Club leader
- \_\_\_\_\_ (7) Other (Specify) \_\_\_\_\_

TEACHING METHODS

34. What is the highest ~~grade~~ you completed in school?

- |                      |                                   |
|----------------------|-----------------------------------|
| _____ (1) 7th grade  | _____ (6) 12th grade              |
| _____ (2) 8th grade  | _____ (7) 1 year college          |
| _____ (3) 9th grade  | _____ (8) 2 years college         |
| _____ (4) 10th grade | _____ (9) 3 years college         |
| _____ (5) 11th grade | _____ (0) 4 years college or more |

35. Have you ever had any training for teaching other than 4-H leader training?

- \_\_\_\_\_ (1) Yes                      \_\_\_\_\_ (2) No

IF ANSWER TO #35 IS NO, SKIP TO #37

36. Where did you receive this training?

- \_\_\_\_\_ (1) College
- \_\_\_\_\_ (2) Adult education classes
- \_\_\_\_\_ (3) Other clubs (Example: Scouts)
- \_\_\_\_\_ (4) Any combination of these (Specify) \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ (5) Other (Specify) \_\_\_\_\_  
\_\_\_\_\_

37. Are you now teaching or have you ever taught other than in 4-H Club work?

- \_\_\_\_\_ (1) Now
- \_\_\_\_\_ (2) In the past
- \_\_\_\_\_ (3) Never

IF ANSWER TO #37 IS NEVER, SKIP TO #39

38. Check below the places where you have had your experience in teaching.  
(CHECK AS MANY AS APPLY TO YOU)

- \_\_\_\_\_ (1) Elementary School
- \_\_\_\_\_ (2) Junior High School
- \_\_\_\_\_ (3) Senior High School
- \_\_\_\_\_ (4) College
- \_\_\_\_\_ (5) Church or Sunday School
- \_\_\_\_\_ (6) Other clubs (Specify) \_\_\_\_\_
- \_\_\_\_\_ (7) Other (Specify) \_\_\_\_\_

39. Which of the following teaching methods have you used in your 4-H Club during the past 12 months? (CHECK AS MANY AS YOU HAVE USED)

- \_\_\_\_\_ (a) Talks by club members
  - \_\_\_\_\_ (b) Lecture (You do all of the talking)
  - \_\_\_\_\_ (c) Discussion (You and members talk together)
  - \_\_\_\_\_ (d) Flannel graph
  - \_\_\_\_\_ (e) Slides or movies
  - \_\_\_\_\_ (f) Demonstrations by you
  - \_\_\_\_\_ (g) Demonstrations by members
  - \_\_\_\_\_ (h) Exhibits
  - \_\_\_\_\_ (i) Role playing skits
  - \_\_\_\_\_ (j) Tours
  - \_\_\_\_\_ (k) Other (Specify) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



40. (a) List in order of your preference the three methods (from the list in #39) that you feel have been most effective for you.

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- (b) What is there about these methods that you feel makes them effective? \_\_\_\_\_

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41. (a) List in order of their difficulty any of the methods (from the list in #39) that have proven unsatisfactory for you.

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- (b) What is there about these methods that you feel makes them unsatisfactory? \_\_\_\_\_

---

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42. List in order of your preference (from list in #39) the methods in which you would like some help. \_\_\_\_\_

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INFORMATION ABOUT YOUR CLUB

I. How many members are there enrolled in your 4-H Club this year? \_\_\_\_\_

II. Check below the age groups in which your 4-H Club members fall  
(CHECK AS MANY AS APPLY TO YOUR CLUB)

- |                             |                             |
|-----------------------------|-----------------------------|
| _____ (1) 10 - 11 years old | _____ (4) Over 16 years old |
| _____ (2) 12 - 13 years old | _____ (5) I don't know      |
| _____ (3) 14 - 16 years old |                             |

INFORMATION ABOUT YOU

III. Marital status:

- |                   |                  |
|-------------------|------------------|
| _____ (1) Married | _____ (2) Single |
|-------------------|------------------|

IF ANSWER TO III IS SINGLE SKIP TO QUESTION VIII

IV. Do you have any children

- \_\_\_\_\_ (1) Yes  
\_\_\_\_\_ (2) No

IF ANSWER TO IV IS NO, SKIP TO QUESTION VII

V. How many children do you have? \_\_\_\_\_

VI. How many of your children

- \_\_\_\_\_ (1) Are now 4-H members?  
\_\_\_\_\_ (2) Were 4-H members in the past?  
\_\_\_\_\_ (3) Are now too young?

VII. Is your husband or wife now a 4-H Club leader or ever been one?

- \_\_\_\_\_ (1) Now  
\_\_\_\_\_ (2) In the past  
\_\_\_\_\_ (3) Never  
\_\_\_\_\_ (4) I don't know

VIII. Were you ever a 4-H Club member?

- |               |              |
|---------------|--------------|
| _____ (1) Yes | _____ (2) No |
|---------------|--------------|

THANK YOU VERY MUCH!

1912

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## APPENDIX C

## 4-H AGENT QUESTIONNAIRE

UNITED STATES DEPARTMENT OF AGRICULTURE  
Federal Extension Service  
Washington 25, D. C.

March 23, 1960

MICHIGAN 4-H LOCAL LEADERSHIP STUDY  
AGENT QUESTIONNAIRE  
LOCAL 4-H LEADER LIST REQUEST

Dear

I was delighted to learn from George Axinn that you are willing to cooperate on the 4-H leadership study which is now being conducted. Naturally it will help me personally with my thesis, however, more important I feel it will provide substantial help to all of us in the field with our programs in leadership training.

PURPOSE OF STUDY. Briefly, the study will be establishing a benchmark of where we are in leadership understanding (level of attainment of local leaders in respect to their responsibility as 4-H leaders as seen by themselves and the 4-H agent).

From this general data we will then draw conclusions for basis in developing a long range experimental training study to be carried out over a six-year period in six selected counties in Michigan. The ultimate objective is to learn the primary requirement of training needed to maintain effective local 4-H leadership.

I will give you more details later!

Attached is an outline indicating the information I need from you at your earliest convenience (April 5, if possible).

I will be grateful for your assistance as will others who are anxious to learn of its outcome.

Hope this finds you in the very best of spirits and with enough time to get it done today!

Kindest personal regards,



Ralph E. Kirch

Attachment

## INFORMATION REQUESTED

The following is the cooperation I would appreciate receiving from you at your very earliest opportunity:

1. Fill out the enclosed questionnaire. (There are no right or wrong answers - just what you personally feel. This in no way will reflect on you as an agent. This information will be compiled all together with the other 23 agents and I will be using it merely as concenses data, however, I want your own personal views only.)
2. A list of your current local 4-H club leaders giving me their:
  - a. Name
  - b. Address
  - c. Number of years of leadership

(I need this to select a random sample for the 200 first year leaders and 200 second year and over from the 24 counties.)

3. Please forward enclosed questionnaire and list of your leaders at the same time, if possible to:

Ralph E. Kirch  
Extension Training Branch  
Division of Extension  
Research and Training  
U. S. Department of Agriculture  
Washington 25, D. C.

4. There may be one more important item of assistance I will need from you after receiving the leaders' list from your county. In case the leaders selected from your county do not return the questionnaire it will be very important to contact them to encourage them to forward it to me. (I will send you the names of the leaders selected from your county - 16 or 18 - to fill out the local leader questionnaire at the time they are selected. I will also keep you posted on the return of the questionnaires in the event I need your help to prompt them.)

UNITED STATES DEPARTMENT OF AGRICULTURE  
BUREAU OF EXTENSION  
(4-H CLUB AGENTS)

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_

1. How many years (including this year) have you been a 4-H Club Agent? \_\_\_\_\_

RESPONSIBILITIES OF A 4-H CLUB LEADER

2. When your first year leaders first joined the leadership rank how well do you feel their responsibilities were explained to them?

- (1) \_\_\_\_\_ Very thoroughly  
(2) \_\_\_\_\_ Adequately  
(3) \_\_\_\_\_ Enough to get started but not sufficient to do the job adequately  
(4) \_\_\_\_\_ Not at all  
(5) \_\_\_\_\_ I don't remember

3. Would you as 4-H Agent like to have given them

- (1) \_\_\_\_\_ More training  
(2) \_\_\_\_\_ Less training  
(3) \_\_\_\_\_ Satisfied with what they received  
(4) \_\_\_\_\_ I can't remember

4. Do you feel the local leaders should have more, less or the same number of responsibilities than when they began?

- (1) \_\_\_\_\_ More  
(2) \_\_\_\_\_ Less  
(3) \_\_\_\_\_ Same  
(4) \_\_\_\_\_ I don't know

5. Check below only the things that you feel should be asked of a local 4-H Club Leader.

- (a) \_\_\_\_\_ Contact parents of members
- (b) \_\_\_\_\_ Obtain cooperation of members
- (c) \_\_\_\_\_ Teach club members
- (d) \_\_\_\_\_ Record activities and report to county office
- (e) \_\_\_\_\_ Attend leader training meetings
- (f) \_\_\_\_\_ Assist with club activities
- (g) \_\_\_\_\_ Judge 4-H club exhibits
- (h) \_\_\_\_\_ Provide transportation for 4-H activities
- (i) \_\_\_\_\_ Other (specify) \_\_\_\_\_

6. List below other things that you think leaders do because they want to. (DO NOT INCLUDE WAYS OF TEACHING: SUCH AS, GIVING DEMONSTRATIONS)

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NEEDS OF A LOCAL LEADER

7. In which of the following areas do you feel that your local 4-H leaders have enough knowledge to be a 4-H local leader? (CHECK AS MANY AS YOU FEEL APPLY TO THE AVERAGE LEADER IN YOUR COUNTY)

- (a) \_\_\_\_\_ History of 4-H Club work
- (b) \_\_\_\_\_ Philosophy and objectives of 4-H Club work
- (c) \_\_\_\_\_ Organization of 4-H Club work
- (d) \_\_\_\_\_ Their responsibilities as a 4-H leader
- (e) \_\_\_\_\_ How to work with boys and girls
- (f) \_\_\_\_\_ Subject matter
- (g) \_\_\_\_\_ How to teach boys and girls
- (h) \_\_\_\_\_ Other (specify) \_\_\_\_\_

8. List below the areas (from the suggested list in #7) in which you feel that the average local 4-H leader in your county needs some help.

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9. How often would you think the local 4-H leaders in your county should be willing to attend 4-H leader training meetings considering they would be two (2) hour meetings in the afternoon or early evening?

- (1) \_\_\_\_\_ Once a month  
(2) \_\_\_\_\_ Six times a year  
(3) \_\_\_\_\_ Four times a year  
(4) \_\_\_\_\_ Twice a year  
(5) \_\_\_\_\_ Once a year  
(6) \_\_\_\_\_ Other (specify) \_\_\_\_\_

LEADER'S UNDERSTANDING OF YOUNG PEOPLE

10. Suppose all of the children in 4-H Clubs in your county were about the same age how would you feel your leaders should expect the members to react? (CHECK ONE WHICH APPLIES)

- (1) \_\_\_\_\_ All to enjoy the same activities  
(2) \_\_\_\_\_ All to be able to perform the same task equally well  
(3) \_\_\_\_\_ All to work differently and at different speeds  
(4) \_\_\_\_\_ Each to try to do better than the rest of the members  
(5) \_\_\_\_\_ Other (specify) \_\_\_\_\_
-





11. Suppose all of the children in 4-H Clubs in your county were of tested age. How would you feel your leaders should expect the members to react?  
(CHECK ONE WHICH APPLIES)

- (1) \_\_\_\_\_ All to enjoy the same activities
- (2) \_\_\_\_\_ All to be able to perform the same task equally well
- (3) \_\_\_\_\_ For older member to always help the younger members
- (4) \_\_\_\_\_ To have a varied program to meet the interest of all
- (5) \_\_\_\_\_ Other (specify) \_\_\_\_\_

12. Do you feel it ever should be easier for a local leader to work with any one club member than another?

- (1) \_\_\_\_\_ Yes
- (2) \_\_\_\_\_ No
- (3) \_\_\_\_\_ I don't know

13. Do you feel the local 4-H leader in your county ever sees any distinct changes in a member as he or she grows older?

- (1) \_\_\_\_\_ Often
- (2) \_\_\_\_\_ Sometimes
- (3) \_\_\_\_\_ Never
- (4) \_\_\_\_\_ I don't know

14. How do you feel about all children and teenagers in it have the following opportunities if a person gives time, money, facilities. How do you think, generally, how local 4-H leaders should feel about each of the following statements.

All children and teenagers must:	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Have friends of both sexes and of all ages	(1)	(2)	(3)	(4)	(5)
Feel needed at all age levels	(1)	(2)	(3)	(4)	(5)
Find new experiences to challenge him	(1)	(2)	(3)	(4)	(5)
Be challenged by creative experiences	(1)	(2)	(3)	(4)	(5)
Be accepted by his own group	(1)	(2)	(3)	(4)	(5)

15. When 4-H clubs in your county plan a club activity, what in general is your opinion of the 4-H leaders responsibility? (CHECK ONE)
- (1) \_\_\_\_\_ To make all final decisions
- (2) \_\_\_\_\_ To give guidance when it is asked for or as they feel it necessary
- (3) \_\_\_\_\_ To speak only when asked a question
- (4) \_\_\_\_\_ To remain silent and let the club members do everything
- (5) \_\_\_\_\_ I don't know

#### HISTORY AND ORGANIZATION OF 4-H CLUB WORK

16. Check below all the names that you think local 4-H leaders should recognize as being connected in any way with 4-H Club work.

- (a) \_\_\_\_\_ Seaman A. Knapp      (f) \_\_\_\_\_ Russell Mowby
- (b) \_\_\_\_\_ Ben Westrate      (g) \_\_\_\_\_ Harry S. Straw
- (c) \_\_\_\_\_ Harlan Hatcher      (h) \_\_\_\_\_ Norma C. Mindrum
- (d) \_\_\_\_\_ Ed Aiton      (i) \_\_\_\_\_ Biggie Munn
- (e) \_\_\_\_\_ John H. Queens      (j) \_\_\_\_\_ John Banning
- (k) \_\_\_\_\_ None of these

17. Do you feel that local 4-H leaders should know with what branch of the United States Government 4-H Clubs are connected?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

18. Do you feel that local 4-H leaders should know with what branch of the United States Government 4-H Clubs are connected?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

19. Do you feel that local 4-H leaders should know with what University the State 4-H office is located?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

20. Do you feel that local 4-H leaders should know approximately the total number of 4-H Club members in the United States at the present time?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

OPINIONS AND FEELINGS OF 4-H CLUB MEMBERS

21. What children do you feel the local 4-H leaders in your county should give the opportunity to enroll in 4-H club work? (CHECK ONE)

- (1) \_\_\_\_\_ All children
  - (2) \_\_\_\_\_ Only those who can afford a project
  - (3) \_\_\_\_\_ Only those who do not belong to other groups
  - (4) \_\_\_\_\_ Only those whose parents are interested
  - (5) \_\_\_\_\_ Other (specify) \_\_\_\_\_
- 

22. How should a local 4-H Club leader in your county handle the following situation? If a 4-H Club member does not do as good a job as the leader thinks he should, during his first year of club work, should the member be: (CHECK ONE)

- (1) \_\_\_\_\_ Encouraged to go on without giving her extra help
  - (2) \_\_\_\_\_ Encouraged to drop out
  - (3) \_\_\_\_\_ Not encouraged to do either, but should make up his own mind
  - (4) \_\_\_\_\_ Given extra help and encouragement
  - (5) \_\_\_\_\_ None of the above, but should \_\_\_\_\_
- 

23. How should a local 4-H Club leader in your county handle the following situation? If the parents of a club member do not help and cooperate with the member, the leader should (CHECK ONE)

- (1) \_\_\_\_\_ Not worry about the member
  - (2) \_\_\_\_\_ Suggest that the member drop out
  - (3) \_\_\_\_\_ Ask the parents to help the member
  - (4) \_\_\_\_\_ Ask the member to tell his parents they should help
  - (5) \_\_\_\_\_ None of the above, but \_\_\_\_\_
-

24. How often do you feel local 4-H leaders should invite parents to attend 4-H Club meetings and activities?

- (1) \_\_\_\_\_ Once a month or more
- (2) \_\_\_\_\_ Every two or three months
- (3) \_\_\_\_\_ Once a year
- (4) \_\_\_\_\_ I don't know

25. How important do you think your leaders should feel regarding their club members knowing the 4-H ritual, including objectives, guidepost, emblem, pledge, motto and colors?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

Why did you check the category you did? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUBJECT MATTER

26. Do you feel that all of your 4-H leaders should have studied the project area they are leading in 4-H prior to becoming a 4-H local leader?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

27. If answer to #26 is very necessary or necessary, where do you think they should have studied it?

- (1) \_\_\_\_\_ High school only
- (2) \_\_\_\_\_ College only
- (3) \_\_\_\_\_ High school and college
- (4) \_\_\_\_\_ Other (specify) \_\_\_\_\_

28. Do you feel that a local 4-H leader should have practical experience in the project area he or she is leading?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

29. If answer to #28 is very necessary or necessary, what do you feel is the minimum amount of practical experience to be effective?

- (1) \_\_\_\_\_ One year or less
- (2) \_\_\_\_\_ 1 - 2 years
- (3) \_\_\_\_\_ 3 - 4 years
- (4) \_\_\_\_\_ Five or more years

30. Do you feel a local 4-H leader should have an outstanding skill in the area of the project he or she is leading?

- (1) \_\_\_\_\_ Yes
- (2) \_\_\_\_\_ No
- (3) \_\_\_\_\_ I don't know

31. How necessary do you feel a skill of this kind is in being a local 4-H Club leader?

- (1) \_\_\_\_\_ Very necessary
- (2) \_\_\_\_\_ Necessary
- (3) \_\_\_\_\_ Nice, but not necessary
- (4) \_\_\_\_\_ Unnecessary
- (5) \_\_\_\_\_ No opinion

32. Do you think that leaders having a skill related to 4-H project work qualifies them as a 4-H Club leader?

- (1) \_\_\_\_\_ Always
- (2) \_\_\_\_\_ Sometimes
- (3) \_\_\_\_\_ Never
- (4) \_\_\_\_\_ Has no relationship
- (5) \_\_\_\_\_ I don't know

33. People become 4-H local club leaders in various ways. Of the following, which do you believe generally results in the most satisfactory leader.

- (a) \_\_\_\_\_ Volunteered on their own
- (b) \_\_\_\_\_ Asked by the 4-H Club Agent
- (c) \_\_\_\_\_ Asked by their own children
- (d) \_\_\_\_\_ Asked by 4-H Club members
- (e) \_\_\_\_\_ Asked by parents of club members
- (f) \_\_\_\_\_ Asked by another local 4-H club leader
- (g) \_\_\_\_\_ Other (specify) \_\_\_\_\_

#### TEACHING METHODS

34. What do you feel is the average satisfactory grade level of education of your 4-H local club leaders?

- |                      |                                       |
|----------------------|---------------------------------------|
| (1) _____ 7th grade  | (6) _____ 12th grade                  |
| (2) _____ 8th grade  | (7) _____ 1 year college              |
| (3) _____ 9th grade  | (8) _____ 2 years college             |
| (4) _____ 10th grade | (9) _____ 3 years college             |
| (5) _____ 11th grade | (10) _____ 4 years of college or more |

35. Do you feel it would be beneficial if leaders received training for teaching prior to becoming a 4-H local leader?

- (1) \_\_\_\_\_ Yes
  - (2) \_\_\_\_\_ No
  - (3) \_\_\_\_\_ I don't know
-



IF ANSWER NO #35 IS NO, SKIP TO #37

36. Do you feel leaders need training from:

- (1) \_\_\_\_\_ College
- (2) \_\_\_\_\_ Adult Education classes
- (3) \_\_\_\_\_ Other clubs (Example: Scouts)
- (4) \_\_\_\_\_ Any combination of these (specify) \_\_\_\_\_

(5) \_\_\_\_\_ Other (specify) \_\_\_\_\_

37. Do you feel it should help a leader if he has ever taught other than in 4-H Club work?

- (1) \_\_\_\_\_ Yes
- (2) \_\_\_\_\_ No
- (3) \_\_\_\_\_ I don't know

IF ANSWER TO #37 IS NO, SKIP TO #39

38. Check below the places where you feel your local 4-H leaders should have had experience in teaching.

- (a) \_\_\_\_\_ Elementary School
- (b) \_\_\_\_\_ Junior High School
- (c) \_\_\_\_\_ Senior High School
- (d) \_\_\_\_\_ College
- (e) \_\_\_\_\_ Church or Sunday School
- (f) \_\_\_\_\_ Other clubs (specify) \_\_\_\_\_
- (g) \_\_\_\_\_ Other (specify) \_\_\_\_\_

Indicate which of the following teaching methods would you prefer your local 4-H leaders to have used over the past 12 months? (CIRCLE AS MANY AS YOU WANT TO HAVE BEEN USED)

- (a) \_\_\_\_\_ Talks by club members
- (b) \_\_\_\_\_ Lecture (Leader does all the talking)
- (c) \_\_\_\_\_ Discussion (Leader and members talk together)
- (d) \_\_\_\_\_ Planned Group
- (e) \_\_\_\_\_ Slides or movies
- (f) \_\_\_\_\_ Demonstrations by the leader
- (g) \_\_\_\_\_ Demonstrations by members
- (h) \_\_\_\_\_ Exhibits
- (i) \_\_\_\_\_ Role playing or skits
- (j) \_\_\_\_\_ Tours
- (k) \_\_\_\_\_ Other (specify) \_\_\_\_\_

40. List in order of your preference the three methods (from list in #39) you feel most effective for local 4-H leaders.

What is there about these methods that you feel makes them effective?

41. List in order of their difficulty any of the methods (from list in #39) you feel unsatisfactory for local 4-H Club use.

List in order of your preference the methods that you feel makes them  
uncontentious?

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42. List in order of your preference (from list in #39) the methods  
in which you feel leaders need and would like some help.

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