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The Development of the Criteria for a Standard of Performance for Parish 4-H Programs in Louisiana.

Lynn Louis Pesson
Louisiana State University and Agricultural & Mechanical College

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THE DEVELOPMENT OF THE CRITERIA FOR A STANDARD
OF PERFORMANCE FOR PARISH 4-H PROGRAMS IN LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Vocational Agricultural Education

by

Lynn Louis Pesson
B.S., Louisiana State University, 1948
M.Ed., University of Maryland, 1955
June, 1960
The writer is deeply indebted to many people in the preparation of this paper. He is especially grateful to his wife for her patience and solicitude during the preparation of the dissertation and for the typing of a portion of the final copy of the manuscript, and to his children for their cooperation. A word of special thanks goes to Dr. Morris N. Abrams, who served as Major Professor during most of the time the study was underway, and to Dr. M. C. Gaar, who served as Major Professor during the stage when the study was in the initial stages of planning. The other persons who served on the graduate committee were of much help and deserve the heartfelt thanks of the writer. They were: Dr. J. C. Floyd, Dr. M. D. Woodin, Mr. Julius M. O'Quin, Dr. E. P. Roy, Dr. Anthony Mumphrey, and Dr. Fred Wiegemann.

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ABSTRACT

The purpose of this study was to develop a standard of performance which could be effectively utilized in evaluating the 4-H phase of the parish Extension program in Louisiana. This instrument was conceived as one to identify strengths and weaknesses in a 4-H program as a basis for the improvement of it.

Using current literature, research and thinking in the field of 4-H Club work, Cooperative Extension work, Vocational Agricultural Education and Personnel Management as a basis for the plan, a standard of performance for evaluating 4-H programs in Louisiana was developed. The plan was divided into three units; program planning, program action, and program evaluation. Thirty-three evaluative criteria were developed as the basic standard for evaluating each aspect of a 4-H program.

The standard of performance was tested under actual field conditions by evaluating fifteen parish 4-H programs in the state. In order to accomplish the evaluations, thirty-six Extension agents, twenty-nine school principals, the local leaders of twenty-eight 4-H Clubs, and 180 4-H Club members in the fifteen parishes were queried by the personal interview method.

Sixty-two persons in the Extension Service in Louisiana comprised the sample who were queried as to their opinions of the importance of the thirty-three evaluative criteria in evaluating a parish 4-H program. Further, they were asked to select the conditions for each criterion which they considered of more importance than the others in determining an evaluation rating for the program.

It was concluded in this study that: 1) the results of the
evaluation ratings of the programs on the thirty-three criteria indicated that one criterion needed revision; 2) the ratings of the parish 4-H programs on the criteria in the element on organization and process for planning indicated that this was an area of general weakness in the performance of the programs; 3) the ratings on the criteria in the element on the 4-H phase of the written parish Extension program indicated that this is an area of weakness in the programs included in the study; 4) the area of volunteer leadership for the 4-H program, including both the adult and junior phases, was identified as an area of weakness in the programs evaluated; 5) the ratings of the parish 4-H programs on the unit on program evaluation indicated that this was an area of weakness in the programs; 6) the results of the ratings indicated that the opportunity for the 4-H Clubs to plan, conduct and evaluate their activities and meetings was not being satisfactorily provided; 7) the results of the evaluation ratings indicated that the over-all participation of 4-H Club members in activities, events, and contests should be increased; 8) the evaluation ratings indicated that 4-H Club members were not receiving the necessary assistance from Extension agents and local leaders on their project work; 9) the thirty-three criteria were validated by a sample of Extension workers in Louisiana; 10) the level of performance of a parish 4-H program was reflected in the opinions of the Extension agents as to what they considered was of more importance in evaluating a program; 11) there was no significant difference between Extension agents and administrators, supervisors, and program leaders as to their opinions on the importance of the criteria in evaluating a 4-H program; and 12) the selections of the sample of the conditions for twenty-five of the
criteria were accepted as valid in determining evaluation ratings on the criteria.

The general hypothesis of the study that a standard of performance could be developed for parish 4-H programs, which would identify strengths and weaknesses, was accepted.
CHAPTER I

INTRODUCTION

The Cooperative Extension Service is designed to diffuse useful and practical information among the people of the United States concerning agriculture, home economics, and related subjects, and to encourage the application of the same. This responsibility of the Extension Service is specifically delineated in the Smith-Lever Act of 1914, which authorized the creation of the different state Extension Services as they are known today. This act authorized the formation of an Agricultural Extension Service at each state land-grant institution. Each is a cooperative organization, jointly sponsored by the United States Department of Agriculture and the cooperating state land-grant institution.

One of the main phases of Cooperative Extension work is its work with young people. As a means of reaching young people with an Extension-type program, the 4-H organization was established over fifty years ago. The first 4-H Clubs were known as corn and pig clubs. Most of these were formed shortly after the turn of the century. The name, 4-H, came along a little later. With the passage of the Smith-Lever Act, the 4-H organization received added emphasis as a phase of Extension work. Since that time it has continued to grow and prosper and now it is generally recognized as one of the leading rural youth organizations in the world.

Even though the 4-H organization has reached its present state of effectiveness, it is imperative that those who provide the
leadership in the organization strive to continue to improve the organization, with respect to its effectiveness in reaching the young people that it is designed to reach. This is particularly important today as the vast audiences of young people who are eligible for 4-H Club work continue to increase. If the organization is to reach these young people with a program that will help them to satisfy their own interests and needs, then those charged with leadership responsibilities for the program must take a critical look and strive to improve it as much as possible. More and more this need to critically analyze and evaluate the program is continually being emphasized by those within and without the organization.

There are two aspects to this procedure of evaluating any 4-H program. One way is to conduct research in all phases of club work in order to make a thorough evaluation of what has been done. The second procedure, which is closely related to the first, is to apply the latest research information and current thinking in the field of Extension work to the techniques of developing, executing, and evaluating 4-H Club programs. The first method is useful in that it presents the present state of effectiveness of the program, its effectiveness in reaching the young people for whom it is designed with a program that will meet their interests and needs in the present day society. The second procedure offers the opportunity to apply the latest research information and thinking into the redevelopment of the program so that it may reach boys and girls more effectively. Consequently, it is noted here that this is a two-stage proposition. First, to see what is going on, or to determine the present effectiveness,
and second, in light of this information to adjust the program to do a better job of accomplishing its objectives.

In recent years those in the Extension Service who are charged with administrative and supervisory responsibilities have been continually seeking methods and procedures which will assist them in strengthening the effectiveness of Extension programs. They are particularly concerned with the methods and techniques which will help them to determine the relative effectiveness with which agents develop, execute, and evaluate programs in the counties in which they work. After all, the ultimate purpose of Extension work is to reach the people of the counties in which Extension workers are serving as representatives of the state land-grant institutions and the Federal Extension Service with a program that will help them to satisfy their needs and interests and solve the problems with which these people are faced. Therefore, the big challenge to the leadership in Extension is to determine ways, procedures, and methods through which local Extension agents can be assisted in making their programs more effective in reaching people.

The evaluation of the work of Extension agents, or job performance as it is sometimes called, is a difficult and perplexing task; it affects those in supervisory positions, those subject-matter specialists who counsel with agents on their programs, and the agents themselves as they try to determine what is expected of them and the effectiveness of what they are doing.

Over the years, those charged with the responsibility of administering and supervising Extension agents and their programs have developed many ways of performing the task of measuring the
effectiveness of an agent's program. Most of the plans have been
developed through trial and error and generally remain an unwritten,
untested personal way of performing the task of evaluation. Today,
there is widespread interest in the Extension Service in developing
more complete, formal and objective methods of evaluating programs.

Many business and public institutions are using evaluation
plans of one type or another, designed to accomplish the same general
objective as that of Extension. They, too, are concerned with measuring
the effectiveness of their personnel and the jobs they perform.
Presently, two general types of plans are being used to accomplish
this objective. One is a plan, which is basically a personnel rating
type. It has as its basis the subjective measurement of the personal
characteristics and abilities of the individual. This type of plan
focuses itself primarily on the individual and his personal character­
istics and skills. Usually included are such things as honesty,
ambition and moral qualities. Or, it might focus on such skills as
the ability to express oneself, the ability to get along with others,
and other abilities of this nature.

The second plan is most generally referred to as a performance
evaluation. This type is concerned with an evaluation of the work
performed. The primary attention is focused on the job, its require­
ments, and how well the job is performed. Often, the requirements
of the job, in a written form, are referred to as a standard of
performance. These standards, which are the performance expected of
the individual performing the job, form the basis of the evaluation
system.
This type of system is basically a supervisory tool. It is one through which the supervisor can measure the employees performance on the job. Based on this evaluation, the supervisor is able to counsel with the employee on his strengths and weaknesses in performing the job and to determine a course of action to improve performance. The standard also provides the employee an opportunity for self-evaluation since he knows what is expected of him on the job. Properly used, the standard provides an opportunity for the employee to develop personal objectives which are based on the standards of performance.

In this study, the performance type of system, or standards of performance, will serve as the basis for the plan to be developed. This study is not designed to prove or disprove either the personnel rating or performance type of system. Rather, the general thesis of this study is to test a system designed to focus on the evaluation of the parish 4-H program. Consequently, the performance type of system is used as basis since the central core of the study is the program and not on the person. The ultimate objective is to develop the criteria for a standard of performance so that they can be implemented as a supervisory or personal evaluation system designed to strengthen the 4-H phase of the Extension program in Louisiana. This study is designed to develop a systematic procedure, which can be used as a program evaluation system, on a continuing basis and used constantly and consistently.

The plan is intended to yield two types of information which should prove very valuable. First, data that yield information on
the program which support confidence in, and provide satisfaction with the present program. Secondly, data that reveal areas where the present program can be improved. It is expected that the criteria will have flexibility in their use. The effective application of the plan by agents and/or supervisors or program specialists is intended for use individually or jointly, by a team of experts, or by any desirable combination of these. Perhaps, one of the most useful purposes of this plan is to establish a "benchmark" for the present program. Subsequent evaluations can be helpful in revealing the progress made towards overcoming weaknesses in the program. In any event, it must be kept in mind that an honest self-evaluation, based on reliable evidence and supplemented by the close observation of others, is likely to be most productive.

I. THE 4-H PROGRAM

Since its birth in Louisiana in 1908, 4-H Club work has made rapid strides. Today, it is a full grown, flourishing rural youth movement. Presently, there are over 95,000 members in Louisiana. Each year, since its inception, the membership of the organization has continued to increase. Like any other organization, 4-H must continually have itself appraised if it is to keep pace with its growing membership and remain a constructive force in the development of the young people who participate in its program.

In February of 1908, the first 4-H Club in Louisiana was organized by V.L. Roy, then Superintendent of Schools in Avoyelles Parish. This group was called a corn club and it was the forerunner
of the 4-H Club as it is known today. Since its beginning as part of the school system, 4-H Club work has continued to be an integral part of the school system in Louisiana. Today, the school systems in 63 of the state's 64 parishes cooperate to make the 4-H program possible. Orleans Parish, since it is principally an urban locality, is the only one where 4-H Clubs are not organized.

For several years a national committee of Extension and 4-H leaders worked on the development of a new set of objectives for 4-H club work. In 1956, these were formally adopted and set forth as the national objectives of 4-H work. The objectives are as follows: current economics, technological and social situations affecting youth's future, shape the following specific needs of young people today:

1. Have practical experiences to help them develop into capable, well-adjusted adults;
2. Visualize opportunities in and out of agriculture; recognizing their capabilities and need for continued education;
3. Acquire knowledge, skills, and attitudes for satisfying home and family life now and in the future;
4. Develop talents and stimulate a desire to reach their optimum leadership and citizenship potential;
5. Explore fields of interest and provide experiences which aid in the selection of careers that will be satisfying to them and beneficial to society;
6. Develop appreciation of the importance of scientific agriculture and home economics and their relationships to our total economy;
7. Develop appreciation for the dignity of work and the satisfaction of doing a job well, through personal accomplishments and pride of ownership;

8. Develop an appreciation of the values of research and learn scientific methods of making decisions and solving problems;

9. Develop personal standards and a philosophy of life based on lasting and satisfying spiritual values;

10. Develop attitudes, abilities and understandings for working well with others;

11. Develop an appreciation of nature, understanding of conservation, and wise use of natural resources;

12. Develop habits of healthful living, purposeful recreation, and intelligent use of leisure time.

The agricultural and home economics projects are the basic core of the 4-H movement. In recent years, the projects offered to the individual members have been expanded to include related areas which supplement and complement the basic projects. Each member, who enrolls in a 4-H club, is expected to select and complete at least one 4-H project. The experiences that the 4-H member receives in his project work are designed to enhance his knowledge and to stimulate within him the desire to complete the work in the project in such a way as to develop his abilities, to learn to accept responsibility, and to appreciate the significance of what he is doing.

The problem of effectively reaching each individual, who enrolls in 4-H work, is significant since the average Extension agent in Louisiana
works with approximately 500 members. To be a personal educational force with each member is an insurmountable task. It is impossible to provide a stimulating, satisfying educational experience for 500 members who belong to 4-H clubs in different areas of the parish and who live in different localities within the parish. To expand his influence as an educational force with the members, the Extension agent actively recruits and trains volunteer adult leaders to work with the members. Only through this means can each individual member be reached effectively with an experience that is meaningful to him. The voluntary contribution of their energy and time by adult leaders has immeasurably increased the effectiveness of the 4-H program. Without this generosity, it is quite probable that 4-H would have never matured to its present status as a force in the lives of rural young people.

Based as it is, on the voluntary participation of its membership, 4-H offers many activities, events and awards for its membership. These are an integral part of the 4-H organization serving as a means to an end. Activities, events and awards are designed as stimulants and incentives to encourage the participation of the membership in worthwhile activity and to complete their project work. An important factor in the growth of activities and events has been the voluntary contributions, in terms of time and money, on the part of many individuals, organizations and business institutions on a local, state and national basis.
Significantly, the key factor in the growth of the 4-H program as an organization for young people has been the cooperation of people at all levels of our society. Of very great importance in Louisiana has been the cooperation and influence of the school system in fostering the 4-H Club movement. The time, energy and resources of many people serving as volunteer leaders and sponsoring activities and awards have been a truly outstanding feature.

II. THE PROBLEM

Statement of the Problem

As of now, there is no uniform method of measuring the effectiveness of 4-H program in Louisiana. Under the formal organizational structure of the Agricultural Extension Service of Louisiana State University, there is a definite hierarchy which can effectively utilize a procedure to assist in the development of a sound, effective Extension program of which 4-H is a phase. Both the District Program Specialists (4-H) and the Parish Chairman need a method to effectively aid them in discerning strengths and weaknesses in the 4-H phase of the parish Extension program. This study, which is designed to develop criteria for such a usage, can be useful in helping to alleviate this problem.

Therefore, the problem in this study is to develop criteria which can effectively aid persons who are charged with the responsibility of evaluating the 4-H phase of the Extension program to efficiently and effectively make sound judgments of programs based on the facts.
Purpose of the Study

The ultimate aim of this study is to provide a practical, usable instrument which can be effectively utilized in evaluating the 4-H phase of the parish Extension program. Such an instrument should be designed to reveal the strong and weak points in the conduct of 4-H Club work in the parish which would form the basis for the improvement of the program.

Delimitation of the Study

The application of the criteria in the standard of performance is limited to fifteen selected parish 4-H programs in Louisiana and to the administrative, supervisory and 4-H staffs of the Agricultural Extension Service of Louisiana State University.

The Hypothesis

Criteria can be developed for a standard of performance for the 4-H phase of the parish Extension program which will strengthen program development, execution, and evaluation. These criteria are effective in determining strengths and weaknesses as a basis for the improvement of the program.

Similar procedures are being used in organizations other than the Agricultural Extension Service which have similar educational objectives to improve the effectiveness of their programs. Since they appear to be useful instruments in achieving more effective programs for them, there is every reason to believe that the same can be true for Extension programs, and, in particular, the 4-H phase. The basic assumption made here is that a scientifically developed set of criteria can be effectively utilized in strengthening 4-H work in Louisiana.
There are a number of important assumptions upon which rest the validity and usefulness of this study. These are as follows:\(^\text{1}\)

1. That the central nature of parish 4-H Club work is an educational process which consists of specific steps or functional elements that are essential to maximum effectiveness.

2. That effective 4-H work is a result of design, not drift; the result of a plan, not trial and error.

3. That the key steps or elements in a parish 4-H program have general application in all parishes.

4. That the parish Extension staff has the responsibility for providing professional leadership, assisted by the people of the parish, for the development and execution of an effective parish 4-H program.

5. That 4-H accomplishments are of the highest quality when large numbers of leaders are skillfully involved by the agents in developing and executing the program.

6. That the accumulated experience from more than forty years of organized extension work, coupled with findings through research in educational process and the judgements of experienced extension people, constitute a valid and reliable base for stating evaluative criteria useful in appraising the 4-H phase of the parish Extension program.

7. That the national 4-H objectives, as set forth, form a valid base upon which to build criteria for appraising a 4-H program.

III. ORGANIZATION OF THE STUDY

The first step in this study was to conduct a review of literature in the field of 4-H Club work and in the fields which relate to the evaluation of the performance of personnel in the conduct of educational programs (Chapter II). In the field of 4-H work, current literature and research findings were reviewed to determine what programs, procedures and methods were considered the most desirable for satisfactory performance. Relating to the field of performance evaluation, the disciplines of business administration, education, vocational education and agricultural extension administration were investigated to determine which methods and procedures were useful in establishing a system of performance evaluation for educational programs.

Using the accumulated knowledge garnered from the review of literature and using the objectives of 4-H Club work as a guide, a tentative set of criteria was developed as a basis upon which to judge the effectiveness of a parish 4-H program (Chapter III). The criteria were developed under three major headings: program planning, program action, and program evaluation. This is based on the assumption that these are proven steps to follow in conducting a sound educational program. Under each of these headings, a series of major elements were delineated as being of importance. For each of these elements, a statement of guiding principles was developed which served as a general guide to the development
of criteria and which pointed out the educational significance of this element to the total program.

For each of these elements, criteria were developed which served as a measure of the accomplishments of the program against the general standard as set forth in the statement of guiding principles. The criteria were considered as the important steps which should be taken to achieve a program which is educationally sound and in keeping with the objectives of 4-H work. As a basis for the evaluations made under each criteria, a series of conditions were identified which should be present in the program if the standard as set by the criteria is to be met. These conditions were measured as to their presence or absence in the program. Based upon this information, a rating of the program being evaluated was developed for each criteria.

For the application of the criteria to parish 4-H programs, fifteen of the better 4-H programs in the state were selected by the District Agents, five from each of the three Extension districts. Five questionnaires were developed to collect all of the information needed to rate each parish on each criteria. This information was collected by personal interviews with the necessary persons in each parish. In each parish, the agents doing 4-H work, two school principals, the local leaders and twelve 4-H members from two 4-H clubs were interviewed. The ratings of these fifteen parish programs were presented and analyzed in Chapter IV.
A sample of selected personnel of the Agricultural Extension Service of Louisiana State University were queried about their opinions on the relative importance of the criteria developed for the standard of performance. A presentation and analysis of these data is made in Chapter V. Included in the sample were the Director, Assistant Directors, District Agents, state 4-H workers and the Parish Chairmen and agents doing 4-H work in the fifteen parishes whose programs were evaluated.

In Chapter VI, the study was summarized, conclusions were drawn and recommendations were made based on the findings of this study.

IV. DEFINITION OF TERMS

1. Agricultural Extension Service— The Agricultural Extension Service is an organization which is a division of the state Land-Grant College. Also, it is the educational arm of the United States Department of Agriculture responsible for out-of-school instruction of the people of the United States in agriculture, home economics and related subjects. The actual administration of the Services is by the Land-Grant College in cooperation with the United States Department of Agriculture.

2. The 4-H Club Organization - 4-H clubs are sponsored by the Agricultural Extension Service as a means of reaching young people with its program. It is designed primarily to reach rural boys and girls, but, because of strong demands in recent years, it has increasingly reached more non-rural youth.
3. **The 4-H Club** - The 4-H club is the basic organizational unit of the 4-H program. It is formed by a group of boys and girls who enroll in 4-H as a local organization. It is designed as a democratic unit in which the members form their organization, elect officers and plan and conduct a program of activities. It is through this unit that 4-H members are instructed in their project work by the Extension agents and 4-H leaders.

4. **The 4-H Club Member** - The 4-H member is any young person, between the ages of ten and twenty-one, who enrolls in a 4-H club.

5. **The 4-H Project** - The 4-H project is the basic core of 4-H work. It is based on subject-matter in agriculture, home economics or a related area. It is designed as a teaching tool in order that the member undergo experiences which will foster the acquisition of knowledge and responsibility and enhance the development of the youngster into an informed, useful member of society.

6. **4-H Local Leader** - The 4-H local leader is a person who voluntarily contributes his time and energy to the leadership of young people in a 4-H club.

7. **4-H Junior Leader** - The 4-H junior leader is an older 4-H club member who agrees to assist other 4-H club members with their projects and activities.

8. **Standard of Performance** - The standard of performance is a term used to denote the performance which is expected of the
person who is performing the job. In this study, it is used to define the summation of all of the criteria which are used to determine the level of performance of the Extension agents charged with the responsibility of conducting the 4-H program in a parish.

9. **Criterion** - As used in this study, criterion signifies a standard of judging by which facts about the 4-H program are evaluated to form a judgment. It is the act of judging what is being done against the criterion; i.e. what ought to be done.

10. **Parish Extension Program** - This term signifies the total impact that the work of the parish Extension staff has on the people of the parish. This includes the situation and problems of the people, the way in which these are identified, the action that is being taken to help the people reach their goals and its effect upon the people of the parish. In other words, it is the summation of all efforts within the parish to overcome problems and teach people the relevant body of subject matter in agriculture, home economics, and related subjects that is of importance to them.

11. **4-H Phase of the Parish Extension Program** - (Parish 4-H Program) 4-H club work is a part of the total parish Extension program. The term phase is used to indicate this relationship. The shorter term, parish 4-H program, is used synonomously.

12. **Program Planning** - (Program Development) The two are synonymous. Both terms denote the process through which
the Extension agents, with the assistance of local people, identify problems and needs of the people as a basis for the parish Extension program.

13. **Program Action** - Program action means the steps which are taken within the parish by the Extension staff to help the people solve the problems they identified in the program planning process. It is essentially the process of disseminating information to the local people through educational process.

14. **Program Evaluation** - Program evaluation denotes the efforts of the parish Extension staff in evaluating the changes in the people of the parish in terms of the educational objectives of the Extension program.
CHAPTER II

REVIEW OF LITERATURE

4-H is a cooperative activity. It is an extension activity conducted cooperatively by the United States Department of Agriculture, the State Colleges of Agriculture, and local people who are interested in the program. The basic objective of 4-H club work is the development of young people through their interest in agriculture and home economics and related fields. Of primary concern is the improvement of farm, home, and neighborhood practices to create a more desirable environment so that 4-H members can serve themselves and their communities as efficient, participating, useful citizens.

The primary function of Agricultural Extension work is the education of people. 4-H club work is used as a means of reaching young people with its program. The slogan "Learning to Do by Doing" emphasizes the traditional philosophy of 4-H work. The 4-H project, which is the basic core of club work, typifies this very clearly. Normally, 4-H projects are set up with that thought in mind. Each one has a fundamental idea that the 4-H member will actually perform the tasks outlined in the project. Related closely to this concept is the philosophy that the 4-H member receives training and help in his projects and activities from his volunteer adult leader.
I. PROGRAM DEVELOPMENT

An important consideration in building a 4-H program is the effect that it will have on the young people who participate in the program. The organization strives to provide opportunities for its members to develop their interests and abilities, good citizenship, and leadership. These thoughts serve as the guiding beacon to those who participate in the process of developing the 4-H program.

In a discussion of program planning the "Joint Committee Report on Extension Programs, Policies and Goals" contained this statement,

"The people who are to benefit from extension work should participate democratically and effectively in determining program emphasis in light of what they believe will benefit them most. The extension agents in this process should in no sense surrender their functions as leaders. They are still the teachers. They can and should if necessary, present their own analysis of the needs."

The emphasis in this statement is that the clientele of the Service should have an opportunity to express their opinions as to the content of the program.

In a discussion of program building Kelsey and Hearne listed a number of principles for sound extension program building. Included were:

Sound extension program building:
1. Is based on analysis of the facts in the situation.
2. Selects problems based on needs.
3. Determines objectives and solutions which offer satisfaction.
4. Has permanence with flexibility.
5. Has balance with emphasis.
6. Has a definite plan of work.

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7. Is a continuous process.
8. Is a teaching process.
9. Is a coordinating process.
10. Provides for evaluation of results.²

In discussing these points further, Kelsey and Hearne stated that all problems cannot be attacked at once.³ The point they were emphasizing is that it is necessary for the people who are involved in the planning process to select those which are most urgent and of widest concern. Another point they stressed was that working objectives must be set up and that they should offer solutions which are within reach of the people and will provide them with the satisfaction of achievement.

In discussing the role of the extension agent in program planning, Kelsey and Hearne considered the agent an organizer and a teacher.⁴

The agent studies recommended procedures and determines with the advice of his sponsoring organization what committees are needed, how these will be appointed, what aids they will need, what the local people can contribute, what resources can be used, what working relationships must be established with other agencies what phases of the program are of current interest and are important as against those which remain unchanged for the time being and require no immediate attention.⁵

In her Ph.D. dissertation, Morrow advanced the opinion that an educational agency is no better than its program.⁶ As part of her discussion on program planning in the Agricultural Extension Service, she voiced this thought,

³Ibid.
⁴Ibid.
⁵Ibid., p. 147.
To be effective, programming must provide for wide representation and active participation at all levels of planning and is a direct approach to help people analyze, clarify, and solve problems that are real and important to them. In addition, programming stimulates interest and alerts people to problems they have not as yet recognized by the presentation of factual information and through skilled leadership. The procedure can be an effective teaching process insofar as it involves the people who are to be served by the program.

Morrow presented the idea that she chose to call integrated program planning. The following are her thoughts:

Planning an integrated-program in cooperative Extension work is important because it permits the county staff to work cooperatively toward a few basic goals related to several phases of living rather than on fragmented and unrelated topics. An integrated program has the greatest educational impact on families because it deals with problems as they exist in everyday living.

In reporting her results, Morrow said,

A strong well-organized county Extension committee was one of the keys to successful long-range integrated programming. The county Extension committee played a central coordinating role in the entire programming process. It was of crucial importance that all separate activities add up to one integrated program. The Extension committee had a central role throughout in terms of policy formation, integration, guidance of activities, and evaluation and interpretation of findings.

As part of the conclusions of her study, Morrow compiled the following implications for Extension program planning:

1. Programming is an educational method and a continuous process.
2. Programming is a cooperative enterprise and is developed by joint participation of lay and professional people.
3. Participants in programming should have current information of the social and economic needs of families and other relevant background material to assist them in making intelligent decisions.
4. Adult educators should use sound educational procedures that will enable a wider and more representative number of people to participate fully at all levels of the programming process.

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7Ibid, p. 2.
8Ibid, p. 4.
9Ibid, p. 171.
5. Adult educators should involve representation from different age, education, and economic levels, from different interest groups, and from different geographical areas of the community or country.

6. Programming should involve planning a long-range integrated programming to be undertaken whether it be concerned with the business of farming, with family living, or with community improvement.

7. Programming should emphasize the importance of developing the capabilities of the people.

8. Educational objectives should be established to serve as guideposts in procedures, content, and evaluation for programming.

9. A good organizational structure is imperative to a successful long-range integrated program.

10. Programming should involve subject-matter specialists at the community and county level.

Bornman conducted a study of the concepts of Extension Agents in Louisiana concerning the role of such a group. He reported that there is rather general acceptance of the fact that Extension advisory committees are to assist agents in identifying problems in agriculture and homemaking. However, many of the agents perceived the role of this group as being one of assisting the agents in selecting methods. Further, he reported that more than 50 per cent of the members serving on the committee were selected by the extension agents. The percentage of attendance at the committee meetings was low.

Bornman made the following suggestions to correct the weaknesses in the usage of advisory committees:

10 Ibid, pp. 172-176

Selection of committee members by the groups they represent on the committee, it seems, should create greater interest and result in improved quality of committee action... It would seem that agents can do much to correct this weakness by employing the following procedures: (1) inform all members of their responsibilities in regard to the committee program; (2) provide committee members with more opportunities as well as more responsibilities in developing extension programs; and (3) devote more time to planning the activities of the committee and in consulting with committee members.12

Matthews, in discussing a county (parish) Extension program defined it,
as an understanding arrived at cooperatively by the local people and the county Extension staff of the following conditions:
1. The situation in which people are located.
2. The problems that are a part of the local situation.
3. The objectives of the local people in relation to these problems.
4. The recommendations to reach these objectives.13

In his Master's thesis, Whitham expressed ideas which were quite similar to Matthews'. He mentioned that a county Extension program should contain the following:

1. A description of resources.
2. An analysis of the present situation.
3. A list of basic problems.
4. A statement of the objectives and goals which clearly sets forth the desires of the people concerned.
5. Recommend solutions to the problems which make it possible to reach the objective.
6. A provision for revising the program.14

Both of these authors have outlined what they consider is the written parish Extension program. This is a written document which

12Ibid, p. 42.


explicitly sets forth the material they have outlined. It is the document upon which all plans and all action of the parish Extension staff should be based. The 4-H phase of the program, according to their ideas, should be an integral and coordinated part of the total parish program. It should, along with the other areas of the parish program, work toward the accomplishment of the program objectives as set forth by the planning groups. When this is achieved, then the program is a parish program, one which is integrated and coordinated.

Kelsey and Hearne mentioned four ways in which many counties fail to do their best in program development as follows:

1. Too little time is taken for planning.
2. Local data as a basis for problem determinations are insufficient.
3. There is a lack of effective participation by farmers and homemakers.
4. There is a lack of coordinated approach.¹⁵

Special educational committees are proposed by Kelsey and Hearne in the program planning process.¹⁶ Examples of such groups are special or sub-committees on family living, 4-H club work, and other areas which are common to all counties. They mentioned that many form agricultural groups of this sort. The number and character varies with the type of work in the counties. Kelsey and Hearne believed that the functions of these special committees were:

¹⁵Kelsey and Hearne, op. cit., p. 10.
¹⁶Kelsey and Hearne, op. cit.
1. To receive from the county extension program development committee problem assignments, suggestions, recommendations requests.
2. To review these problem assignments and work out plans to meet them.
3. To make a report to the county committee.
4. To decide on details for the activities they are in charge of and to assist in carrying them out.
5. To act in an advisory capacity to the county committee.

Once the program planning process is completed, Kelsey and Hearne suggested that the next step is to develop a plan for reaching the people with the plan. They defined a plan of work as an outline of procedure so arranged as to enable efficient execution of the entire program. When the planning process is completed, the agent knows what he is trying to do and why. To carry this out, a plan of work must tell who, how, when and where.

In discussing the involvement of local people in extension program development, Leagans wrote,

County Extension program development is, in essence, a process of making decisions about important objectives for extension work in the county. One of the most significant problems now confronting county extension workers is that of deciding on program objectives which reflect the primary needs and interests of the people. How to do this skillfully is a question of major concern to every extension worker. Decisions about program objectives are usually best when made, not by the agents alone, nor by the people alone, but when made jointly by the agents and the local people.

The contributions of local people to extension program development are obtained most effectively through some form of organized approach. Research indicates that there is no one best type of organization for programming suitable to all counties. There are certain criteria, however, which are usually met in counties where local people contribute to program development most effectively.

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17 Kelsey and Hearne, op. cit., pp. 170-171.
18 Kelsey and Hearne, op. cit.
19 Leagans, op. cit., p. 6.
Leagans described the written county extension program as,

a carefully developed statement in written form that clearly sets forth the significant changes needed in the behavior of people and the conditions in which they live to be aimed at over a period of years. Specifically, it is a statement that includes:

1. Primary facts that reveal the situation for each major commodity, enterprise, subject, or problem area in the county.
2. Significant problems or needs revealed by the facts about the situation.
3. Major means for meeting the problem or needs.
4. Statement of long-term objectives to be attained through extension teaching.

Leagans maintained that the next step in planning a county extension program is the development of a plan of work. He described a plan of work as,

a definite outline of procedure for carrying out work related to the different phases of the county extension program. It should indicate specifically the means to be used and the methods of using them. Its basic function is to provide a guide for use in carrying on extension work planned for the year in a systematic manner.

The annual plan of work should effectively serve the following functions:

1. As a specific guide for carrying out systematically all major aspects of extension work planned for the year.
3. A guide to the scheduling of extension specialists to assist with various aspects of the county program.
4. Meeting the administrative requirements pertaining to annual plans of work.

Darter made several conclusions concerning extension program development where it seemed to be most effective. The major conclusions were:

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21Ibid, p. 18.
1. The more effective programs emphasized the importance of developing the capabilities of people.

2. The more effective programs provided an educational experience for those participating in the planning process by setting up an environment and structuring the planning situation so as to stimulate the desired planning process.

3. The more effective programs involved a greater number of people in the planning process, thus giving a broader base for determining the needs and interests of the people.

4. The more effective extension agents developed the program jointly with the local people and gave the people more opportunity for determining the needs and interests of the people.

5. The more effective extension agents had greater support in carrying out the program.

6. The more effective agents had more integration of agricultural, home economics, and youth programs than the least effective agents.

II. PROGRAM ACTION

Program action is the process of reaching the people to be served with the planned phases of the parish extension program. The Joint Committee Report on Extension Programs Policies and Goals characterized extension education as follows:
Extension education is not an academic exercise but is education for use now. It involves work with people who differ in age, educational status, in interests, levels of living, culture, values and other variables. It involves education on the farms, in the homes, the community meeting place, in the extension worker's office, at other points, and under varying circumstances. Decision as to whether or not the services available will be utilized, and to what extent, rests solely with those to be served. Under these circumstances the productivity of extension education is determined by the merits of the services offered, including effectiveness of the teaching methods used.23

Leagans expressed the view that,

Program execution (extension teaching) is properly viewed as the process of arranging situations that stimulate and guide learning activity among participants toward pre-determined educational objectives or goals which specify desirable changes in the behavior of people and the conditions in which they live.... Program execution assumes that a program has been carefully developed which specifies clearly the basic objectives to be obtained through the extension teaching process.24

Organization of 4-H Clubs

This is the process of organizing 4-H clubs through which young people are offered the opportunity to participate in this phase of the parish extension program. Milbrath described the steps, which are followed in accomplishing this process in Kalamazoo County Michigan, as follows:25

1. Contact School Officials: They are contacted to arrange for an orientation period to acquaint prospective members with the organization; its purposes, programs, and activities.

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23United States Department of Agriculture and Association of Land Grant Colleges and Universities, op. cit., p. 33.

24Leagans, op. cit., p. 22.

2. Contact Leader - Adviser: An experienced person, who has worked with 4-H groups, is selected to lead the new club.

3. Orientation meeting: Parents as well as prospective members are asked to be present. The program is presented to the group in a dynamic fashion involving the use of different methods of presentation complete with visuals.

4. Group decision: The boys, girls, and parents decide whether or not to organize a club. It is their decision to make because they have to feel a responsibility for the club.

5. Voluntary Parents Committee: If the group is organized, this group is formed to help the leader organize the club.

6. Follow-up and Select Community Leader: At the outset the parents committee works collectively as the community leader. Later, one person is selected for this responsibility.

Hathorn, in his study of the relationship of school officials and the 4-H program in Louisiana, concluded that this relationship needs strengthening. He suggested several recommendations for strengthening this relationship. Among the more important were as follows:

1. A formal type program be organized to better acquaint school officials with the job responsibilities of the agents doing 4-H club work and the overall club program.

2. A schedule for 4-H club meetings should be made on a yearly basis, with principals, leaders, and school officials.

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3. A schedule of 4-H activities and events should be made available to school officials and personal invitations be extended to school officials for each and every event.

4. The agents should have occasional to frequent conferences with vocational agricultural and home economics teachers to foster better working relationships and to eliminate, to a great extent, the overlapping of the two programs.

5. The school officials should be included in the planning of the overall parish 4-H club program for the year and they should be consulted or kept informed with regards to planning and arranging for 4-H activities.

In the bulletin Improving 4-H Clubs, Sabrosky reviewed some of the pertinent research in this area. She specified two principles of social activity and group work which applied to 4-H club work as follows:

1. Any person takes part more wholeheartedly in an activity if it is his — if he helps to plan it. If he originates the idea, his participation is at its best.

2. Any person maintains his interest in an activity if he is taking part in it.27

She mentioned that "a 4-H club sponsored by a local organization is more active and longer lived."28

Martin delineated several basic principles for a local 4-H club program, He stated,


A successful 4-H Club program should be planned under the guidance of experienced leaders to conform to the culture of the people who will participate. Not only must it meet the needs, interests and skills of community members, and make use of available equipment, it must also take into consideration local customs and prejudices if it is to be readily accepted. 29

Clark said that it is good club work when,

1. Members of the 4-H Club propose, plan, carry out and evaluate their own program experiences with the assistance of the adult leaders.
2. The 4-H members enjoy status and a relationship of mutual acceptance which makes for social adjustment when there is a "we feeling", cohesion, and unity within the group.
3. 4-H members work together cooperatively and democratically with a range of participation, if possible every member participating to the extent of his abilities. This includes maximum individual opportunity and responsibility in achieving 4-H Club goals.
4. The behavior of the club is such that it accepts help, guidance and counsel from the 4-H adult leaders and other resourceful persons in the 4-H Club organization and community. 30

McAuliffe suggested the following steps to follow in building a 4-H Club program,

1. Have a program of broad scope so all boys and girls will have an interest in it.
2. Secure greater parent cooperation.
3. Have a program which solicits the active interests of boys and girls, their family and friends.
4. Have a program which will attract the interest of boys and girls as their interest in the standard 4-H project wanes.
5. Develop more intense leader training and recognition programs.
6. Put more emphasis on civic, social and human activities. 31


30 Robert C. Clark, "Selected Readings on Effective Extension Work in 4-H Club and YMW Programs" (University of Wisconsin), pp. 60-61.

In her study on the participation of older 4-H club members, Lyle made several conclusions. Among these were: (1) a variety of activities should be provided at regular 4-H meetings, and members should be made aware of them; (2) there should be some type of event other than regular 4-H meetings; (3) they should perform certain activities within the community or as a part of the county 4-H organization; (4) opportunities should be provided for member participation in demonstrations, judging, and the like, at regular meetings; (5) members should be allowed a part in planning and executing broad programs; (6) members should be informed about the county 4-H organization and allowed to take part in planning and executing the county program; and (7) members should be permitted to accept leadership responsibilities in the local club and county organization.

In a similar type of study, Davies arrived at some similar conclusions to Lyle. However, her results were obtained from research conducted on members of 4-H clubs of all ages. She reported that the feeling of belonging is positively associated with twelve items. These were the opportunity to help plan the local club program, the opportunity to help select club activities, the participation in local club activities, the participation in county events and activities, junior leadership assignments, attendance at project meetings, helpfulness of project

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33 Elizabeth C. Davies, "Relationships Between the Need for Belonging and Some Factors in the Organization and Programs of Four Selected 4-H Clubs" (unpublished M. S. Thesis, Cornell University, 1956).
training, the satisfaction with local project experience, the enjoyment of the club recreation program, the opportunity to select club delegates, the county honors received, and their interest in reenrollment in the club.

The Western Region 4-H Studies Committee did some research into the problem of low reenrollment. The results of this study were reported by Sabrosky. She listed 15 important suggestions for leaders as follows:

1. Work up a balanced program for every meeting.
2. Make the meetings "good".
3. See that the club program is planned well in advance.
4. Develop a variety of activities.
5. Have good-sized clubs.
6. Provide something to do the year round.
7. Help all young people earn money from their projects.
8. Devote time and effort to becoming well trained.
9. Generate community spirit.
10. Recognize good work and achievement.
11. Help parents feel important.
12. Secure other sponsors for the clubs.
13. Expand publicity beyond your project winners.
14. Fit your club projects into the overall County Extension program.
15. Develop an organized 4-H council or planning group on the county level.

Teaching Agriculture and Home Economics

The 4-H project is the basic tool used to teach agricultural and home economics subject matter to 4-H club members. Since 4-H is a voluntary organization, it is important that procedures be followed which are effective in stimulating interest among the members and that situations be provided which foster effective assimilation of the subject matter taught through the organization. In discussing this subject Clark said,

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The most intrinsic motivation for learning is the child's spontaneous interests. The progressive 4-H club is the one which
1. Finds out what the members real interests are.
2. Utilizes these interests.
3. Satisfactions come through doing a few things well.
4. Recognition comes to the club and its members through a program that is recognized in the community.35

In carrying this thought a little further, Clark said,

The project is that which gives body and life to 4-H club work. It gives the club members something to do with their hands and minds. It gives them responsibility. It offers an opportunity to develop their better selves. It provides a chance to express themselves in demonstrations, judging and exhibits. The projects are but means to an end and not an end in themselves, and it is the growth of the individual in which we are chiefly concerned.36

Martin had this to say about project work and the interests of club members,

The project section of the club program must be kept sufficiently flexible to meet the diversity of interests within the club membership and their changing needs from year to year.37

As a result of his study on the Experimental Teen-Age Talkover Project, McAuliffe expressed this thought about project work for Teen-agers,

It is further recommended that in all work with teen-agers it be recognized that their main interest is in relationships with others and not in learning about a specific agriculture or home economics subject. That the first has to be stressed in order for the second to be accomplished.38

In a study on factors related to re-enrollment, Mintmier reported his findings.39 He concluded that reenrollment in 4-H club work was higher

35Clark, op. cit., p. 19.
37Martin, op. cit., p. 22.
38McAuliffe, op. cit., p. 62.
39E.A. Mintmier, "Factors Related to 4-H Member Reenrollment in Four Pennsylvania counties" (unpublished M. S. Thesis), Cornell University, 1956).
for boys and girls who were doing project work in connection with livestock, including poultry, or a combination of livestock with other projects. He emphasized that the present 4-H agricultural project program, appeals to a larger number who have farm residence or prefer farm residence. To illustrate this point, he found that a higher percentage of the active group came from small to medium sized farms.

In a similar study, Sandstead reported that those who had not reenrolled had not understood or completed their project work. Coupled with this she reported that this same group had ineffective help from 4-H leaders, their parents were not cooperative, and their overall participation in 4-H activities was low.

Along this same line, Howes reported on his study of the non-reenrolling boys in the Maryland 4-H programs. He described the characteristics of the boy who reenrolled as follows: (1) he carried a project; (2) he owned his project; and (3) he received visits from adults who helped him with his project work. Further, he reported the reenrollee as actively participating in the activities of his 4-H club.

In a similar study, Harman reported a positive correlation between participation in the activities of the 4-H club and reenrollment among first year members. Hathorn made a recommendation that agents conduct

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42 S.I. Harman, "A Study of Some of the Factors Associated with Reenrollment of First Year 4-H Club Members in Harrison County, West Virginia" (unpublished M. S. Essay, Cornell University, 1951).
more project workshops for 4-H club members and that they should concentrate their efforts on four or five different projects each year rather than thirty to forty projects.\textsuperscript{43}

Hathorn further suggested,

That agents spend more time planning for club meetings and that each meeting be planned with definite teaching objectives in mind. Agents should have ready for distribution at each month's meetings, a mimeographed copy of useful information centered around the topic of their demonstration for that month... That this material be given to all club members, leaders, and sufficient copies be given the principal for each teacher. Agents might spend time during the month of August preparing a detailed outline of demonstrations to be presented throughout the school year.\textsuperscript{44}

Kelsey and Hearne said,

Extension field studies conducted over a long period of years and in many counties show that people are influenced by extension education to make changes in behavior in proportion to the number of different teaching methods with which they come in contact. As the number of methods of exposure of extension information increases from one to nine, the number of farm families changing behavior increases from 35 to 98 per cent. In general, the more ways through which people are exposed to extension information — meetings, demonstrations, bulletins, news stories, radio talks, personal visits, and other teaching methods — the larger the acceptance of recommended practices.\textsuperscript{45}

In many ways, the method demonstration is considered as one of the basic methods of teaching 4-H club members. Kelsey and Hearne emphasized that,

a method demonstration is used to show how to carry out a practice, for example, how to can, how to mix spray materials, how to build a terrace, how to make a slip cover. The demonstrator, an extension worker or a trained leader, before conducting the demonstration, takes four steps:

\textsuperscript{43}Hathorn, \textit{op. cit.}

\textsuperscript{44}\textit{Ibid.}, p. 77.

\textsuperscript{45}Kelsey and Hearne, \textit{op. cit.}, p. 232.
1. He decides how much skill is expected, and how soon the individual should acquire this skill.
2. He lists the principal step in the operation, emphasizing the key points.
3. He has ready the right equipment, materials, and supplies.
4. He has the work place properly arranged... Instructions are given clearly and completely, taking up one point at a time, but no more than the individual can master. The individual is given an opportunity to try out the practice... The method demonstration is particularly valuable in training 4-H club members... In closing a method demonstration arrange for follow-up training.46

Developing Volunteer Leadership

Volunteer leaders have been described as the cornerstone of the 4-H club program. For example, in Louisiana in 1958, there was an average enrollment of approximately 500 4-H members enrolled for each extension agent whose primary responsibility was 4-H club work. To effectively reach such a large group of young people with a voluntary, action program of education, Extension agents need assistance. This is where voluntary, unpaid leadership comes into the picture.

The "Joint Committee Report on Extension Programs Policies and Goals" expressed this view,

Without local volunteer leaders extension could not carry on as extensive a program as it does. In fact, as has been noted, extension's widespread use of unpaid local leaders and demonstrators is a unique contribution to the field of out-of-school education and social organization. Such leaders perform a variety of functions, both educational and organizational... The past and potential significance of this voluntary service to the successful prosecution of extension work is so great that it merits the very careful consideration of all extension workers. It must be understood that to be most successful a local leader must be a recognized member of the group he or she is to serve and must have the confidence and respect

46Kelsey and Hearne, op. cit., pp. 343-344.
of other members of the group. To the maximum degree practicable, leaders should be selected by the members of the group they are to serve.\textsuperscript{47}

In summarizing the research that had been done in some areas on 4-H local leadership, Sabrosky wrote these comments,

4-H Club studies show that...
1. Local leaders with several years experience have more successful 4-H Clubs than first year leaders.
2. Local leaders who are adequately trained stay in 4-H work longer than those who are not.
3. Local leaders say they have problems, and ask for more training.
4. Local leaders who attend training meetings have more successful 4-H Clubs than those who do not.\textsuperscript{48}

She also discussed the role of the county extension agent in developing 4-H local leadership. She reported,

4-H Club studies show that county extension agents need to...
1. Guide the selection of local leaders towards those who we know are most likely to stay with the 4-H program and do successful work...
2. Have parents help in some way to select the local leaders. People are more interested in the work of those they chose.
3. Hold several training meetings a year for local leaders.
   a. Give special training to new leaders; preferably before they take over a 4-H Club responsibility...
4. Give more time to training leaders, and to assisting them in activities requiring professional training such as training demonstration and judging teams, acquainting community and parents with objectives of 4-H work, clarifying project records, and training club officers.
5. Provide local leaders with necessary materials in readable form. Members look to local leaders as the most important source of information.
6. Include in the material a local leader’s handbook.
7. Encourage local leaders to visit members homes, particularly those of first year members, for two purposes: To get in touch with parents and to help members with projects or records.

\textsuperscript{47}United States Department of Agriculture and the Association of Land Grant Colleges and Universities, \textit{op. cit.}, pp. 39-40.

8. Make people want to become local leaders by:
   a. Devoting time to planning the training program;
   b. Devoting time to training the local leaders;
   c. Recognizing leaders through newspaper articles and at both local and county-wide events;
   d. Having local leaders take a leading part in planning the 4-H program and county events.

9. Encourage the use of junior leadership...

In his study of leadership training in Louisiana, Boone reported,

In summary one could say that a 4-H local leader training program could consist of the following:

1. County extension agent training meetings...

2. Parish planning meetings with school officials and parish 4-H Advisory Committees:
   a. To determine the needs and interests of local leaders;
   b. To determine the program content of a parish training program;
   c. To give all of those concerned an opportunity to contribute to the planning of local leader training programs.

3. Local leader training meetings...

4. Periodic letters, personal and service, and punched for a leader's handbook.

5. Make available leaflets, and bulletins punched for the leader's handbook, if possible.

6. Periodic visits with the local leaders in their homes and at meetings.

7. Evaluation of 4-H local leaders.

As a result of his study, Boone concluded that there existed a strong relationship between the amount of training received by leaders and ten of the eleven factors he studied which were related to leader training and the effectiveness of the leaders work with 4-H youngsters.

Through a study of 4-H club work with urban boys and girls, Gassie made several recommendations as follows:

\[49\text{Ibid.}, \text{ pp. 4-5.}\]


\[51\text{Ibid.}\]
Adequately trained project leaders in many of the non-productive projects presently offered to urban club members should stimulate interest in these projects as well as to offer assistance needed to make the projects successful for the individual. A greater effort should be made by extension agents and leaders to assist a larger number of club members with their projects and activities. In most cases this will require more trained adult leaders.

Based on research conducted by he and Skelton, Clark stated that their findings suggested that it is important to,

Have the community closely identified with the functions and success of the club so that the leader can expect and get the necessary assistance from parents and local organizations. For leaders in their first year, emphasis should be placed on training and personal counsel through training meetings, pamphlets that outline the duties of leaders, attendance of agents at one or more club meetings, and agents' visits with leaders in their homes.

County associations of 4-H club leaders, training schools and well-prepared written material concerning the county-wide program should provide leaders of both long and short tenure with much of the training helps desired.

Clark also discussed the personal satisfactions of the leader. As a result of his findings, he suggested,

Satisfaction also results from having people express directly their appreciation for one's efforts as a volunteer leader. Such habits should be constantly emphasized at 4-H Club meetings and by all associated with the program. Larger enrollment and a higher proportion of completion and reenrollment resulted when the leaders were well satisfied with their 4-H club duties. Personal expressions of appreciation, thank-you letters, plaques or scrolls of appreciation signed by club members or parents, and testimonial dinners help to provide the kind of recognition desired by leaders. The leader and the parents of the club member might well be recognized when the member received recognition for outstanding achievement.

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53 Clark, op. cit., pp. 40 c-d.

54 Clark, op. cit., pp. 40 f-g.
Dolan reported on his drop-out study of senior 4-H members as follows,

Assistance from agents and local leaders may also influence the degree to which the members will participate in the 4-H Club activities. The drop-outs received less project subject matter assistance than did the members. Therefore, project subject matter assistance is closely related to farm and home visitation. The drop-outs were visited fewer times by the agents and local leaders than were the members.55

One of the phases of a parish 4-H leadership program is junior leadership. Martin stressed this phase by listing the objectives of junior leadership as follows:

1. To provide more needed leadership in the local club. Larger clubs have a greater variety of interests to satisfy, and require more leadership than smaller clubs.
2. To provide opportunities for the personal development of the more mature members by giving them additional responsibilities, which they usually seek and accept. Club members remain longer under the junior leadership system; and junior leaders average over two years longer in club work than the regular members.
3. To keep the viewpoint of youth in the club program.
4. Eventually, to develop junior leaders into adult leaders.56

The author of this dissertation, in a study of junior leadership in Louisiana, wrote these comments,

A second aspect that could most certainly be improved is the parish junior leadership program. It is felt that the agents could very effectively use these youngsters more in planning... A large percentage were never given this opportunity.

Further 40% of the parishes involved had no junior leadership program at all. From the information received in this study, it can be assumed that if the program is offered there is a high degree of response to it.57


56 Martin, op. cit., p. 61.

Activities, Events, Contests and Awards

Since its development as an organization, 4-H club work has been a voluntary organization as far as membership is concerned. There have been few projects developed in which there were not some type of incentives, such as a prize or award, or activities, or special events and contests developed which served the purpose of creating interest and stimulating achievement. Apparently, all of these incentives have been generally accepted as basic to the development of the club program. In recent years, this whole area has become a favorite topic of discussion among professional workers, who lead the 4-H club program, and others.

Clark expressed this comment,

There is no doubt that the child, stimulated by such awards, will be motivated to work for a greater reward. But what of those who take part in this award system and receive no prizes? What sort of an experience is it for those who cannot gain their coveted objective? In fact, what is the total experience of those who do win, the laurels and carry off the prizes?\textsuperscript{58}

In discussing this topic a little further, Clark emphasized these points,

Under certain circumstances the incentives that go along with the 4-H club projects bring desirable results. There are some people who say that the system of awards is justified because:
1. It produces an earnest struggle to improve - to produce better goods.
2. It stimulates members to be active in the direction of reaching the objectives as set out by the 4-H club.
3. It promotes outstanding accomplishments and superior performances.
4. It promotes a more effective club - develops personal security for all who participate.
5. It develops good club morale.
6. It sets a standard suited to the capacities of the contestants.

\textsuperscript{58}Clark, \textit{op. cit.}, p. 13.
7. It gives a boy or girl a chance to win a college or university scholarship. It may also give an outstanding 4-H member a trip to the Club Congress, the National 4-H Camp in Washington, which is an experience never to be forgotten.

The county, state and national awards for outstanding accomplishment in 4-H club work seem to have a high place in stimulating the ambition of some club members in promoting club work and in developing 4-H club morale. 59

However, Clark emphasized that there were some dangers in using awards. He wrote,

However, there may be situations where the giving of awards actually results in greater harm than good. In fact the American emphasis on prizes, awards and honors has become a controversial issue. There are some who contend that:

1. While competitive 4-H activities may develop personal security in most of the relatively few who win, for the others failure to win may undermine security and add to feelings of inadequacy.
2. Awards encourage competition rather than cooperation. Thus they create a situation where jealousy, disappointment, and ill-feeling can readily replace helpfulness and good will. They often have a harmful effect on personal and group relations.
3. The desire to be acknowledged as better, stronger or more intelligent than fellow members easily leads one to become egotistical. In this case the recognition received by the member may actually be injurious to him and handicap him in making his best contribution to his home and community.
4. Those who gain most from the experience in competing in a project do not need or depend upon awards for recognition...
5. While prizes may temporarily stimulate hard work in the area in which the prize is sought, it may be at a sacrifice of effort and care in other areas needed for well-balanced living...
6. There are numerous examples of young people who have won many prizes and have had great honor bestowed upon them. Some young people can accept and adjust to such honor. However, there are others who lose their friends and the very much desired group associations in the process. Which is more valuable? 60

In commenting on this same subject, Martin wrote,

59 Clark, op. cit., p. 13.
60 Clark, op. cit., p. 13-14.
Most social scientists agree that, if properly used, awards help the educational process. They should be so set up that they provide the greatest incentive to effort; they should be graded so that there is some possibility of recognition for all contestants; regulations should be clearly understood and the procedures should be fair. The size of the award should be commensurate with the accomplishments, and there should be no exploitation of the winner. The whole process should make it possible for leaders gradually to shift the emphasis from winning to satisfactions in the activities for themselves.\(^{61}\)

Further, he writes "These facts imply that awards are put to their best use when offered as recognition for growth and achievement, not just for winning a contest.\(^{62}\)

In appraising a 4-H Awards Program, Clark listed some points which should be considered.\(^{63}\) Among these were:

1. The purpose of the Awards Program.
   a. Will it meet a real need of 4-H members and of the 4-H club program?
   b. Will it contribute to the accepted educational objectives of the program?

2. The participation by 4-H members.
   a. Will it be of interest to a large number of club members and/or will it attract more boys and girls into 4-H?
   b. Will it stimulate 4-H members to greater activity?
   c. Will it develop the spirit of cooperation as well as the spirit of competition?

3. Administering the Program.
   a. Can rules of procedure be developed that are fair and easily understood?

\(^{61}\)Martin, op. cit., p. 28.
\(^{62}\)Martin, op. cit., p. 27.
\(^{63}\)Clark, op. cit.
b. Can a tangible measuring device be developed for selecting winners?

4. Awards or Recognition - Are awards adequate and acceptable in:
   a. Amount - proportionate to size or importance of program or work done.
   b. Spread; many club members have the opportunity for recognition.
   c. Kind - They should be of value to club members and should not involve the specific product of the sponsor.

Jones reported that an equitable distribution of awards is desirable to maximize the effectiveness of the awards program. As a result of her study, she suggested a better apportionment of the available awards by recategorizing contest areas within the more popular projects and by drawing up more meaningful eligibility regulations.

Rapp concluded, as a result of her study, that recognition accompanying the award often became as important as the material value of the award. The prestige attached to certain awards had a bearing upon the member's desire for awards. She reported that public recognition at achievement programs, presentation by highly respected citizens, reports of the trip or award at local and county 4-H events had all added to the recipient's satisfactions and had extended the knowledge of award opportunities to other club members.

In his book, Martin advocated some suggested adjustments in the judging procedure for 4-H contests. He recommended that a modified version of the Danish system be used in placing contest entries. The

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66Martin, op. cit.
essential element in his plan was to set the standards expected of the participants in a contest. All who reached a specified standard are rewarded on the same basis; i.e. blue ribbon groups, red ribbon groups, etc. Then the best of the high (blue ribbon group) can be awarded championships or the like.

Martin listed the advantages of the Danish system as follows:

1. Standards can be more clearly established in the minds of the observers...
2. The judges do not have to make hair-splitting decisions, distinctions without clear-cut differences...
3. The system reduces the exalted glory of champions; and also divides lower scores among several members within the group...
4. A more equitable division of awards is made, since most of the contestants probably will be recognized in some group.
5. Psychologically, it is important that the adolescent shift from receiving individual recognition to group recognition in line with their development. 67

Further, Martin discussed some disadvantages of the Danish system. He listed them as follows:

1. The Danish system is not adapted to small judging classes, where there are not enough entries to establish group standards by assembling similar exhibits, etc.
2. It may increase the cost, since more ribbons and awards often are used.
3. It implies training conferences for judges so as to keep uniform standards, which often cannot be arranged conveniently. Also, at first there is a tendency for judges to be too liberal.
4. There is opposition to change from individual to group judging, especially from certain 4-H club sponsors at fairs and shows. 68

In a leaflet summarizing some of the findings of a survey of one-day, county-wide 4-H events, a series of tips were recommended to help make such events successful. These are as follows:

68Martin, op. cit., p. 50.
1. When you plan your event
   a. Ask members and leaders to assist in the planning.
   b. Decide on a purpose that is in line with the goals of 4-H club work.
   c. Base it on a 4-H problem, situation, or need.
   d. Outline all duties and assign responsibilities.
   e. Add a new feature or surprise if the event is one that you had last year.
   f. Include some recreation in an educational event; make sure the recreational events are also educational.
   g. Use several different types of advance publicity.

2. When you carry out your event
   a. Follow the plans and the time schedule as closely as possible.
   b. Be sure members and leaders help to carry out the event.
   c. Provide means for members to make presentations before the entire group, if possible.
   d. Provide a way for all attending to participate in some way.
   e. Invite parents and others in the community to attend or help sponsor the event.
   f. Remain in the background guiding those in charge of the various phases.

3. When you follow-up your event
   a. Ask members and leaders to:
      1) Decide whether or not the purpose has been achieved.
      2) List good points.
      3) List things to avoid.
      4) List new ideas...
   b. Prepare follow-up publicity.

The 4-H Club Member

The focal point of the 4-H Club program is the member and the effects that the program has upon the member. Much research has been directed at the member to find out why he does or does not reenroll and what his attitude toward the organization may be. Clark listed the following criteria for a productive 4-H Club member:

1. The member is able to communicate effectively with other members of the group.
2. The individual has a command of leadership skills, information and techniques to share with the group.
3. The individual can accept the role of the follower when the occasion presents itself.
4. The member has the respect of the 4-H Club.
5. The member is capable of analyzing the objectives of the 4-H Club and of self-evaluation.
6. The member is loyal to the group.
7. Regular attendance at 4-H functions is essential.
8. The individual is able to accept 4-H Club action without losing his own individuality.
9. The member has accepted the concept of the "greatest good for the greatest number" in the group.70

As a result of their reenrollment study, Copp and Clark advanced the following recommendations:

1. Concentrate recruitment activities on the ten-year-old age group. This is the age with the highest reenrollment rate...
2. Recruit the family in addition to the individual child. The findings in this study show that the family is a significant unit in reenrollment behavior. The interest and participation of the family are required if the child is to be retained in 4-H.
3. Remember that the members of the club are also members of various friendship groups. When one member is antagonized, or disappointed, a number of other members may be affected. The evidence from this study shows that the peer group enrollment pattern is more highly associated with reenrollment than any other general factor investigated...

5. Increase the degree of participation in 4-H activities. This does not necessarily mean adding new activities to the 4-H program; it means securing wider participation among members in existing activities.71

In a similar type of study, Mintmeir reported similar results.72

He found that joining a 4-H club at an early age appeared to have a positive effect on reenrollment. Those who had brothers and sisters in

70 Clark, op. cit., p. 61.
72 Mintmeir, op. cit.
club work reenrolled at a higher rate. Further, he concluded that reenrollment tended to be higher when the occupation of the parents and the preference of the 4-H members was oriented toward the farm or related agricultural vocations. According to his study, holding office in the club and serving on committees was favorable to reenrollment. He recommended plans to involve more members in the local 4-H club program as one of the aims of those in charge of 4-H club programs. Concerning the parents of 4-H members, he found that those whose parents had favorable attitudes towards the program and were involved in the club program enrolled at a higher rate. He reported that the family members of the active group reflected a closer relationship with each other than was true of the families of drop-outs.

Barker conducted a study of the 4-H member's completion of project work. As a result of his study, he suggested that the compulsions now existing in connection with the 4-H Club record book be removed. He pointed out that properly designed 4-H Club member's record books, kept on a voluntary basis, will be used by 4-H Club members to report adventure, activity, and achievement.

The importance of parental attitude and the member's experience in 4-H club work are pointed out in two studies. In one, Dolan reported, Four-H Club participation in general may be greatly affected by the amount and kinds of assistance given to participants. The drop-outs were given a lower degree of parental assistance as compared to members. It would appear that more emphasis should

be given to ways of involving parents in the 4-H Club program. Perhaps parents may be motivated by some of the following means: 1) formation of parents clubs relating to 4-H Club work, 2) inclusion of parents at 4-H Club meetings and some special 4-H Club functions, 3) better informing of parents about the spirit and philosophy of 4-H Club work as a phase of doing Extension work, and 4) developing regular newsletters designed for parents concerning 4-H club activities. 74

In a study of learning experiences of 4-H Club members, it was reported that "Parental help of club members and involvement of parents in club programs were reflected in high-learning experience scores of the children." 75

III. PROGRAM EVALUATION

Program Evaluation is the process by which extension workers determine the effectiveness of their programs. It is an attempt to ascertain the value of what has been done in relation to what was attempted. Kelsey and Hearne listed the purposes of Extension evaluation as:

1. To provide a periodic test which gives direction to continued improvement of work.
2. To help determine the degree to which the important purposes and specific objectives are being attained and, in the process, to help clarify these objectives.
3. To furnish data regarding the rural situation essential to program planning.
4. To serve as a check on extension teaching methods.
5. To provide evidence of the value of the program.
6. To give satisfaction to cooperators and leaders through an understanding and appreciation of what is accomplished. 76

74 Dolan, op. cit., p. 105.

75 L. M. Sizer, et. al., The Learning Experiences of Youth Groups - A Study of 4-H Clubs in Barbour County, West Virginia, (Bulletin 427, West Virginia University Agricultural Experiment Station, 1959), p. vii.

76 Kelsey and Hearne, op. cit., p. 219.
In discussing its importance in extension educational activity, Kelsey and Hearne wrote,

Evaluation is an important, integral part of all teaching and program planning work, because:
1. Without appraisal of results we have no sound basis for improving our work.
2. It helps us to identify needs for concentrated effort.
3. It gives us assurance and confidence.
4. It has a value in creating public confidence by giving rational facts.
5. Once we have a means of judging the value of methods or devices, we may experiment with them and have some degree of certainty that we can choose the best.
6. It aids our teaching by compelling us to define our objectives clearly.
7. It shows us whether the tools of teaching can be more wisely chosen.

Evaluation has its application to the 4-H phase of the Extension program. Martin listed some main purposes for evaluation in 4-H Club work as follows:
1. Evaluation may help to determine 4-H progress, both during the current year and for the year ahead.
2. Likewise, evaluation may help to determine the degree to which the objectives of club work are being reached, both regarding the specific purposes of 4-H work and also the larger purposes of the Agricultural Extension Service as a whole.
3. In addition, evaluation may help in guiding the members, leaders, parents, and others in understanding the people with whom they work - their interests, needs, and desires, individual and group differences, what the people accept and reject, values they hold, and the customs revered and practices adopted.

Leagans wrote, "Extension accomplishment may be usefully defined as the educational changes in people and the changes they make in their economic and social situation that result from extension work."

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77 Kelsey and Hearne, op. cit., p. 219.
78 Martin, op. cit., p. 103.
79 Leagans, op. cit., p. 39.
Carrying this a step further Leagans stated, "Evaluation of accomplishments may be defined as the process of collecting, analyzing, interpreting, and reporting valid and reliable information that shows the extent to which objectives of the county Extension program are being reached."80

Further, Leagans pointed out that this type of information was needed as a basis for: "1) More precise and complete reports in general and to the governing bodies in particular, and 2) Making modifications in program content, procedures, and teaching methods that strengthen extension work in a county."81

Raudabaugh characterized Extension work as being a cycle.82 He maintained that in Extension educational program development, there were five reasonably distinct stages: 1) Identification of the problem; 2) Determination of objectives; 3) Development of a plan of work; 4) Follow through on the plan of work; and 5) Determination of progress. He said, "as indicated, each stage can be evaluated. This is important because the accomplishments and successes attained in any stage are indicative of how much is likely to be attained in each subsequent stage of the extension cycle."83

Kelsey and Hearne identified the contribution of evaluation to program building as follows:

1. Evaluation helps to establish a "bench mark". The first principle in program building is to bet the facts about a situation,

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80 Leagans, Ibid., p. 39.
81 Ibid., p. 39.
83 Ibid., p. 8.
and the first measurement in evaluation must be taken at the point where people start or just before the teaching process begins.

2. Evaluation shows how far our plans have progressed...
3. Evaluation shows whether we are proceeding in the right direction...
4. Evaluation indicates the effectiveness of a program...
5. Evaluation helps locate strong and weak points in any program or plan. Improvements can be made only when we locate the weak points and make an effort to strengthen them.
6. Evaluation improves our skill in working with people.
7. Evaluation helps to determine priorities for activities in the plan of work.
8. Evaluation brings confidence and satisfaction to our work.84

Evaluation of the Performance of Agents

Performance evaluation focuses on the program rather than on the person who is doing the job. The main intent of such a system is to attempt to identify whether a job is being performed in a satisfactory manner. Attention is not focused on the characteristics, qualities or abilities of the person who is performing the job but on the progress the individual is making towards reaching the objectives of his program.

Whitham, in quoting from the system of Chrysler Corporation, outlined the following observations:

A. The objectives of the appraisal system:
   1. To improve the performance of people in their present jobs - to be a basis for counseling and coaching subordinates.
   2. To make possible the most effective use of individual abilities - depends on a systematic collection on strengths and weaknesses...

B. In evaluating performance it is important to:
   1. Base it on facts.
   2. Evaluate results on the job, not personal qualities which cause the result - describe the job...

C. In recommending action:
   1. Make recommendations specific.

84Kelsey and Hearne, op. cit., p. 227.
2. Set goals that are attainable.
3. Concentrate on correcting one or two important weaknesses at a time.\textsuperscript{85}

Newman made this point about performance evaluation, "The use of performance standards instead of executive qualities for judging the current work is recommended... there is no advantage in taking a round-about and uncertain path when a direct one is readily available... To the extent that performance leaves something to be desired, then the pertinent question is what can be done to improve it."\textsuperscript{86}

In a handbook on supervision published by the National Agricultural Extension Center for Advanced Study, the following goals for performance evaluation were listed:

1. To ascertain the present level of understanding and performance.
2. To identify relative strengths and weaknesses in understanding and performance.
3. To determine areas where program and performance improvements can be made.
4. To develop training to meet the needs of the worker and the demands of the position.
5. To implement the in-service training program and the training and assistance provided by the Extension supervisor.\textsuperscript{87}

Pfiffner and Presthus mentioned that "Controversy often arises as to the use to which ratings should be put. Roughly there are two schools of thought, the first maintaining that merit-rating scores should be used to determine pay increases, promotion and layoff."\textsuperscript{88}

\textsuperscript{85}Whitham, \textit{op. cit.}, p. 14.


The second point mentioned by them was, "the other attitude toward the proper use of ratings is that they should have no punitive function, but should be used as the basis of establishing rapport between the supervisor and the worker. In other words, the supervisor should use his rating as a therapeutic device for the development, motivation, and stimulation of the individual."

Whitham mentioned that in establishing an evaluation program, it should be kept in mind that the criteria should:

1. Be in terms of objectives and goals.
2. Measure progress and development of the agent:
   a. potential as well as present.
   b. in terms of starting point.
   c. in terms of condition of work.
3. Be educational
   a. to improve performance.
   b. to make best use of the agent's abilities.
   c. to aid in long-range planning.

Leagans stated, "Evaluation procedures, regardless of the purpose of what is being evaluated, requires the identification and clear description of goals, objectives, standards, or criteria that describe achievement which is assumed to be good, desirable, or 'what ought to be'."

Rogers and Olmstead outlined the following principles to guide the use and development of an evaluation plan:

1. The evaluation form is an educational instrument. It is more important to determine levels of performance in crucial areas of the job at particular points in time, than it is to determine a total or composite score which may be interpreted as excellent, good, fair, or poor.

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89Ibid., p. 276.
90Whitham, op. cit., p. 36.
91Leagans, op. cit., p. 2.
2. Honest and consistent self-evaluation, supplemented by the assessment of others, is more productive of good performance than is any other type of evaluation.

3. Evaluation should be a rating of performance for a given period of time.

4. Each item in an evaluation form should be considered separately. The evaluation should not be made to conform to a general impression of the person being evaluated.

5. Any person making evaluations must be acquainted with the work of the person being evaluated.92

Yoder suggested that, "Employee ratings may be used to help employees gauge their own value and accomplishments. Ratings frequently become a basis for counseling employees and increasing their usefulness and value to the organization."93

Whitham mentioned that an evaluation program for Extension work should be used to:

1. furnish a basis for pre-service and in-service training and guidance,
   a. for new agents
   b. for experienced agents.
   c. as a counselling guide for professional improvement.
   d. to encourage the establishment of county objectives and development of strong programs and effective methods of extension teaching.
   e. to encourage integration of the over-all extension program.

2. furnish an opportunity for self-analysis by the individual.
   a. to remove pressures working on the agent.
   b. to give security to the agent.
   c. to objectively look at the work load being carried.

3. help determine merit for advancement.

4. focus attention on over-all items of strength and weakness in state and county programs.94

Finally, Whitham summarized the criteria for an evaluation of an Extension program as follows:

1. A sound program planning procedure which enumerates the objectives and goals of the program to be evaluated and indicates the extent to which local people are involved and how these objectives and goals are in terms of the people's expressed needs and desires.

94Whitham, op. cit., pp. 1-2
2. Be based on facts which will show changes in performance, attitudes and knowledge.
3. Uses performance which shows results on the job instead of personal qualities which might cause results.
4. Does not allow a single incident or responsibility to overshadow the entire job.
5. Is a continuous process taking into account changes which might occur as people's needs and desires change.
6. Is the cooperative responsibility of local people, county workers, and the administration.95

95Whitham, op. cit., p. 39.
CHAPTER III

THE CRITERIA FOR A STANDARD OF PERFORMANCE FOR PARISH 4-H PROGRAMS

Performance is the keynote in formulating a general plan to evaluate 4-H programs. By performance is meant the actual procedures and steps necessary to plan, execute, and evaluate a 4-H program. This plan is not intended as one to evaluate the qualities and abilities of the persons charged with these responsibilities. Rather, it is intended to be a plan which will measure the performance of the individual in discharging his responsibilities in connection with the 4-H program.

In developing the plan, the following points are considered as distinct advantages of a system based on performance:

1. Such a system provides a sound base for improving the work of an agent. The effective implementation of such a system provides a basis upon which agents can be coached and counseled in order to strengthen the effectiveness of their programs. This premise is essentially based on the feeling that such a plan will help to develop a mutual feeling of understanding between the agent and his supervisor. If such a rapport is developed, the supervisor should be able to effectively utilize an evaluation system to counsel with agents on overcoming weaknesses in their programs.

2. Such a plan can minimize personality bias in evaluating agents, especially, in overcoming preconceived ideas about the effectiveness of an agent. It is natural for people to unconsciously evaluate everyone they meet or work with in terms of their own past experiences, prejudices,
or personal beliefs. Perhaps, the diligent application of a performance type of system can help to eliminate at least part of the bias in making an evaluation.

3. A properly organized system of program evaluation should contribute important values to administrative effort. Effective personnel management is one of the major tasks of administration. This is particularly true of Extension work because of the distances involved and the small amount of contact between administrators and agents. A concrete method of evaluating programs thus becomes all the more necessary for effective planning of personnel policies, training programs and the determination of areas of strength and weakness in the parish programs as a whole.

4. It provides a concrete basis for an effective training program. Because of the physical distance between agents and supervisors which makes personal contact rather infrequent, it is difficult to accomplish a thorough indoctrination of new personnel into Extension by the state supervisors and 4-H specialists. This is particularly true of the 4-H phase since practically all of the new agents in Louisiana are generally assigned this responsibility. The criteria in a standard of performance for a parish 4-H program should provide an ideal method of training new as well as old personnel in the fundamental and specific tasks of their job.

5. It provides a simple method of comparing present performance with desired results. In the process of planning their programs, agents are encouraged to establish, in cooperation with the local people, long-time program objectives. Based on these objectives, each agent
plans his own work to help accomplish these objectives. A performance evaluation system should provide a method of measuring progress towards the accomplishment of these objectives.

6. A performance system can emphasize to the individual what he must do in order to improve his program. The spotlight is on the areas which the agent can perform rather than on the negative criticism of personal qualities which might tend to lessen his effectiveness. Focusing on tasks to improve his program could be very effective in stimulating him towards self-improvement.

I. THE FOUNDATION OF THE PLAN

As expressed earlier, the basic concept of this plan is on the evaluation of performance in planning, executing, and carrying out a 4-H program. A number of factors were considered important in the overall construction of the plan.

Many experts agree that the fundamental basis for such a system is the job description and standard of performance which describe the job in question. These documents usually describe the job in general, and then list the specific tasks which the individual is expected to perform in the course of performing the job. Such documents make the job of evaluation simpler because the functions of the job are usually specifically delineated.

Another important factor to consider is that a performance type of system should be designed to measure merits and deficiencies in the program. The focus is on the program and not on the individual. It should measure the performance of the individual in terms of his work
in carrying out the job; analyzing the parish situation, building a 4-H Club program, planning the work, executing the plan, and evaluating what has been done.

An evaluation plan based on performance should enable those concerned with the program to establish "bench marks". The term "bench mark" indicates the level of performance that was achieved at the particular time the evaluation was made. As subsequent evaluations are made, the use of "bench marks" enables those concerned to determine what progress has been made towards improving the program. The "bench marks" should be established only after a complete survey has been made to determine the situation in the parish; program objectives have been determined; goals set; and a plan of action developed in order to attempt to reach the objectives.

In measuring the progress of a program towards its objectives, the evaluation must be based on facts; facts which indicate what is being done. This makes it necessary to accumulate as much information as possible about the program being evaluated. A systematic procedure should be developed to accomplish this task.

Appraisals should be made periodically as well as continuously to check the progress of the program towards its objectives. This indicates that evaluation should be a continuous process and not one to be accomplished at only specified intervals. At the time an appraisal is made, perhaps the agent and the supervisor can agree on several proposals to work towards overcoming a deficiency. Periodic checking should indicate what progress is being made. Thus, the plan could be effectively implemented as a method of supervision during the course of the year.
An evaluation system should be educational in nature. It should serve the purpose of strengthening the effectiveness of the program. Otherwise, its value is nil. Therefore, after the evaluation is made, the agents charged with the responsibility and the supervisor should chart a definite course together which aims at the improvement of the program. It is important that this be specific so that goals which are measurable and attainable can be developed in light of the original course of action.

Essentially, the factors discussed here indicate that the development of a plan that is sound should be based on several important ideas. First, the plan should evaluate performance in carrying out the responsibilities of the job. Second, the evaluations should be based on facts. Third, the progress of the program should be measured in terms of the objectives which it is designed to achieve. Last, the key to a successful evaluation system is that the situation should be such that a mutual relationship of trust and understanding can exist between the supervisor and the agent.

II. THE EVALUATION PLAN

The plan outlines the three principal tasks in conducting a 4-H Club program; planning, action, and evaluation. Most authorities in the field of Agricultural Extension work subscribe to this concept. They agree that these factors should be present for the program to be considered educationally sound. The three areas, planning, action, and evaluation, constitute the three major areas of the evaluation instrument.
In each of the three areas, important elements are identified as being the chief components necessary to effectively determine the level of performance in a program. Under each of the elements, a series of criteria are developed. The criteria are designed as the actual measuring device to determine the effectiveness of the program. In order to make this evaluation, a series of conditions are delineated. The conditions indicate the facts to be ascertained so that an evaluation can be made for the criterion in question.

The entire plan is developed on the basis of several areas. Pertinent research and current literature in the field of 4-H Club work and Extension work were reviewed to gather information on the methods, procedures and techniques which have proved to be most effective or were generally accepted by the leaders and authorities in 4-H Club work. This review included material in the areas of program planning, program action and program evaluation. Studies which related to the general effectiveness of 4-H Club work were also reviewed for the same purpose.

Program Planning

This area constitutes the first major area of the evaluation plan. It encompasses the entire phase of the 4-H program which related to the planning process of analyzing the parish situation, the organization and process used in developing the program, the preparation of the program itself, and the plan of action to be followed in executing the program. The primary purpose of the program in this area is to specifically define the problems of the people and to develop objectives which can lead to the solution of these problems.
The Extension agents providing the leadership for the program are expected, as identified in the evaluation plan, to assume the responsibility of seeing that this process is carried to fulfillment. Basically, their principal responsibility is to serve the people of the parish in helping them to solve their problems of an agricultural or home economics nature. The plan identifies a procedure which should assist in accomplishing this task.

The unit on program planning is divided into three elements: 1) organization and process for planning; 2) the planned 4-H phase of the parish Extension program; and 3) the 4-H phase of the annual parish Extension plan of work. This unit is an adaptation of a plan developed by J. N. Raudabaugh.1

**Element No. 1 - Organization and process for program planning**

The following is the statement of guiding principles, the eight criteria in this element and the check list of conditions for each criterion:

**Statement of Guiding Principles**

The first element is concerned with the organization and process used in the development of the 4-H phase of the parish Extension program. In developing this element, the primary consideration is that the people most directly concerned with the 4-H program should have a voice in it. Other factors are also considered important. The procedure used should be one which enables the people concerned to truthfully and intelligently identify their problems and needs and to express them in the form of objectives for the program.

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The process of planning the 4-H phase of the parish extension program is one of making decisions about the important needs or problems and objectives in a parish. This process is accomplished as part of the procedures used to plan the total extension program for the parish. The 4-H phase of the program is an integral part of this process.

The identification of needs or problems by local people, assisted by the parish extension staff, is a primary problem in planning a program. Closely related is the problem in program planning of deciding on program objectives that reflect the needs and interests of the people. Action is more likely to result when decisions about program content and objectives are made jointly by the people concerned, aided by the extension agents. To accomplish this, some form of organization of people and agreed-upon process for planning are required.

**Criterion No. 1**

Representatives from within the parish of all groups affected by the 4-H program and by 4-H club work are organized into a 4-H sub-committee of the parish extension advisory committee to plan the 4-H phase of the parish extension program.

Check list of conditions to be met:

1. The office of the Superintendent of Schools is represented
2. The parish School Board is represented
3. The Police Jury is represented
4. The school principals are represented
5. The 4-H local leaders are represented
6. The parish 4-H executive committee is represented
7. The parents of 4-H members are represented
8. The major farm organizations of the parish are represented
9. The different communities of the parish are represented

Evaluation question:

1. To what extent are all groups of the parish, which are affected by the 4-H program, represented on the 4-H subcommittee of the parish extension advisory committee?

Criterion No. 2

Members of the 4-H subcommittee are selected by the group, agency, and/or area they represent for a designated period of time and there is a plan which provides for the staggering of terms and for their replacement.

Check list of conditions to be met:

1. The members are selected by the group, agency, and/or areas they represent.

2. Each member has a designated period of time to serve on the committee.

3. There is a specified date for replacement of each member.

4. The replacement dates for the members are staggered to provide for continuity of committee membership.

Evaluation questions:

1. To what extent are the 4-H subcommittee members selected by the groups, agencies, and/or areas each member represents and for a designated period of time?

2. To what extent have the replacement dates for members been staggered so as to provide for continuity of committee membership?
Criterion No. 3

Each staff member and each member of the 4-H subcommittee understands the purpose of the 4-H subcommittee and the scope of the educational responsibility of the 4-H program.

Check list of conditions to be met:

_____ 1. There is a clearly defined statement of purpose for the committee.

_____ 2. The statement of purpose has been accepted by:
   _____ a. Parish extension staff
   _____ b. Subcommittee members

_____ 3. The subcommittee members have accepted and understood the educational responsibility of the 4-H organization.

Evaluation question:

_____ 1. How well has each staff member and each subcommittee member understood the purpose of the 4-H subcommittee and the educational responsibility of the 4-H program?

Criterion No. 4

The parish extension staff and the 4-H subcommittee have reached agreement and followed through on the allocation of time to planning, the phases of 4-H work to be planned and the general process to be followed.

Check list of conditions to be met:

_____ 1. An adequate amount of time is allocated for a successful job of planning.

_____ 2. A procedure is followed which enables the subcommittee to effectively accomplish its task.

_____ 3. The relevant basic situational facts about the parish and the 4-H program are collected and reviewed as a basis for planning.

_____ 4. Pertinent research data are reviewed by the 4-H subcommittee.

_____ 5. The major problems, needs, and/or interests are identified after a study of the relevant facts.
2. Available written programs from other youth groups are reviewed to determine possible coordination on common problems, needs, and/or interests.

Evaluation question:

1. To what extent is the coordination of the 4-H program effected with the programs of other groups working with young people?

Criterion No. 7

The report of the 4-H subcommittee is integrated into the total parish extension program by the parish extension advisory committee.

Check list of conditions to be met:

1. The report of the 4-H subcommittee is presented to and discussed with the parish extension advisory committee.

2. The report of the 4-H subcommittee is accepted and integrated into the report of the parish extension advisory committee.

Evaluation question:

1. How well is the report of the 4-H subcommittee integrated into the report of the parish extension advisory committee?

Criterion No. 8

Accurate and adequate records are kept and distributed on the planning activities of the 4-H subcommittee.

Check list of conditions to be met:

1. Minutes of the 4-H subcommittee meetings are in written form and available.

2. Records are kept on the attendance at the meeting.

3. Copies of the deliberations are made available to:
   a. Subcommittee members
   b. Other persons concerned

Evaluation question:

1. To what extent are accurate and adequate records kept and distributed on the planning activities of the 4-H subcommittee?
Evaluation question:

1. How well does the parish extension staff and the 4-H subcommittee reach agreement and follow through on the amount of time devoted to program planning, the phases of work to be planned and the general process to be followed?

Criterion No. 5

The major problems, needs, and/or interests as identified are reviewed by the 4-H subcommittee for the purpose of determining priority and establishing immediate and long-time goals for the 4-H phase of the parish extension program.

Check list of conditions to be met:

1. Priorities are determined relative to the major problems, needs, and/or interests as determined by the planning group.

2. Objectives and goals are determined relative to each of the major problems, needs, and/or interests as determined by the planning group.

3. Both immediate and long term objectives are determined.

Evaluation questions:

1. How completely are priorities developed for the identified major problems, needs, and/or interests?

2. How completely have the objectives been determined for the major problems, needs, and/or interests of the people?

Criterion No. 6

The 4-H subcommittee, with the help of the parish extension staff, coordinate the 4-H program with the programs of other groups working with young people.

Check list of conditions to be met:

1. Other groups working with young people in the parish are.
   a. identified
   b. considered in the planning committee's deliberations
   c. invited to consider coordination of programs
Element No. 2 - The planned 4-H phase of the parish Extension program

The second element on program planning is concerned with the written parish Extension program of which 4-H club work is a phase. As stated above, this is a written document. This document is one which identifies the situation in the parish, delineates the expressed problems of the people the program is designed to serve, and identifies the objectives which the program should assist the people in reaching. 4-H Club work should be specifically identified in this document as to its part in achieving these objectives.

The following is a statement of guiding principles for this element, the four criteria to be used in evaluating a program, and a check list of conditions for each criterion:

Statement of Guiding Principles

As part of the parish extension program, the 4-H program is an integral part of this document. This planned program is in written form and is prepared by the parish extension advisory committee. It describes the existing situation in the parish as a whole and specifically identifies the 4-H situation. It states the significant needs, interests and/or changes that need to be made by the people currently, as well as over a period of years.

Specifically, the written program includes; 1) statements of current basic facts that reveal the situation in 4-H work in the parish, 2) statements of significant needs, interests, or problems of the people, and 3) statements of immediate and long-time objectives for meeting the identified needs and problems through the 4-H program.
Criterion No. 1

There is a written parish extension program, which specifically mentions the 4-H phase, that has been widely distributed that includes: 1) a statement of the program-planning process and the committee composition; 2) situational statements of needs, interests, and problems, which specifically identifies those which relate to 4-H, as identified by the planning group; 3) statements of immediate and long-term objectives or goals for each of the major needs, interests, and/or problems in 4-H as enumerated in the planned program; 4) indications of coordination with groups, agencies, and organizations outside extension, who work with rural boys and girls.

Check list of conditions to be met:

___ 1. The planned parish extension program, which includes the 4-H phase, is in written form.

___ 2. There is a statement in the written program which relates how the program was planned. The 4-H subcommittee and the names of its members are identified in this part.

___ 3. The written program contains a situational statement for 4-H which identifies the problems, needs, and interests included in the program.

___ 4. Where appropriate, 4-H is identified in the written program for each problem, need, and interest in the statement of:
   a. immediate objectives and/or goals
   b. long-time objectives and/or goals

___ 5. The groups, agencies, and/or organizations with whom the program effort of the 4-H phase is to be coordinated are identified for each problem, need, and/or interest that is to receive coordinated parish program action.

___ 6. Copies of the written parish extension program are distributed to all relevant groups, organizations, and families which have an interest in 4-H work.
Evaluations questions:

1. How completely is 4-H work covered in the situational statements of problems, needs, and interests and in the immediate and long-term objectives in the written parish extension program?

2. How adequately has the planning process, the composition of the 4-H subcommittee and the coordination of 4-H work with groups, agencies, and organizations outside extension been stated in the written parish extension program?

3. How adequately have copies of the written parish extension program been distributed?

Criterion No. 2

The situational statement for the 4-H phase of the parish extension program delineates the needs, interests, and problems of the people of the parish as far as young people are concerned.

Check list of conditions to be met:

1. The facts included in the situational statement are:
   a. current
   b. objective
   c. accurate
   d. pertinent

2. The situational statements are:
   a. youth - centered
   b. subject - matter oriented
   c. based upon the level of interest of the boys and girls
   d. based upon the level of understanding of boys and girls
   e. based upon the background and experience of the boys and girls
   f. clear and definite
   g. action provoking

Evaluation question:

1. How well does the situational statement for the 4-H phase of the parish extension program delineate the needs, interests and problems of the people of the parish as far as young people are concerned?
Criterion No. 3

The stated immediate and long-term objectives for the 4-H phase meet the standards for educational objectives for an action educational program.

Check list of conditions to be met:

1. The objectives and goals (both immediate and long-term) or the 4-H phase are stated in terms which identify:
   a. the people concerned or to be concerned
   b. the changes the people desire to make
   c. the content or subject matter areas involved

2. The objectives and goals are achievable educationally considering the people concerned and the available resources.

3. The objectives and goals are developmental and will lead to an expansion of interests and satisfactions.

4. The objectives and goals can be evaluated; evidences of accomplishment can be identified.

Evaluation question:

1. How well have the statements of objectives and goals met the standards for educational objectives for an action educational program?

Criterion No. 4

The planned program for the 4-H phase includes needs and/or interests in all pertinent areas of extension educational responsibility as set forth in the Scope Report and provides for reaching all geographical areas of the parish.

Check list of conditions to be met:

1. All pertinent areas of educational responsibility as set forth in the Scope Report are included in the planned program of the 4-H phase.
   a. efficiency in agricultural production
   b. conservation, development, and use of natural resources
   c. efficiency in marketing, distribution, and utilization
   d. management on the farm and in the home
   e. family living
The third element in the unit on program planning is concerned with the plan of action that is developed for the 4-H phase of the parish Extension program. This plan is a personal one developed by the agents charged with the responsibility of the program. The plan should be based on the objectives of the program as set forth in the written parish Extension program. It should be educational in nature with the action based on specific educational objectives.

The following is a statement of guiding principles for this element, the three criteria to be used as the basis for evaluating a program and a check list of conditions for each criterion:

Statement of Guiding Principles

The 4-H phase of the parish Extension program is a part of the plan of work for the parish Extension staff. This plan of work is a written procedure of detailed action to guide 4-H teaching through the
4-H organization in the parish. It is a blueprint for the agents and the people to follow in moving ahead to the accomplishment of the objectives stated for 4-H work in the parish Extension program. A plan of work indicates who is to be involved, what jobs will be done, who will do the various jobs, what methods are to be used, and when and where the jobs will be done.

Criterion No. 1

The plan of work for 4-H in the parish is a coordinated and integrated part of the parish Extension plan of work. It is developed and reviewed by the agents doing 4-H work working with the Parish Chairman, appropriate local committees, specialists and supervisors. It is coordinated with the groups and agencies outside of Extension that are working in the same or related areas.

Check list of conditions to be met:

____ 1. The annual plan of work is in written form.

____ 2. The appropriate people participate in the development of the written plan of work for the 4-H phase as follows:
   ____ a. the agents doing 4-H work
   ____ b. the Parish chairman
   ____ c. appropriate 4-H subcommittee members
   ____ d. appropriate specialists
   ____ e. district program specialist (4-H)
   ____ f. representatives of groups and agencies outside extension who have coordinated with the 4-H phase of the extension program.

____ 3. The appropriate people participate in the review of the plan of work as follows:
   ____ a. agents doing 4-H work
   ____ b. parish chairman
   ____ c. appropriate 4-H subcommittee members
   ____ d. appropriate specialists
   ____ e. district program specialist (4-H)
   ____ f. representatives of groups and agencies outside extension who have coordinated with the 4-H phase of the extension program.
Evaluation question:

___ 1. How well have the appropriate people worked as a team in developing and reviewing the written plan of work for the 4-H phase of the parish extension program?

Criterion No. 2

The annual written plan of work for the 4-H phase is based on the stated objectives and/or goals and meets the standard of an educational plan of work.

Check list of conditions to be met:

___ 1. The plan identifies the specific educational jobs (specific objectives) to be done.

___ 2. The specific educational jobs are related to a general objective in the program as planned.

___ 3. The plan indicates for each educational job:

___ a. how each will be done
___ b. when each will be done
___ c. where each will be done
___ d. who will do the job (agents, leaders, others)
___ e. the people who are to be reached.

___ 4. The annual plan of work includes a calendar of 4-H activities and events.

___ 5. The plan for each educational job includes a variety of techniques, materials, and methods which are appropriate for the objectives to be accomplished.

___ 6. The subject matter to be taught is appropriate considering the time to be devoted to the job.

___ 7. The subject matter is appropriate considering the 4-H members' interests, knowledge, and background of experience.

___ 8. Appropriate training for 4-H adult and junior leaders is included so that they may assume their planned responsibilities in the program.

___ 9. The evidence of accomplishment for each educational job are identified and a provision is made for a systematic evaluation.
Evaluation questions:

1. How adequately is the written plan based on the general objectives of the 4-H phase of the program?

2. How well have the standards of an educational plan of work been met?

Criterion No. 3

The 4-H phase of the written parish extension annual plan of work is realistic in terms of the human and other resources available for educational work with young people in the parish.

Check list of conditions to be met:

1. The number of different educational jobs and activities planned are realistic in terms of the available time of the people involved.

2. Adequate professional leadership is available to carry out the plan.

3. Adequate 4-H adult and junior leadership is available to supplement and complement the work of the extension agents doing 4-H work in carrying out the plan.

4. Adequate facilities and support are available in the parish to assist in carrying out the planned 4-H phase.

Evaluation question:

1. To what extent is the annual plan of work for 4-H realistic, considering the available human and other resources?

Program Action

Program action is the second major area of the evaluation plan. This unit is concerned with the execution of the plan as outlined in the unit on program planning. This phase is the one which actually reaches the people, specifically, in the case of the 4-H program, the 4-H Club member, with a program of action designed to help them reach the objectives which they have set for themselves.
Two areas are of primary concern. First, it is important to reach the boys and girls of 4-H age in the parish with a program that will teach them the most current information on agriculture and home economics and related subjects. Second, this program of voluntary instruction and participation should aid them in developing interests, abilities, leadership, and good citizenship.

Four major elements were developed as the basis for evaluating the effectiveness of the action segment of the program. The first is concerned with the organization of the program; organizing clubs, securing and training leadership, and the development of good public relations. The second element is concerned with the individual 4-H Clubs in the parish; the leadership that is provided, the participation and interests of the members, and the clubs to which they belong.

The third element is concerned with the teaching activities of the Extension agents whose primary responsibility is 4-H Club work. Lastly, the fourth element is concerned with the numerous activities, events, contests, and awards offered through the 4-H program and designed to stimulate activity among the members in order to enhance their educational experiences in 4-H Club work.

**Element No. 1 - 4-H Club Organization**

This element is concerned with the process of organizing 4-H Clubs in such a manner that they become cohesive, functioning units. In Louisiana, 4-H Clubs are organized through the school system. Therefore, it is important that there be a high degree of cooperation between the school system and the parish Extension office.
The Extension agents have the primary responsibility of arranging with the school principals for the organization of the clubs. They should secure, with the cooperation of the school principal, adequate local leadership for each 4-H Club. These leaders should be provided with an adequate amount of training which will assist them in assuming their planned responsibilities within the clubs. The 4-H Club members should be provided with the opportunity to express themselves and make decisions about the activities and events conducted at the parish level of which they are a part.

Maintaining good public relations with all groups in the parish is an important responsibility of the agents. A favorable attitude on the part of the local people and local groups is conducive to an organization which can reach people effectively and provide the local support which seems to be necessary for an effective program.

The following is a statement of guiding principles for this element, the six criteria to be used in evaluating a program, and a check list of conditions for each criterion:

Statement of Guiding Principles

As a means of reaching young people with the planned parish Extension program, 4-H Clubs are organized. In order to help young people reach the objectives as identified in the 4-H phase of the parish Extension program, 4-H work is offered to every rural boy and girl in the parish through the cooperation of the school system. This process requires the provision of adequate and trained local leadership to assist 4-H members in their work. Further, opportunities are afforded 4-H members to express themselves concerning the activities of which they are a part.
Criterion No. 1

The activities of the 4-H phase are coordinated with those of the parish school system.

Check list of conditions to be met:

1. The parish Extension agents doing 4-H work consult with the Superintendent of Schools concerning the parish 4-H program and its organization.

2. The activities of the 4-H program are coordinated with those of the school system by the parish Extension agents doing 4-H work.

3. The parish Superintendent of Schools or his representative is invited to attend the major 4-H activities and events.

Evaluation question:

1. To what extent are the activities of the 4-H phase coordinated with those of the parish school system?

Criterion No. 2

The opportunity to be a 4-H member is extended to every rural boy and girl in the parish through a 4-H Club, which is organized in a manner that is conducive to learning, in the school which they attend. Sufficient and adequate volunteer adult leadership is provided.

Check list of conditions to be met:

1. Each school in the parish having rural boys and girls among its students is offered the opportunity to have a 4-H club or clubs organized in its school.

2. A 4-H club, or clubs, is organized in each school in the parish having rural boys and girls among its students.

3. In view of the local situation, the clubs are organized in such a manner that the size of the club is conducive to effective organization and teaching.

4. The principals of the schools in which 4-H clubs are organized are consulted on the details of organizing their 4-H clubs.
5. Potential 4-H members, and their parents, are informed about 4-H Club work through all available means.

6. Each 4-H Club in the parish has a sufficient number of volunteer leaders.

7. Each 4-H Club in the parish has volunteer leadership, which is adequate in terms of the quality of leadership, to give the needed individual help to members.

Evaluation questions:

1. To what extent is the opportunity for membership offered to every rural boy and girl in the parish?

2. To what extent does the 4-H Clubs organized provide a situation which is conducive to effective learning?

3. To what extent is sufficient and adequate leadership provided on a voluntary basis?

Criterion No. 3

The members of the 4-H organization, through their elected representatives, are provided and afforded the opportunity to express opinions and make decisions about the activities on the parish level which are conducted for their benefit.

Check list of conditions to be met:

1. A parish 4-H Executive Committee, which is a group composed of the elected representatives of each 4-H Club, is organized.

2. Through the parish 4-H Executive Committee, the 4-H members are given an opportunity to express opinions, and to make decisions and recommendations on the activities in the parish 4-H program in which they are expected to participate.

3. Sufficient opportunity is provided for the parish 4-H Executive Committee to meet, discuss and make decisions and recommendations on all of the pertinent activities in the parish which affects them as members.

4. The 4-H agents and leaders, who work with the group, serve as counselors and advisors in that they provide an atmosphere which is conducive to the functioning of the group as a democratic body.
Evaluation question:  

1. To what extent does the 4-H organization provide an opportunity for its members to express opinions and make decisions and recommendations about the activities which are conducted for their benefit?

Criterion No. 4

The Extension Agents, in cooperation with the 4-H local leaders, provide the means by which 4-H clubs are organized and meet regularly according to a pattern which maximizes the 4-H experience of the members.

Check list of conditions to be met:

1. Regularly scheduled 4-H meetings are held by the Extension agents with each club during the school year.

2. Local leaders hold 4-H club meetings, other than those held by the agents, to supplement the work done at regular 4-H meetings.

3. A general pattern is followed for regular 4-H meetings which encourage the 4-H club to become an organized, functioning group.

4. The pattern, which is followed in regular 4-H meetings, encourage the 4-H local leaders to take the leadership in promoting activity within the club.

5. Each 4-H club elects a slate of officers which is appropriate to its functioning and purpose.

6. Appropriate training is offered to the elected officers of each 4-H club.

7. Each club is encouraged to follow a procedure which gives its members an opportunity to plan a program of action for the group.

8. The 4-H local leaders, who are selected for each club, are acceptable to the 4-H club members and the local school administration.

Evaluation question:

1. To what extent do the Extension Agents, in cooperation with the 4-H local leaders, provide the means by which 4-H clubs are organized and meet regularly according to a pattern which maximizes the 4-H experience of the members?
Criterion No. 5

Adequate and appropriate training is given 4-H adult and junior leaders to assist them in assuming their planned and accepted responsibilities in the 4-H program.

Check list of conditions to be met:

1. The 4-H adult leaders are involved in the planning of the training program for them.
2. The methods used in training adult leaders are appropriate to the needs and experience of the leaders.
3. The training given the adult leaders is adequate from the standpoint of its scope and content.
4. The adult leaders are provided with appropriate information and material for the jobs they are expected to perform.
5. The 4-H junior leaders are involved in the planning of the training program for them.
6. The training given the 4-H junior leaders is adequate from the standpoint of its scope and content.
7. When training given the junior leaders is completed, opportunities are provided for the junior leaders to select and assume specific jobs and responsibilities as part of the training process.

Evaluation questions:

1. To what extent is adequate and appropriate training given to 4-H adult leaders to assist them in assuming their planned and accepted responsibilities in the 4-H program?
2. To what extent is adequate and appropriate training given 4-H junior leaders to assist them in assuming accepted responsibilities in the 4-H program?

Criterion No. 6

A favorable climate for 4-H work in the parish is sought through a systematic plan to keep 4-H before the public by utilizing all available resources.
Check list of conditions to be met:

____ 1. When the opportunity presents itself, programs on 4-H work are presented to local groups.

____ 2. A comprehensive parish-wide commemoration is held during National 4-H Week.

____ 3. The available local mass media are utilized to the fullest extent in publicizing the 4-H program.

____ 4. Local sponsors of 4-H work are suitably recognized for their efforts in assisting with the program.

____ 5. The 4-H leaders in the parish are appropriately recognized for their efforts in making the 4-H program reach young people effectively.

____ 6. The support of parents for the 4-H program is actively solicited.

Evaluation question:

1. To what extent is a favorable climate for 4-H sought through a systematic plan to keep 4-H before the public by utilizing all available resources?

Element No. 2 - The 4-H Club

This element is concerned with the individual 4-H Clubs which are organized in the parish through the school system. Of most importance is the individual 4-H Club member. His experience in the club should be one which affords him the opportunity to develop his interests and abilities through active participation in the 4-H Club of which he is a member. Two things are of the highest importance in this regard, First, opportunities should be provided for him to learn the subject-matter content of the projects in which he has expressed his interest by enrolling in them. Second, he should be afforded the opportunity and the encouragement necessary to assist him in becoming a participating member of the club.

To make all of this possible, four criteria are important in
making these types of experiences possible for him. Since the 4-H Club is a part of the school system, it should be made possible through the administrative cooperation of the school principal. The extent to which a 4-H Club is successful is highly dependent upon the amount of cooperation and support which the school principal provides. Therefore, it is imperative that a good relationship be developed with the school principals of all schools in the parish. In developing this relationship, it is well to remember that he has the responsibility of providing a satisfactory educational experience for the students of his school. Consequently, it is important to illustrate to him that the 4-H program can offer educational and developmental opportunities to his students.

Another important facet is the leadership which is present at the club level. So that the individual member may receive individual assistance and encouragement in his work, it is important that the leadership at the club level, both adult and junior, make possible these opportunities. An important factor here is that the leaders feel that the leadership role in the club is theirs. They should feel that it is their club, that they are providing the leadership for its program and receiving recognition for its successes.

The third important factor is that 4-H Club meetings be conducted in such a manner that opportunities are provided for the individual member to receive training by participating in the activities of the club and in making decisions on the program and activities of the club. Of importance here is that each member should be made to feel that he belongs to the group and is an accepted member of it.
The following is a statement of guiding principles for this element, the four criteria to be used in evaluating a program, and a check list on conditions for each criterion:

Statement of Guiding Principles

The local 4-H club is the basic unit of the 4-H club organization. The members of the club, under adult guidance, receive an opportunity to plan, carry out, and evaluate a program of their own. Maximum opportunities are provided for each member to become an active, participating member of the club. The experiences provided the members in the club reflect an opportunity for them to develop an interest in and learn agricultural and home economics subject matter and to develop desirable leadership and citizenship qualities. Since the 4-H clubs are organized in the school system, the local 4-H club has the administrative cooperation of the school principal.

Criterion No. 1

The local 4-H clubs have the administrative cooperation of the principal of the school in which they are located.

Check list of conditions to be met:

1. Each eligible boy or girl in the school is offered the opportunity to enroll as a 4-H club member.

2. The clubs, which are organized within the school, are of a workable size.

3. 4-H club meetings are held at a time when 4-H members or potential 4-H members are free to attend the meetings.

4. When meetings of the 4-H club are held, adequate facilities are provided for this purpose.

5. The school principals consider the 4-H club to be of educational value to its members.
Evaluation question:

1. To what extent do the 4-H Clubs have the administrative cooperation of the principals of the schools in which they are located?

Criterion No. 2

The local leaders of the clubs provide opportunities for:

1) each member to receive assistance in his project work; and 2) for the clubs to plan, carry out, and evaluate a program.

Check list of conditions to be met:

1. There is a sufficient number of local leaders in the clubs to do the job.

2. Each member of the clubs completed his project work this past year.

3. Opportunities are provided for each member to receive individual assistance in completing his project work.

4. Junior leaders are appointed and given an opportunity to accept and carry out responsibilities within the clubs.

5. The clubs plan a program for the year.

6. The programs as planned are carried out.

7. The programs of the clubs included a varied number of activities and are carried out by the members.

8. As a group, the entire clubs participate in the major 4-H activities at the parish level.

9. As a group, the clubs evaluate their activities and accomplishments for the year.

Evaluation questions:

1. To what extent do the local leaders of the clubs provide opportunities for each member to receive assistance in his project work?

2. To what extent do the local leaders of the clubs provide opportunities for the clubs to plan, carry out, and evaluate their programs?
Criterion No. 3

The 4-H members' participation in the organization affords them the kind of experiences that will encourage them to develop interests, talents, and abilities that will aid them to acquire knowledge and develop a sense of responsibility.

Check list of conditions to be met:

___ 1. The 4-H members are actively pursuing their interests in 4-H project work in keeping with the resources they have to work with.

___ 2. The 4-H members are actively supported in their project work and 4-H activity by their parents.

___ 3. The 4-H members actively participate in 4-H Achievement Day.

___ 4. The 4-H members exhibit their project work at all available opportunities.

___ 5. There is evidence that the 4-H club members do quality work.

___ 6. The 4-H members actively participate in the activities of their club.

___ 7. The 4-H members actively participate in parish 4-H activities.

___ 8. The 4-H members are actively aided in their 4-H work by their 4-H leaders and the Extension agents.

___ 9. The 4-H members possess a desirable attitude towards their experiences as members by displaying interest in the organization.

___ 10. The 4-H members assist other 4-H members with their 4-H project work and activity.

Evaluation question:

___ 1. To what extent do the 4-H members participation in the organization afford them the kinds of experiences that will encourage them to develop interests, talents, and abilities that aid them to acquire knowledge and develop a sense of responsibility?
Criterion No. 4

At the regular 4-H meetings of the clubs, the individual 4-H members are provided with opportunities to participate in and conduct the activities and business of the clubs.

Check list of conditions to be met:

1. The officers of the clubs function in their elected responsibilities.
2. The recommended procedure (opening, business, and program) is followed in the conduct of the meetings.
3. The members of the clubs actively conduct, discuss and make decisions of their business and activities at the club meetings.
4. The adult leaders of the clubs attend and participate, in the 4-H club meetings.
5. A short program or recreation period is conducted by the club members.
6. Maximum opportunities are provided for the individual members to participate in the meetings.
7. A high percentage of the members enrolled are in attendance at the meetings.
8. The time allotted for the club meetings is effectively used for the business and activity part as well as for the educational part.

Evaluation question:

1. To what extent do the regular 4-H meetings of the clubs provide the individual members with opportunities to participate in the meeting and conduct the business and activities of the clubs?

Element No. 3 - Teaching 4-H Project Work

The primary function of an Extension agent is to teach agriculture and home economics and related subjects. The Smith-Lever Act, which authorized agricultural Extension work, specifically defined this as the major function of Extension work. Since that time, Extension work has
grown in stature and effectiveness in accomplishing this job as a voluntary educational program for rural people and others who desire help in Extension's area of responsibility.

The basic job of Extension agents doing 4-H work, therefore, is to teach boys and girls the subject matter in their area of project interest as signified by their enrollment in the projects. Also, the agents have the responsibility of incorporating into their teaching plan subject matter which will help young people solve the problems based on the objectives that pertain to 4-H as stated in the parish Extension program.

The most important method of teaching used by agents is the method demonstration. Therefore, it is imperative that agents give method demonstrations at 4-H Club meetings and to volunteer leaders which relate to the areas of greatest project interest. These demonstrations should be well-planned, and prepared in accordance with good teaching procedure. Other methods of extension teaching should be used to reach 4-H members with subject matter that will stimulate interests among the members and assist them in developing abilities in their areas of interest.

The agricultural agents have the primary responsibility for teaching agriculture and related subjects. The primary responsibility for teaching home economics and related subjects rests with the home demonstration agents. Therefore, in using the evaluation plan the same criteria are used in evaluating both areas since the principles of effective teaching are the same. However, since there is a definite division of responsibility, the agriculture and home economics phases will be evaluated separately.
The following is a statement of guiding principles for this element, the three criteria to be used in evaluating a program, and a check list of conditions for each criterion:

Statement of Guiding Principles

The project is the fundamental basis of 4-H club work. It is designed to teach the 4-H member subject matter in agriculture, home economics, and related subjects. Once a member has expressed his interest by enrolling in a project, it is the responsibility of the Extension agents to provide the opportunity for the member to receive a fruitful learning experience. The teaching plan of the agents takes into consideration the agricultural and home economics situation in the parish, the interests and needs of the members and of the local people, and the methods and techniques to be used.

Criterion No. 1

The subject matter taught is appropriate to the needs of the people as expressed by them, which is based on the agricultural and/or home economics situation in the parish, and on the interests of the 4-H club members.

Check list of conditions to be met:

1. The subject matter taught through the 4-H organization is based on the problems as identified in the written parish extension program.

2. The subject matter taught through the 4-H program is based on the interests of the 4-H members as expressed through their enrollment by projects.

Evaluation question:

1. To what extent is the subject matter that is taught through the 4-H organization based upon the needs of the people as expressed by them and upon the interests of the 4-H club members?
Criterion No. 2

Well prepared method demonstrations, which relate to the project areas of greatest interest and the objectives of the parish Extension program are given by the Extension agents at regular meetings.

Check list of conditions to be met:

1. Method demonstrations are given each month at regular 4-H meetings.

2. The topics of the method demonstrations are based on the more popular projects as signified by the enrollment in the projects and on the objectives of the parish Extension program.

3. The demonstration teaching plan takes into consideration the age levels of the members.

4. Opportunities are provided for the members to participate in the demonstration with specific emphasis on applying or using the subject matter that is taught.

5. The demonstration teaching plan is in written or outline form.

6. The procedure used in presenting the demonstration is in line with good teaching technique.

7. The demonstration is comprehensive enough to cover the topic; but, based upon one central theme so that it does not cover too much subject matter.

8. Appropriate visuals are used in presenting the demonstration.

Evaluation question:

1. To what extent are the method demonstrations given by the agents at regular 4-H meetings well-prepared, presented, and related to the more popular 4-H projects and the objectives of the parish Extension program?

Criterion No. 3

A variety of appropriate techniques, methods, materials are used by the Extension agents in teaching 4-H project work.
Check list of conditions to be met:

1. Based upon the interest of the 4-H members and the subject matter involved, parish clinics or workshops are conducted to give members training in projects that require specialized instruction.

2. Local leaders are assisted in teaching the subject matter concerned with project work by holding clinics or workshops at the club level.

3. Farm and home visits as a method of teaching subject matter are appropriately used.

4. Circular letters are used to advantage in teaching subject matter.

5. 4-H project bulletins are utilized in an effective manner.

6. Appropriate materials are prepared and methods are used to assist leaders and 4-H members in preparation for project contests.

Evaluation question:

1. To what extent are a variety of techniques, methods and materials used by the Extension agents in teaching 4-H project work?

Element No. 4 - Activities, Events, Contests, and Awards

Activities, Events, Contests, and Awards are needed as incentives in the 4-H program because of the voluntary nature of the participation in the program by the members. They should be designed solely with one purpose in mind; that of motivating the member to action so that his educational experiences may be enriched through his participation.

Three areas are included in this element in the form of criteria. The first is concerned with 4-H Achievement Day. This annual event is essentially a contest day through which each 4-H member is afforded the opportunity to display the state of proficiency he has reached in his chosen projects. Consequently, Achievement Day should be the biggest
single event of the year in the 4-H program in the parish. Therefore, it is imperative that this event be one which is well planned, executed, and evaluated if it is to reach its fullest potential and meaningful significance to the members of the 4-H program.

Other events, contests, and activities should also be of special significance in the program. All should be designed with the same purpose in mind; that of stimulating members to participate in and avail themselves of the educational opportunities provided for them. Many such events, activities and contests are provided at the parish and state level. It is important, therefore, that each parish 4-H program should use these to the fullest extent if such events are to assist them in reaching the desired objectives.

Awards are also a basic part of the 4-H program. Awards signify competition to most people. Therein lies the danger in an awards program. Many of the authorities in this area believe that over-competition must be eliminated if awards are to be effective in the 4-H program. Therefore, several considerations are important in determining if awards are used wisely.

First, awards should be attainable by anyone in the 4-H organization who does work of quality. One method which has been used is to designate certain standards for a member or club to reach in order to receive an award. Regardless of what the other member or club does, a member or club receives this award if their work merits it. The only competition in this case is the member competing against a standard to see if he can attain it.
Adequate local support is necessary if this type of awards program is to be used as incentives in the 4-H program. To achieve this requires good public relations as well as planning and effort in making it possible. Also, it is important that each program utilize, to the fullest extent, the awards which are provided from the state and national level.

The following is a statement of guiding principles for the element, the three criteria to be used as a basis for evaluating a program, and a check list of conditions for each criterion:

**Statement of Guiding Principles**

Activities, Events, Contests, and Awards are a means to an end in the 4-H program. Since 4-H is a voluntary organization, the various forms of incentives are used to stimulate activity in the members which will lead to a more valuable experience for them as a 4-H member. It is desirable that they be based upon sound educational and social principles in order that they assist in making desirable changes in the members in keeping with the objectives of 4-H club work. Activities, events, contests, and awards are designed to maximize the educational experiences of the boy and girl in 4-H work.

**Criterion No. 1**

An annual 4-H Achievement Day is conducted to give each individual member an opportunity to illustrate the state of proficiency he has reached in 4-H work and to maximize his educational experiences in his areas of interest.
Check list of conditions to be met:

1. There is evidence of prior planning by the agents, leaders, and club members.

2. The 4-H members through their elected representatives are given an opportunity to perform the leadership roles for this event.

3. There is a high degree of involvement of 4-H leaders, parents, and friends in the conduct of the day.

4. Contests are offered for each 4-H project that is offered in the parish.

5. The attendance of 4-H members is high.

6. The participation of 4-H members in the individual contests is high.

7. Every organized 4-H club in the parish has members in attendance.

8. Every club member enrolled in a project is eligible to participate in the contest for that project.

9. The contests in the agricultural projects are comprehensive and complete in covering the subject matter of the project.

10. The contests in the home economics projects are comprehensive and complete in covering the subject matter of the project.

Evaluation question:

1. To what extent is the annual 4-H Achievement Day conducted in such a manner to give each individual member an opportunity to illustrate the state of proficiency he has reached in 4-H work and to maximize his educational experiences in his area of interest?

Criterion No. 2

A sufficient number of activities, events, and contests are conducted to enhance the learning experiences of 4-H members through participation in these events.

Check list of conditions to be met:

Based on the enrollment in the projects concerned and the parish situation, there is a high degree of participation in the:
1. Parish Fair
2. Parish Junior Livestock Show
3. District and State Fairs
4. District and State Junior Livestock Shows
5. Chicken of Tomorrow Contest

There is a high level of participation in the following 4-H events:

6. State 4-H Short Course
7. 4-H Camps
8. State 4-H Records Contests

9. As needed and planned, special 4-H events and activities are conducted in the parish 4-H program with a high degree of participation by the members.

10. There is evidence of quality work being done in the parish as based on the results of competition in the various 4-H events.

Evaluation question:

1. To what extent has a sufficient number of activities, events, and contests been conducted in order to enhance the learning experiences of 4-H members through participation in these events?

Criterion No. 3

Each 4-H member is afforded the opportunity to receive recognition for quality work and personal achievement through awards which are made available through the 4-H program.

Check list of conditions to be met:

1. A system of placings is used in the various 4-H contests which emphasizes recognition for work which reaches a specified standard rather than what others have done in relation to each other.

2. A sufficient number of awards are provided from the parish level to afford each member an opportunity to receive recognition for work and achievement of quality.

3. The parish earns the maximum number of awards offered for parish winners through the state and national awards program.

4. Information on the awards available is furnished to 4-H local leaders and members.
5. The presentation of awards to winners is made on appropriate occasions so that the individual recipient gets full recognition and public knowledge of the award can be achieved.

6. The 4-H program receives excellent local support in the sponsorship of programs and awards for 4-H members.

Evaluation question:

1. To what extent is each 4-H member afforded the opportunity to receive recognition for quality work and personal achievement through awards which are made available through the 4-H program?

Program Evaluation

Program evaluation constitutes the third major area of the evaluation plan. Its importance lies in the fact that it is necessary for the persons serving as professional leaders in a program, as well as others who are responsible for or interested in a program, to periodically review the progress being made in a program in relation to the objectives that it is designed to achieve. Periodic evaluation is important for several reasons. It provides a basis upon which the groups who are interested in the program can be informed as to the progress that is being made. Further, it can serve as an effective basis for more effective planning since areas of weakness in the program can be detected.

It is important that evaluations of ongoing phases of the program be specified when the program is planned. By doing this, goals can be set upon which evaluations can be made.

Evaluation of the program has little usefulness unless there is a plan to use the results. Therefore, it is important to involve the parish 4-H advisory group and the local governing bodies who cooperate with the program of the results of the evaluation. This provides an
opportunity for these groups to assist with the problem of interpreting the results and of planning future courses of action.

The following is a statement of guiding principles for the unit, the two criteria to be used in evaluating a program, and a check list of conditions for each criterion. This area is adapted from a plan proposed by J. N. Raudabaugh.2

Statement of Guiding Principles

The accomplishments of the 4-H phase of the parish Extension program are defined in terms of the changes in its clientele and the changes they make in their personal and farm and home situations as a result of the program. Information which reveals the extent to which objectives are reached is needed to evaluate accomplishments. The amount of accomplishment judged to be satisfactory must be determined in light of the potential for improvement in the parish, the complexity of the problems, the objectives, and resources available.

Criterion No. 1

Accomplishments in specified parts of the 4-H phase of the Extension action program are evaluated as designated in the annual plan of work.

Check list of conditions to be met:

1. Evaluation plans are developed and carried out for each of the phases of the 4-H program to be evaluated as indicated in the annual plan of work.

2. Adequate records of 4-H activity and accomplishment are kept by the agents doing 4-H club work.

3. The findings are used in projecting the 4-H phase of the parish Extension program.

**Evaluation question:**

1. To what extent are the accomplishments in specified parts of the 4-H phase of the Extension action program evaluated as designated in the annual plan of work?

**Criterion No. 2**

Program accomplishments in 4-H which are revealed by evaluation are reported and interpreted to the parish governing bodies cooperating with the Extension Service, to the parish 4-H subcommittee, and to the general public for their information and use.

**Check list of conditions to be met:**

1. Materials are developed for the specific purpose of reporting accomplishments.

2. The report of program accomplishments in 4-H are presented to:
   - a. the general public
   - b. the local governing bodies, who cooperate with the Extension Service
   - c. the parish 4-H subcommittee

3. The findings from the report of accomplishments are studied for use in projecting the 4-H phase of the parish Extension program by the:
   - a. local governing bodies, who cooperate with the Extension Service
   - b. the parish 4-H subcommittee

**Evaluation questions:**

1. To what extent are the program accomplishments, which are revealed by the evaluations, reported to the appropriate groups and individuals?

2. To what extent are the program accomplishments, which are revealed by the evaluations, studies by the appropriate groups for use in projecting the 4-H phase of the parish Extension program?
CHAPTER IV

TESTING THE EVALUATION PLAN

The second stage of this study was the evaluation of fifteen selected parish 4-H programs using the thirty-three criteria developed in the evaluation plan. In this chapter, the results of these evaluations are presented and analyzed.

The first step in accomplishing this phase of the study was the development of the appropriate questionnaires to use in collecting the necessary facts to evaluate a 4-H program. Five different questionnaires were developed for use in collecting information from four different sources.

The first questionnaire was designed to collect the needed facts from the agents whose primary responsibility was 4-H club work. The information sought with this questionnaire was the facts needed to evaluate a 4-H program on all of the elements except the one on the 4-H Club. This questionnaire was designed for a personal interview with the agents.

The other four questionnaires were designed to collect the information needed on the element, the 4-H Club. One questionnaire was designed to collect information on the administrative cooperation of the school principal. Another one was designed to collect information from the local leaders of the 4-H Club. A third one was designed to collect information from selected 4-H club members from the club. All
three were designed for personal interviews. The fourth was a mail questionnaire on the meetings of the 4-H Clubs. It was completed by the agents.

The next step was the selection of the parishes to be studied. The decision was made to apply the evaluative criteria to fifteen parish 4-H Club programs. It was decided to pick the fifteen parish programs to be rated on a selective basis. Five were selected from each of the three Extension districts in Louisiana by the District Agent who is responsible for the administrative and supervisory control of Extension work in the district. The District Agents were asked to select what they considered were five of their better parish 4-H programs based on the following conditions: 1) select only parish programs where the agents doing club work had been in the parish for at least one year; 2) the parishes selected should represent those which had followed sound program planning procedures, had a high level of participation in the program by 4-H Club members and had good local leadership; and 3) select parishes which represented the different levels of 4-H enrollment, and the different agricultural and cultural areas of the district. The parishes selected for the study are depicted in Figure No. 1.

The next step was to arrange for the interviews in the fifteen parishes. The agents doing 4-H work in these parishes were asked to divide their 4-H Clubs into three approximately equal groups; high, medium and low. The criteria specified for use by the agents in making this division were: 1) the quantity and quality of project work done by the members; and, 2) the level of participation by the club and its members in activities and events including those sponsored both at the club and
Figure 1. Outline map of Louisiana with the parishes included in the study shaded in black.
When these reports were received, two clubs, one high and one low, were selected at random for inclusion in the study.

Once the clubs were selected, the local 4-H leaders and the agents doing club work were asked to divide the members of the club, who had been members at least one year, into three approximately equal groups; high, medium, and low. This decision was made by them based on two criteria: 1) the quantity and quality of project work done by the members; and, 2) the participation of the members in club and parish activities. One boy and one girl were selected at random from each of the three groups for a total of six members. Since there were two clubs in each parish, a total of twelve members were interviewed in each of the fifteen parishes.

The interviews with all of the persons selected were done on a personal basis. The author of this study conducted the interviews in six of the parishes, two from each Extension district. The Assistant State Club Agent, Martha R. Mizell, conducted the interviews in three parishes, one from each Extension district. The District Program Specialists 4-H in each of the Extension districts, E. W. Gassie, C. J. Naquin, and Bruce Flint, conducted the interviews in two parishes in their district. A total of thirty seven Extension agents doing 4-H Club work, twenty nine school principals (two clubs in one parish were in the same school), the local 4-H leaders in twenty eight schools (two schools had no local leaders), and 180 4-H Club members were interviewed to collect information for the evaluation of the programs.

Once the information was collected, each parish 4-H program was rated using the evaluation plan. The author made the original ratings. The ratings on each parish 4-H program were reviewed by at least one of
the other four persons who assisted in collecting the information and who were thoroughly familiar with the parish 4-H programs. Where differences in opinions occurred, and there were only a few, the author and the others discussed the rating and came to an agreement as to which rating should be given.

In making the evaluation rating on each criterion the first step was to rate the program under consideration on each of the conditions concerned with the criterion. When this was completed, a rating for the criterion was made by rating the program on the evaluation question or questions. To insure a measure of consistency in the evaluation, all fifteen programs were rated on each element at the same time. The ratings on each criterion do not necessarily reflect the mean rating of all of the conditions concerned with the criterion since the conditions are, of necessity, not all of equal importance. Rather, the ratings on each criterion were made in relation to the evaluation question or questions keeping in mind that some of the conditions were more important than others.

The ratings on each condition were made according to the following scale:

5. Excellent, the condition was present or met in the program to an excellent degree.

4. Good, the condition was present or met in the program to a satisfactory degree.

3. Fair, the condition was only partially present or met to a limited degree.

2. Inferior, the condition was only present or met to a slight degree.

1. Very inferior, the condition was not present or met in an unsatisfactory manner.

0. Not applicable, the condition does not apply to the program.
In making the rating on each criterion, a similar scale was used. The scale was as follows:

5. Excellent, the conditions were present and functioning perfectly or almost perfectly.
4. Good, the conditions were present and functioning very well.
3. Fair, the conditions were present and functioning in an average manner.
2. Inferior, below average, the conditions were present to a very limited degree and functioning poorly.
1. Very inferior, the conditions, although needed, were not present at all.
0. Not applicable, the conditions did not apply to the program.

In the presentation and analysis of the information, the mean ratings of the fifteen parish programs included in the study were used in determining the level of performance on each condition and criteria. The following scale was used to determine the level of performance for the programs rated:

1. 4.50 to 5.00 - Excellent
2. 3.50 to 4.50 - Good
3. 2.50 to 3.50 - Fair
2. 1.50 to 2.50 - Inferior
1. 1.00 to 1.50 - Very Inferior

The terms used here were interpreted as meaning the same thing as the terms used in the evaluation scale for an individual program.

I. PROGRAM PLANNING

The evaluation ratings for this unit of the evaluation plan are presented for each criterion under the elements to which the criteria belong.
Organization and process for planning

The ratings of the fifteen selected parish 4-H programs on criterion no. 1, the membership of the 4-H subcommittee, are presented in Table I. The data indicated that this criterion was met only to a fair degree in the parish programs included in the study. The mean rating was 2.67, which indicated that the rating was on the lower end of the fair scale. This was not considered as a good performance rating for parish 4-H programs.

According to the data presented in this table, the parishes very effectively met the conditions that 4-H leaders and 4-H members are represented on the 4-H subcommittee. Performance was quite poor on the conditions concerning the local governing bodies, the School Board and the Police Jury, the office of the Superintendent of Schools and the major farm organizations.

In making the ratings on this criterion, the conditions on representation by the office of the Superintendent of Schools, the school principals, the 4-H leaders, the 4-H members, and the parents were considered as being more important than the others.

The ratings on criterion no. 2, selection of 4-H subcommittee members, are presented in Table II. Two evaluation questions were used to determine a rating for the criterion. The mean rating of these two was 1.97. This was an inferior rating. It indicated that a rather low level of performance was exhibited by the parish 4-H programs according to this criterion.

In determining the evaluation ratings, the conditions for this criterion were considered of equal importance. This was reflected in
### TABLE I

The ratings of fifteen selected parish 4-H club programs on the criterion that representatives from within the parish of all groups affected by the 4-H program and by 4-H club work are organized into a 4-H subcommittee of the parish extension advisory committee to plan the 4-H phase of the parish extension program.

<table>
<thead>
<tr>
<th>Check List of Conditions to Be Met</th>
<th>No. of Parish Programs Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1. The office of the Superintendent of Schools is represented.</td>
<td>3</td>
</tr>
<tr>
<td>2. The parish School Board is represented.</td>
<td>1</td>
</tr>
<tr>
<td>3. The Police Jury is represented.</td>
<td>1</td>
</tr>
<tr>
<td>4. The school principals are represented.</td>
<td>9</td>
</tr>
<tr>
<td>5. The 4-H local leaders are represented.</td>
<td>15</td>
</tr>
<tr>
<td>6. The Parish 4-H Executive Committee is represented.</td>
<td>12</td>
</tr>
<tr>
<td>7. The parents of 4-H members are represented.</td>
<td>6</td>
</tr>
<tr>
<td>8. The major farm organizations of the parish are represented.</td>
<td>4</td>
</tr>
<tr>
<td>9. The different communities of the parish are represented.</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Ratings</strong></td>
<td>58</td>
</tr>
</tbody>
</table>

**Evaluation Question**

1. To what extent are all groups of the parish which are affected by the 4-H program, represented on the 4-H subcommittee of the parish Extension advisory committee?

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>3</th>
<th>5</th>
<th>6</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE II

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H CLUB PROGRAMS ON THE CRITERION THAT THE MEMBERS OF THE 4-H SUBCOMMITTEE ARE SELECTED BY THE GROUPS, AGENCY, AND/OR AREA THEY REPRESENT FOR A DESIGNATED PERIOD OF TIME AND THERE IS A PLAN WHICH PROVIDES FOR THE STAGGERING OF TERMS AND FOR THEIR REPLACEMENT.

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The members are selected by the group, agency, and/or areas they represent.</td>
<td>Excellent Good Fair Inferior Very Inferior Not Applicable Ratings</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>2.13</td>
</tr>
<tr>
<td>2. Each member has a designated period of time to serve on the committee.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>1.87</td>
<td></td>
</tr>
<tr>
<td>3. There is a specified date for the replacement of each member.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>1.87</td>
<td></td>
</tr>
<tr>
<td>4. The replacement dates for the members are staggered to provide for continuity of committee membership.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>49</td>
<td>7</td>
<td>0</td>
<td>1.97</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION QUESTIONS

1. To what extent are the 4-H subcommittee members selected by the groups, agency, and/or areas each member represents and for a designated period of time? | 0 | 0 | 2 | 11 | 2 | 0 | 2.00 |

2. To what extent have the replacement dates for members been staggered so as to provide for continuity of committee membership? | 0 | 0 | 1 | 12 | 2 | 0 | 1.93 |

TOTAL EVALUATIONS | 0 | 0 | 3 | 23 | 4 | 0 | 1.97 |
the mean rating of conditions and in the mean evaluation rating being equal. Both ratings were 1.97.

There was a very slight range in the ratings. It varied from 1.87 to 2.13, all of which were extremely low.

The ratings on criterion no. 3, the understanding of the purpose of the 4-H subcommittee, are presented in Table III. The mean rating of the parish programs on this criterion was 2.27. This rating was on the upper end of the Inferior scale. It indicated a rather low level of performance by the parish 4-H programs on this criterion. All of the conditions for this criterion were considered of equal importance in determining the evaluation rating.

The ratings on the conditions ranged from 1.80 to 3.07. The ratings were lowest on the conditions relating to a written statement of purpose for the subcommittee and the acceptance of the statement by the members of the subcommittee and the parish extension staff. A rating of fair was given on the condition that the subcommittee members understood the educational responsibility of the 4-H organization.

The ratings on criterion no. 4, the process used by the 4-H subcommittee in planning, are presented in Table IV. The mean rating for this criterion was 2.87. This indicated a fair level of performance for the programs rated. The range of parish ratings varied from inferior to good. In making the evaluations, the conditions for this criterion were considered as being equal.

There was a wide range in the ratings of the conditions. The conditions concerning the situational facts collected and reviewed and the identification of the major problems had mean ratings of good. At
TABLE III

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>1. There is a clearly defined statement of purpose for the committee.</td>
<td>1</td>
</tr>
<tr>
<td>2. The statement of purpose has been accepted by the parish Extension staff and the 4-H subcommittee members.</td>
<td>1</td>
</tr>
<tr>
<td>3. The subcommittee members have accepted and understood the educational responsibility of the 4-H organization?</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>3</td>
</tr>
</tbody>
</table>

EVALUATION QUESTION

1. How well has each staff member and each subcommittee member understood the purpose of the 4-H subcommittee and the educational responsibility of the 4-H program? | 1  | 1  | 3  | 6  | 4  | 0  | 2.27 |
### TABLE IV

**THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE PARISH EXTENSION STAFF AND THE 4-H SUBCOMMITTEE HAVE REACHED AGREEMENT AND FOLLOWED THROUGH ON THE ALLOCATION OF TIME TO PLANNING THE PHASES OF 4-H WORK TO BE PLANNED AND THE GENERAL PROCESS TO BE FOLLOWED**

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An adequate amount of time has been allocated for a successful job of planning.</td>
<td>1 3 4 5 2</td>
<td>0</td>
<td>: 2.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A procedure was followed which enabled the subcommittee to effectively accomplish its task.</td>
<td>0 2 6 4 3</td>
<td>0</td>
<td>: 2.47</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The relevant basic situational facts about the parish and the 4-H program were collected and reviewed as a basis for planning.</td>
<td>4 6 3 2 0</td>
<td>0</td>
<td>: 3.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Pertinent research data were reviewed by the 4-H subcommittee.</td>
<td>0 0 5 2 8</td>
<td>0</td>
<td>: 1.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The major problems, needs, and/or interests were identified after a study of the relevant facts?</td>
<td>7 2 2 2 2</td>
<td>0</td>
<td>: 3.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL RATINGS</strong></td>
<td>12 13 20 15 15 0</td>
<td>: 2.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION QUESTION**

1. How well did the parish Extension staff and the 4-H subcommittee reach agreement and follow through on the amount of time devoted to program planning, the phases of work to be planned and the general process to be followed? 0 4 5 6 0 : 2.87
the same time, the condition concerning the review of pertinent research
data exhibited a low inferior rating for the parish programs rated. The
ratings indicated a wide variance in the procedures used by parish
Extension agents in working with the 4-H subcommittee.

The mean rating on criterion no. 5, that the subcommittee determines
the priority of and establish immediate and long-time goals for the 4-H
program was 2.53 as shown in Table V. The performance was on low end of
the fair scale. There was a very wide range in the ratings of the parish
programs which indicated differing levels of performance in the various
programs. In making the evaluation for the criteria, the conditions were
considered of equal importance.

The range of the mean ratings between each of the three conditions
was small. However, there was a very wide range of dispersion within
each of the conditions. The ratings tended to be extremely high or
extremely low with more on the lower end of the rating scale.

The ratings on criterion no. 6, coordination with the programs
of other youth groups, are listed in Table VI. The mean rating was 1.13
which indicated an extremely low level of performance. In fact, only
on four of the thirty ratings on conditions was a rating of above very
inferior given. The two conditions were considered of equal importance
in determining the evaluation ratings for the criterion.

On the condition which specified that other youth groups were
identified and considered in the planning deliberations, four programs were
rated above very inferior; two fair and two inferior. Concerning the
condition on coordination of programs with other youth groups, all fifteen
of the parish programs were rated very inferior. Perhaps, these extremely
TABLE V

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H CLUB PROGRAMS ON THE CRITERION THAT THE MAJOR PROBLEMS, NEEDS, AND/OR INTERESTS AS IDENTIFIED ARE REVIEWED BY THE 4-H SUBCOMMITTEE FOR THE PURPOSE OF DETERMINING PRIORITY AND ESTABLISHING IMMEDIATE AND LONG-TIME GOALS FOR THE 4-H PHASE OF THE PARISH EXTENSION PROGRAM

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 Excellent</td>
<td>4 Good</td>
</tr>
<tr>
<td>1. Priorities are determined relative to the major problems, needs, and/or interests as determined by the planning group.</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2. Objectives and goals are determined relative to each of the major problems, needs, and/or interests as determined by the planning group.</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>3. Both immediate and long-term objectives are determined.</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL RATINGS 12 5 5 0 23 0 2 2.62

EVALUATION QUESTIONS

<table>
<thead>
<tr>
<th>EVALUATION QUESTIONS</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How completely are priorities developed for the identified major problems, needs, and/or interests?</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. How completely have the objectives been determined for the major problems, needs, and/or interests of the people?</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL EVALUATIONS 7 4 2 2 15 0 2 2.53
TABLE VI
THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE 4-H SUBCOMMITTEE, WITH THE HELP OF THE PARISH EXTENSION STAFF, COORDINATES THE 4-H PROGRAM WITH THE PROGRAMS OF OTHER GROUPS WORKING WITH YOUNG PEOPLE

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Other groups working with young people in the parish are identified, considered in the planning committee deliberations and invited to consideration of programs.</td>
<td>0 0 2 2 11 0 0 : 1.40</td>
<td></td>
</tr>
<tr>
<td>2. Available written programs from other youth groups are reviewed to determine possible coordination on common problems, needs and/or interests.</td>
<td>0 0 0 0 15 0 0 : 1.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>0 0 2 2 26 0 0 : 1.20</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION QUESTION
1. To what extent is the coordination of the 4-H program effected with the programs of other groups working with young people? | 0 0 0 2 13 0 0 : 1.13       |      |
low ratings were due to the fact that this point had not been stressed in any way from the state level as being of importance in the planning process.

The next criterion, no. 7, pertained to the integration and coordination of the 4-H phase into the parish Extension program. The ratings on this criterion are listed in Table VII. A mean rating of 4.20 was derived for this criterion. In making the evaluation, the two conditions were not considered of equal importance. The condition on the acceptance of the 4-H subcommittee report and its integration into the parish program was considered of more importance than the other one. However, the mean rating for the criterion and the mean rating for the conditions were equal. Since the variation in the ratings of the two conditions were equal and followed the same pattern, the ratings were the same.

The low ratings on the conditions and the criterion were given in instances where no effort had been made in the parish programs to organize and use a 4-H subcommittee to aid the agents in the planning process. Where the subcommittee was organized and functioning, the performance level was generally excellent for this criterion.

The ratings on criterion no. 8, pertaining to the records kept on planning activity, are listed in Table VIII. As shown there, the mean rating of the evaluations were 3.60 which indicated performance on the lower end of the good scale. Again, there was quite a bit dispersion in the ratings on the conditions and on the criterion. Most of the ratings were at the extremes, excellent, and very inferior, with more rated excellent. All three conditions were considered of equal importance in determining the evaluation ratings.
TABLE VII
THE RATINGS OF FIFTEEN SELECTED PARISH 4-H CLUB PROGRAMS ON THE CRITERION THAT THE REPORT OF THE 4-H SUBCOMMITTEE IS INTEGRATED INTO THE TOTAL PARISH EXTENSION PROGRAM BY THE PARISH EXTENSION ADVISORY COMMITTEE

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>Ratings</strong></td>
<td>Excellent</td>
<td>Good</td>
</tr>
</tbody>
</table>

1. The report of the 4-H subcommittee is presented to and discussed with the parish Extension advisory committee.
   
   11 1 0 1 2 0 : 4.20

2. The report of the 4-H subcommittee is accepted and integrated into the report of the parish Extension committee.
   
   11 1 0 1 2 0 : 4.20

TOTAL RATINGS

   22 2 0 2 4 0 : 4.20

EVALUATION QUESTION

1. How well was the report of the 4-H subcommittee integrated into the report of the parish Extension advisory committee?
   
   11 1 0 1 2 0 : 4.20
TABLE VIII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H CLUB PROGRAMS ON THE CRITERION THE ACCURATE AND ADEQUATE RECORDS ARE KEPT AND DISTRIBUTED ON THE PLANNING ACTIVITIES OF THE 4-H SUBCOMMITTEE

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minutes of the 4-H subcommittee are in written form and available.</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>: 3.67</td>
</tr>
<tr>
<td>2. Records are kept on the attendance at the meetings.</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>: 4.20</td>
</tr>
<tr>
<td>3. Copies of the deliberations are made available to subcommittee members and to other persons concerned.</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>: 3.07</td>
</tr>
<tr>
<td><strong>TOTAL RATINGS</strong></td>
<td>25</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>: 3.64</td>
</tr>
</tbody>
</table>

**EVALUATION QUESTION**

1. To what extent are accurate and adequate records kept and distributed on the planning activities of the 4-H subcommittee? 6 | 4 | 1 | 1 | 3 | 0 | : 3.60
There was some dispersion in the mean ratings between the conditions. The range was from 3.07 to 4.20 which was a little more than one point on the rating scale. On the conditions concerning the minutes being written and records being kept, the ratings on both were either excellent or very inferior. The ratings on the condition concerning the copies of the deliberations being made available to others was almost evenly divided through the rating scale. The ratings on the criterion indicated a fairly good level of performance for the parish programs.

In summarizing the ratings of the fifteen parish programs on this element, organization and process for planning, the performance level of the programs was rather poor. The mean rating of the parish programs on the eight criteria in this element was 2.58. On the basis of this rating, it was evident in general that this was an area of weakness for the programs rated.

The planned 4-H phase of the parish Extension program

The ratings on criterion no. 1, the written Extension program which specifically mentions the 4-H phase, are presented in Table IX. As indicated in the Table, the mean rating of the three evaluation questions for this criterion was 2.27. This indicated an inferior level of performance for the programs rated on this criterion.

In determining the evaluations, all of the conditions were considered of equal importance. The condition on which the parish programs rated highest was the one which specified that the program be in written form. It was one point higher than the ratings on any of the other conditions and slightly over a point higher than the mean
TABLE IX
THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION
THAT THERE IS A WRITTEN PARISH EXTENSION PROGRAM
WHICH SPECIFICALLY MENTIONS THE 4-H PHASE

<table>
<thead>
<tr>
<th>Check List of Conditions to Be Met</th>
<th>No. of Parish Programs Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1. The planned parish Extension program which includes the 4-H phase is in written form.</td>
<td>7</td>
</tr>
<tr>
<td>2. There is a statement in the written program which relates how the program was planned.</td>
<td>0</td>
</tr>
<tr>
<td>3. The written program contains a situational statement for 4-H which identifies the problems, needs, and interests included in the program.</td>
<td>0</td>
</tr>
<tr>
<td>4. Where appropriate, 4-H is identified in the written program for each problem, need, and interest in the statement of immediate and long-time objectives and goals.</td>
<td>0</td>
</tr>
<tr>
<td>5. The groups, agencies, and/or organizations with whom the program effort is to be coordinated are identified for each problem, need, and/or interest that is to receive coordinated parish program action.</td>
<td>0</td>
</tr>
<tr>
<td>6. Copies of the written parish Extension program have been distributed to all relevant groups, organizations and families which have an interest in 4-H work.</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>7</td>
</tr>
</tbody>
</table>
### TABLE IX (continued)

<table>
<thead>
<tr>
<th>EVALUATION QUESTIONS</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td><strong>1.</strong> How completely has 4-H work been covered in the situational statement of problems, needs and interests, and in the immediate and long-time objectives in the written parish Extension program?</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>2.</strong> How adequately has the planning process, the composition of the 4-H subcommittee and the coordination of 4-H work with groups, agencies, and organizations outside Extension been stated in the written parish Extension program?</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>3.</strong> How adequately have copies of the written parish Extension program been distributed?</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL EVALUATIONS</strong></td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
rating. The lowness of the ratings was due to the fact that 4-H was identified to a very limited degree in the written programs.

Extremely low ratings were given on the conditions concerning a situational statement on 4-H and coordination of the program effort with other groups, agencies and organizations. Of particular importance was the lack of identification of the 4-H phase with the immediate and long-time goals of the parish Extension program.

Criterion no. 2 was related to the situational statement for 4-H which delineated the needs, interests and problems of the people of the parish as far as young people were concerned. The ratings on this criterion are presented in Table X. The mean rating of the evaluations on this criterion was 1.87. An inferior level of performance on this criterion was indicated for the parish programs. In determining the evaluation ratings, the two conditions were considered of equal importance. The mean rating on one condition was 1.80 while on the other it was 2.00. This indicated a small range in the ratings.

The ratings as shown in Table XI are those on criterion no. 3 which was concerned with the immediate and long-time objectives meeting the standards of educational objectives for an action program. The mean rating on the evaluations for this criterion was 2.53. This indicated a low level of performance for the parish programs on this criterion. All four of the conditions were considered of equal importance in determining the evaluation rating for the criterion.

There was a relatively small range of the mean ratings between the four conditions. No unusually high or low values were present to significantly alter the mean ratings of the conditions as a measure of central tendency. However, the dispersion of the ratings
TABLE X


CHECK LIST OF CONDITIONS TO BE MET

<table>
<thead>
<tr>
<th>No. of parish programs rated</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Inferior</td>
<td>Very Inferior</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

Ratings

1. The facts included in the situational statement are:
   a. current
   b. objective
   c. accurate
   d. pertinent
   0 0 3 6 6 0 : 1.80

2. The situational statements are:
   a. youth-centered
   b. subject-matter oriented
   c. based upon the level of understanding of boys and girls
   d. based upon the level of interest of boys and girls
   e. based upon the background of experience of the boys and girls
   f. clear and definite
   g. action provoking
   0 0 5 5 5 0 : 2.00

TOTAL RATINGS

0 0 8 11 11 0 : 1.90

EVALUATION QUESTION

1. How well does the situational statement for the 4-H phase of the parish Extension program delineate the needs, interests, and problems of the people of the parish as far as young people are concerned?

0 0 3 7 5 0 : 1.87
TABLE XI
THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE STATED IMMEDIATE AND LONG-TERM OBJECTIVES FOR THE 4-H PHASE MEET THE STANDARDS FOR EDUCATIONAL OBJECTIVES FOR AN ACTION PROGRAM

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>1. The objectives and goals (both immediate and long-term) of the 4-H phase are stated in terms which identify:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. the people concerned or to be concerned</td>
<td>0 4 3 4 4 0</td>
<td>2.47</td>
</tr>
<tr>
<td>b. the changes the people desire to make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. the content or subject matter areas involved.</td>
<td>0 4 3 4 4 0</td>
<td>2.47</td>
</tr>
<tr>
<td>2. The objectives and goals are achievable educationally considering the people concerned and the available resources.</td>
<td>2 3 2 4 4 0</td>
<td>2.67</td>
</tr>
<tr>
<td>3. The objectives and goals are developmental and will lead to an expansion of interests and satisfactions.</td>
<td>3 2 3 3 4 0</td>
<td>2.80</td>
</tr>
<tr>
<td>4. The objectives and goals can be evaluated; evidences of accomplishment can be identified.</td>
<td>1 5 2 3 4 0</td>
<td>2.73</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

EVALUATION QUESTION
1. How well have the statements of objectives and goals met the standards for educational objectives for an action program? | 0 | 5 | 2 | 4 | 4 | 0 | 2.53 |
within each of the conditions was rather well spread over the rating scale. This indicated a wide variation in the educational soundness of the objectives which were listed in the written parish Extension programs. However, more of the ratings were on the lower end of the scale.

The ratings on criterion no. 4, the planned 4-H program included needs and/or interests in all pertinent areas of Extension responsibility, are presented in Table XII. The mean rating of the two evaluation questions for this criterion was 2.17. A performance level of inferior was indicated for the parish programs on the basis of the mean ratings on this criterion.

Condition no. 1, the areas of extension educational responsibility, was used to determine the rating on the first evaluation question. The second and third conditions, concerning reaching all geographical areas of the parish and coordination with other groups and agencies, were used to determine the ratings on the second evaluation question. Therefore, the first condition assumed more importance than the other two in determining the ratings on this criterion.

In summarizing the ratings given to the fifteen parish programs on this element, the mean rating on the four criteria was 2.22. This indicated an inferior level of performance for the programs rated on this element. An area of weakness in parish 4-H programs was indicated by the ratings on this element concerned with the planned 4-H phase of the parish Extension program.

The 4-H phase of the annual parish Extension plan of work

The ratings of the fifteen parish programs rated on the first criterion, that the plan of work for 4-H is coordinated and integrated
TABLE XII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE PLANNED PROGRAM FOR THE 4-H PHASE INCLUDES NEEDS AND/OR INTERESTS IN ALL PERTINENT AREAS OF EXTENSION EDUCATIONAL RESPONSIBILITY AS SET FORTH IN THE SCOPE REPORT AND PROVIDES FOR REACHING ALL GEOGRAPHICAL AREAS OF THE PARISH

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All pertinent areas of educational responsibility as set forth in the Scope Report are included in the planned program of the 4-H phase.</td>
<td>5 4 3 2 1 0</td>
<td>2.07</td>
</tr>
<tr>
<td>a. Efficiency in agricultural production</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>b. Conservation, development and use of natural resources</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>c. Efficiency in marketing, distribution, and utilization</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>d. Management on the farm and in the home</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>e. Family living</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>f. Youth development</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>g. Leadership development</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>h. Community improvement and resource development</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
<tr>
<td>i. Public affairs</td>
<td>0 0 5 6 4 0</td>
<td>:</td>
</tr>
</tbody>
</table>

| 2. All geographical areas of the parish will be reached by the 4-H phase of the planned parish Extension program. | 7 0 1 3 4 0 | 3.20 |

| 3. All relevant groups have been inventoried and have been interested in coordinating their efforts with the 4-H phase of the planned parish Extension program. | 0 0 1 4 10 0 | 1.40 |
| TOTAL RATINGS | 7 0 7 13 18 0 | 2.22 |
### TABLE XII (continued)

<table>
<thead>
<tr>
<th>EVALUATION QUESTIONS</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluations</strong></td>
<td>5: Excellent</td>
<td>4: Good</td>
</tr>
<tr>
<td>1. To what extent does the planned program for the 4-H phase include problems in the Scope Report?</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. To what extent has the planned program for the 4-H phase provided for reaching all geographic areas of the parish?</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL EVALUATIONS</strong></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
into the parish Extension plan of work, are presented in Table XIII. As shown in the table, the mean rating of the evaluations on the criterion was 3.20 which indicated a fair level of performance for the parish programs rated.

In determining the evaluation ratings, the second and third conditions related to the people concerned in the development and the review of the plan of work were considered of more importance than the first. Consequently, the mean evaluation rating was considerably lower than the mean rating of the conditions. All programs were rated excellent for having a written plan of work. However, this is an administrative requirement in Louisiana so this rating was to be expected.

There was wide range in the mean ratings between the three conditions; from 2.73 to 5.00. Within each condition, there was a varied degree of dispersion in the ratings. The third condition concerned with the review of the plan of work had the widest dispersion in the ratings while for the first condition there was no dispersion.

The ratings of the second criterion in this element, the plan of work is based on the objectives of the parish program and meets the standard of an educational plan of work, are presented in Table XIV. The mean rating of the two evaluation questions for this criterion was 3.13 which indicated a fair level of performance for the parish programs rated. On the first evaluation question concerning the plan being based on the objectives, the mean rating was 2.73. The mean rating for the second evaluation question, the plan meets the standard for an educational plan of work, was 3.53. Therefore, the wide range between the two ratings did not present an accurate picture of performance. The principal weakness,
TABLE XIII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE PLAN
OF WORK FOR 4-H IS A COORDINATED AND INTEGRATED PART OF THE
PARISH EXTENSION PLAN OF WORK

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>1. The annual plan of work is in written form.</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2. The appropriate people participated in the development of the written plan of work for the 4-H phase.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3. The appropriate people participated in the review of the plan of work of the 4-H phase.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL RATINGS</strong></td>
<td><strong>18</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

EVALUATION QUESTION

1. How well have the appropriate people worked as a team in developing and reviewing the written plan of work for the 4-H phase of the parish Extension program?

   0 | 4 | 10 | 1 | 0 | 0 | 0 | 3.20
TABLE XIV

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE ANNUAL
WRITTEN PLAN OF WORK FOR THE 4-H PHASE IS BASED ON THE STATED
OBJECTIVES AND/OR GOALS AND MEETS THE STANDARD
OF AN EDUCATIONAL PLAN OF WORK

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>1. The plan identifies the specific educational jobs (specific objectives) to be done.</td>
<td>0</td>
</tr>
<tr>
<td>2. The specific educational jobs are related to a general objective in the program as planned.</td>
<td>0</td>
</tr>
<tr>
<td>3. The plan indicates for each educational job how, when, where, who and the people to be reached.</td>
<td>0</td>
</tr>
<tr>
<td>4. The annual plan of work includes a calendar of 4-H activities and events.</td>
<td>15</td>
</tr>
<tr>
<td>5. The plan for each educational job includes a variety of techniques, materials and methods which are appropriate for the objectives to be accomplished.</td>
<td>1</td>
</tr>
<tr>
<td>6. The subject matter to be taught is appropriate considering the time to be devoted to the job.</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE XIV (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The subject matter is appropriate considering the 4-H member's interests, knowledge, and background of experience.</td>
<td>0</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>: 3.67</td>
</tr>
<tr>
<td>8. Appropriate training for 4-H adult and junior leaders is included so that they may assume their planned responsibilities in the program.</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>: 3.20</td>
</tr>
<tr>
<td>9. The evidences of accomplishment for each educational job are identified and a provision is made for a systematic evaluation.</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>: 2.60</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>20</td>
<td>46</td>
<td>51</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>: 3.46</td>
</tr>
</tbody>
</table>

| EVALUATION QUESTIONS | | | | | | | | |
| 1. How adequately is the written plan of work based on the general objectives of the 4-H phase of the program? | 0 | 2 | 7 | 6 | 0 | 0 | 0 | : 2.73 |
| 2. How well have the standards of an educational plan of work been met? | 1 | 7 | 6 | 1 | 0 | 0 | 0 | : 3.53 |
| TOTAL EVALUATIONS | 1 | 9 | 13 | 7 | 0 | 0 | 0 | : 3.13 |
therefore, was indicated as the plans not being based on the objectives of the parish program.

The mean rating for the nine conditions was 3.46. There was a broad range in the ratings; from 2.60 to 5.00. The perfect rating was on the condition related to the inclusion of a calendar of 4-H activities and events in the plan. The lower ratings were concerned with the plans for systematic evaluation and leader training along with the plan identifying the specific educational jobs and their relation to a general objective in the written program.

The ratings for the parish programs on the third criterion in this element are presented in Table XV. This criterion was concerned with the realism of the plan of work in terms of the human and other resources available in the parish. The mean rating on the evaluation question was 4.20 which indicated a good level of performance for the parish programs. The realism of the plan was a definite strength in the parish programs as indicated by the performance level which approached an excellent level.

The ratings on one of the conditions, the adequacy of 4-H local leadership in relation to the plan, was the one area of weakness indicated in the evaluations. The mean rating on this condition was 3.23 as compared to the mean evaluation rating of 4.20. Consequently, the mean rating on the evaluation was lowered from the excellent to the good range as a result of the wide deviation from the other ratings.

For this element, on the 4-H phase of the parish Extension plan of work, the mean evaluation rating was 3.42. This indicated a level of performance on the higher end of the fair scale for the parish programs.
TABLE XV

The ratings of fifteen selected parish 4-H club programs on the criterion that the 4-H phase of the written parish extension annual plan of work is realistic in terms of the human and other resources available for educational work with young people in the parish.

<table>
<thead>
<tr>
<th>Check List of Conditions to be Met</th>
<th>No. of Parish Programs Rated</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The number of different educational jobs and activities planned are realistic in terms of the available time of the people involved.</td>
<td></td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.80</td>
</tr>
<tr>
<td>2. Adequate professional leadership is available to carry out the plan.</td>
<td></td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.93</td>
</tr>
<tr>
<td>3. Adequate 4-H adult leadership is available to supplement and complement the work of the Extension agents doing 4-H work in carrying out the plan.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.23</td>
</tr>
<tr>
<td>4. Adequate facilities and support are available in the parish to assist in carrying out the 4-H phase as planned.</td>
<td></td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.60</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td></td>
<td>36</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.40</td>
</tr>
</tbody>
</table>

EVALUATION QUESTION

1. To what extent is the annual plan of work for 4-H realistic considering the available human and other resources? |                             | 3  | 12| 0 | 0 | 0 | 0  | 4.20 |
rated. However, several areas of weaknesses were indicated by the evaluations. One was the lack of identification of the specific educational jobs which were identified were not related to general objectives in the program.

Another area of weakness was that of adult local leadership. As a whole, the plans were weak in terms of training for the leaders and in the realisticness of the over-all plan in terms of the adequacy of the leadership available.

2. PROGRAM ACTION

The evaluation ratings for this unit of the Standard of Performance were presented for each criterion under the heading of the element to which each belonged. The four elements in this unit were as follows: 1) 4-H Club organization; 2) The 4-H Club; 3) Teaching 4-H project work; and, 4) 4-H activities, events, contests, and awards. The ratings for each element were presented in the order in which they appear above.

4-H Club organization

There were six criteria in this element. The ratings of the parish 4-H programs on these criteria were presented here in this part.

The ratings of the parish programs on the first criterion in this element, the coordination of 4-H activities with those of the school system, are presented in Table XVI. The mean rating of the evaluations on this criterion was 3.60 which indicated a performance rating on the lower end of the good scale. The three conditions under this criterion were considered of equal importance in determining the evaluation rating.
TABLE XVI

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE ACTIVITIES OF THE 4-H PHASE ARE COORDINATED WITH THOSE OF THE PARISH SCHOOL SYSTEM

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>1. The parish Extension agents doing 4-H Club work consult with the Superintendent of Schools concerning the parish 4-H program and its organization.</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>2. The activities of the 4-H program are coordinated with those of the school system by the parish Extension agents doing 4-H Club work.</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>3. The parish Superintendent of Schools or his representative is invited to attend the major 4-H activities and events.</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>22</td>
<td>5</td>
</tr>
</tbody>
</table>

EVALUATION QUESTION

1. To what extent are the activities of the 4-H phase coordinated with those of the parish school system?

7  2  2  1  3  0  3.60
The range of the mean ratings for each condition was small. The dispersion of individual parish ratings for each condition was rather broad and followed a very similar pattern. However, performance was highest on the condition relating to the invitation to and the participation of the Superintendent of Schools and/or his staff in 4-H functions.

The ratings on the second criterion, which concerns the opportunities provided for rural boys and girls to be 4-H members through clubs organized in a manner which is conducive to learning, are presented in Table XVII. The mean rating of the three evaluation questions for this criterion was 3.77 which indicated a performance level of good for the fifteen programs rated. There was a wide range in the ratings of the three evaluation questions. The mean rating on the evaluation question concerned with the extent to which the opportunity for membership was offered to rural boys and girls was 4.56. On the second one, which related to the extent to which the clubs organized provide a situation conducive to learning, the mean rating was 3.80. The mean rating for the third question was 3.07. It related to the provision of sufficient and adequate local leadership.

Even though the over-all performance of the programs on this criterion was good, an area of weakness was indicated by the lowness of the rating on local leadership. An area of strength was indicated by the excellent rating on the question concerning provision of opportunities for enrollment to rural boys and girls.

The ratings on the conditions were all in the upper half of the rating scale, from 3.00 and up, except for the one concerning the adequacy of local leadership. The mean rating on this condition was 2.87 which related it to the area of weakness on leadership mentioned in a preceding
TABLE XVII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE OPPORTUNITY TO
BE A 4-H MEMBER IS EXTENDED TO EVERY RURAL BOY AND GIRL IN THE PARISH THROUGH
A 4-H CLUB WHICH IS ORGANIZED IN A MANNER THAT IS CONDUCIVE TO
LEARNING IN THE SCHOOL WHICH THEY ATTEND

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>No. of parish programs rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each school in the parish having rural boys and girls among its students is offered the opportunity to have a 4-H Club or Clubs organized within the school.</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.72</td>
</tr>
<tr>
<td>2. A 4-H Club or Clubs is organized in each school in the parish having rural boys and girls among its students.</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.50</td>
</tr>
<tr>
<td>3. In view of the local situation, the clubs are organized in such a manner that the size of the club is conducive to effective organization and teaching.</td>
<td>0</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.73</td>
</tr>
<tr>
<td>4. The principals of the schools in which 4-H Clubs are organized are consulted on the details of organizing their clubs.</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4.60</td>
</tr>
<tr>
<td>5. Potential 4-H members and their parents are informed about 4-H Club work through all available means.</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.33</td>
</tr>
<tr>
<td>6. Each 4-H Club in the parish has a sufficient number of volunteer adult leaders.</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3.60</td>
</tr>
</tbody>
</table>
### TABLE XVII (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>7. Each 4-H Club in the parish has volunteer leadership which is adequate in terms of the quality of leadership to give needed individual help to members.</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>31</td>
</tr>
</tbody>
</table>

**EVALUATION QUESTIONS**

1. To what extent is the opportunity for membership offered to every rural boy and girl in the parish?
   - 7 | 7 | 0 | 0 | 0 | 1 : 4.50

2. To what extent do the 4-H Clubs organized provide a situation which is conducive to effective learning?
   - 0 | 12 | 3 | 0 | 0 | 0 : 3.80

3. To what extent is sufficient and adequate volunteer leadership provided?
   - 0 | 4 | 8 | 3 | 0 | 0 | 0 : 3.07

**TOTAL EVALUATIONS**

- 7 | 23 | 11 | 3 | 0 | 1 : 3.77
The ratings of the third criterion in this element are presented in Table XVIII. It is concerned with the opportunities provided for 4-H members to express opinions and make decisions about the activities conducted at the parish level for their benefit. The mean rating of the evaluations on this criterion was 3.80. A level of performance of good on the rating scale was indicated as a result of this rating. In determining the evaluation rating, the first condition relating to the organization of a 4-H executive committee was considered of less importance than the other three.

The rating of the first condition just mentioned was an excellent one. All fifteen of the programs rated received it. This indicated that all of the parishes concerned organized a 4-H executive committee. The ratings on the other three conditions were all at relatively the same level; from 3.73 to 3.87. All of the parish programs rated, with the exception of one rating on one condition had ratings of fair or above on these conditions.

The ratings on the fourth criterion are presented in Table XIX. This criterion is concerned with the organization and meetings of the 4-H Clubs in the parish. The mean rating of the evaluations on this criterion was 3.27 which indicated a fair level of performance for the programs rated.

In determining the ratings on the evaluation question, conditions two, three, four, six and seven were considered of more importance than the others. These related to the meetings held by club leaders, the general pattern encouraged for 4-H meetings, the leadership of the
TABLE XVIII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE MEMBERS OF THE
4-H ORGANIZATION, THROUGH THEIR ELECTED REPRESENTATIVES, ARE PROVIDED AN OPPORTUNITY
TO EXPRESS OPINIONS AND MAKE DECISIONS ABOUT THE ACTIVITIES ON THE PARISH LEVEL WHICH ARE CONDUCTED FOR THEIR BENEFIT

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A parish 4-H Executive Committee, which is a group composed of the elected representatives of each 4-H Club, is organized</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5.00</td>
</tr>
<tr>
<td>2. Through the parish 4-H Executive Committee, the 4-H members are given an opportunity to express opinions and make decisions and recommendations on the activities in the parish 4-H program of which they are expected to participate.</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.87</td>
</tr>
<tr>
<td>3. Sufficient opportunity is provided for the parish 4-H Executive Committee to meet, discuss and make decisions and recommendations on all of the pertinent activities in the parish which affect them as 4-H members.</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3.73</td>
</tr>
<tr>
<td>4. The 4-H agents and leaders who work with the group serve as counselors and advisors in that they provide an atmosphere which is conducive to the functioning of the group as a democratic body.</td>
<td>0</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.73</td>
</tr>
<tr>
<td>TOTAL RATINGs</td>
<td>19</td>
<td>28</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4.08</td>
</tr>
</tbody>
</table>
TABLE XVIII (continued)

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>No. of parish programs rated</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent does the 4-H organization provide an opportunity for its members to express opinions and make decisions and recommendations about the activities which are conducted for their benefit?</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.80</td>
</tr>
</tbody>
</table>
TABLE XIX

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE EXTENSION AGENTS IN COOPERATION WITH THE 4-H LOCAL LEADERS PROVIDE THE MEANS BY WHICH 4-H CLUBS ARE ORGANIZED AND MEET REGULARLY ACCORDING TO A PATTERN WHICH MAXIMIZES THE 4-H EXPERIENCE OF THE MEMBER

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regularly scheduled 4-H meetings are held by the Extension agents with each club during the school year.</td>
<td>15 0 0 0 0 0 0</td>
<td>5.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Local leaders hold 4-H Club meetings other than those held by the Extension agents to supplement the work done at regular 4-H meetings.</td>
<td>0 3 6 6 0 0 0</td>
<td>2.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A general pattern is followed for regular 4-H meetings which encourages the 4-H Club to become an organized, functioning group.</td>
<td>1 11 3 0 0 0 0</td>
<td>3.87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The pattern which is followed in regular 4-H meetings encourages the 4-H local leaders to take the leadership in promoting activity within the club.</td>
<td>0 10 4 1 0 0 0</td>
<td>3.60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Each 4-H Club elects a slate of officers which is appropriate to its functioning and purpose.</td>
<td>14 1 0 0 0 0 0</td>
<td>4.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Appropriate training is offered to the elected officers of 4-H Clubs.</td>
<td>2 2 3 4 4 0 0</td>
<td>2.60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# TABLE XIX (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5   4  3  2  1  0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent  Good  Fair  Inferior  Very Inferior  Not Applicable Ratings</td>
<td></td>
</tr>
</tbody>
</table>

7. Each club is encouraged to follow a procedure which gives its members an opportunity to plan a program of action for the group.

| 3   0   6   0   6   0 | 0  : 2.60 |

8. The 4-H local leaders selected for each club are acceptable to the 4-H Club members and the local school administration.

| 0   1  14   0   0   0 | 0  : 3.07 |

**TOTAL RATINGS**

| 35  28  36  11  10  0 | 0  : 3.64 |

**EVALUATION QUESTION**

1. To what extent do the Extension agents, in cooperation with the 4-H local leaders, provide the means by which 4-H Clubs are organized and meet regularly according to a pattern which maximizes the 4-H experience of the member?

| 0   4   11   0   0   0 | 0  : 3.27 |
local leaders, the training of club officers, and the planning of a program of action for the club. The ratings on these conditions were lower on the average than the other three. Consequently, the mean evaluation rating of 3.27 was lower than the mean rating of the conditions, which was 3.64.

The conditions relating to meetings held by local leaders, the training offered club officers, and the encouragement of club program planning were all rated lower on the rating scale, on the lower end of the fair scale. These were considered as areas of weakness for this criterion, especially since these were considered among the more important conditions.

The ratings on the fifth criterion in this element are presented in Table XX. This criterion is concerned with the training given adult and junior leaders in the program. The mean rating of the two evaluation questions for this criterion was 2.87. On the evaluation question concerning the training of adult leaders, the mean rating was 2.80. For the one concerning junior leaders, the rating was 2.93. As a whole, the area of leader training was indicated by the ratings as an area of weakness in the programs evaluated.

The first four conditions were concerned with adult leader training. All four were considered of equal importance in determining the evaluation ratings. There was a range from 2.13 to 3.47 in the mean ratings of the conditions. Within each of the conditions, there was a wide dispersion of the parish program ratings. The last three conditions, five through seven, were concerned with junior leader training. The range of the mean ratings for the conditions was small. However, there
### TABLE XX

**The Ratings of Fifteen Selected Parish 4-H Programs on the Criterion That Adequate and Appropriate Training Is Given 4-H Adult and Junior Leaders to Assist Them in Assuming Their Planned and Accepted Responsibilities in the 4-H Program**

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>1. The 4-H adult leaders are involved in the planning of the training program for them.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2. The methods used in training adult leaders are appropriate to the needs and experience of the leaders.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3. The training given the adult leaders is adequate from the standpoint of its scope and content.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. The adult leaders are provided with appropriate information and material for the jobs they are expected to perform.</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5. The 4-H junior leaders are involved in the planning of the training program for them.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6. The training given the 4-H junior leaders is adequate from the standpoint of its scope and content.</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
### TABLE XX (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>No. of parish programs rated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 7. When training for the junior leaders is accomplished, opportunities are provided for the junior leaders to select and assume specific jobs and responsibilities as part of the training process.

<table>
<thead>
<tr>
<th>TOTAL RATINGS</th>
<th>10</th>
<th>16</th>
<th>37</th>
<th>27</th>
<th>15</th>
<th>0</th>
<th>2.80</th>
</tr>
</thead>
</table>

#### EVALUATION QUESTIONS

#### 1. To what extent is adequate and appropriate training given to 4-H adult leaders to assist them in assuming their planned and accepted responsibilities in the 4-H program?

<table>
<thead>
<tr>
<th>TOTAL EVALUATIONS</th>
<th>0</th>
<th>5</th>
<th>6</th>
<th>2</th>
<th>2</th>
<th>0</th>
<th>2.93</th>
</tr>
</thead>
</table>

#### 2. To what extent is adequate and appropriate training given 4-H junior leaders to assist them in assuming accepted responsibilities in the 4-H program?

| TOTAL EVALUATIONS | 0 | 7 | 14 | 7 | 2 | 0 | 2.87 |
was a wide dispersion of the ratings of the parish programs within each condition.

The ratings of the parish programs on the sixth criterion in this element are presented in Table XXI. This criterion is concerned with the seeking of a favorable climate for 4-H through a systematic plan to keep 4-H work before the public. The mean rating of the evaluations on this criterion was 3.20. A fair level of performance for the programs rated was indicated by this rating. All six of the conditions were considered of equal importance in determining the evaluation ratings.

The mean ratings of the conditions for this criterion ranged from 2.87 to 3.73. The highest rating was on the condition concerned with the recognition of adult leaders. The lowest rating was on the condition relating to the presentation of programs on 4-H Club work to local groups. Most of the 4-H programs were rated fair and good on the conditions. Even so, the ratings indicated that there is room for an improvement in performance on this criterion by the parish programs included in this study.

As a summary of the ratings on the six criteria in this element, the mean rating given to the fifteen programs included in the study was 3.45. As a whole, the level of performance indicated by this rating was satisfactory. However, four areas were indicated as ones in which the performance of the programs rated needed improvement. These were the provision of sufficient and adequate leadership for the 4-H Clubs; the organization of 4-H Clubs, in particular, the leadership training, and planning phases of this area; the training given adult and junior
### TABLE XXI

**THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT A FAVORABLE CLIMATE FOR 4-H WORK IN THE PARISH IS SOUGHT THROUGH A SYSTEMATIC PLAN TO KEEP 4-H BEFORE THE PUBLIC BY UTILIZING ALL AVAILABLE RESOURCES**

<table>
<thead>
<tr>
<th>Check List of Conditions to Be Met</th>
<th>No. of Parish Programs Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1. When the opportunity presents itself, programs on 4-H work are presented to local groups.</td>
<td>1</td>
</tr>
<tr>
<td>2. A comprehensive parish-wide commemoration is held during National 4-H Week.</td>
<td>0</td>
</tr>
<tr>
<td>3. The available local mass media are utilized to the fullest extent in publicizing the program.</td>
<td>1</td>
</tr>
<tr>
<td>4. Local sponsors of 4-H work are suitably recognized for their efforts in assisting with the program.</td>
<td>2</td>
</tr>
<tr>
<td>5. The 4-H leaders in the parish are appropriately recognized for their efforts in making the 4-H program reach young people effectively.</td>
<td>0</td>
</tr>
<tr>
<td>6. The support of parents for the 4-H program is actively solicited.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Ratings</strong></td>
<td>8</td>
</tr>
</tbody>
</table>

**Evaluation Question**

1. To what extent is a favorable climate for 4-H sought through a systematic plan to keep 4-H before the public by utilizing all available resources?

   0 | 5 | 8 | 2 | 0 | 0 | : 3.20
leaders; and the establishment of good public relations for the program.

The 4-H Club

There were four criteria in this element. The ratings of the fifteen selected parish 4-H programs on these criteria are presented in this section.

The first criterion was concerned with the administrative cooperation of the school principals of the schools in which 4-H Clubs are located. The ratings of the parish programs on this criterion are presented in Table XXII. The mean rating of the evaluations was 4.60 which indicated an excellent level of performance for the programs rated. In determining the evaluation ratings, all of the conditions were considered of equal importance.

The ratings on the conditions varied from 4.10 to 4.87. As indicated by the high level of the ratings, there was a limited amount of dispersion of the parish program ratings on each condition with none rating below fair on performance.

When the ratings on this criterion were compared with the ratings in Tables XXIII, it became apparent that perhaps the ratings obtained on this criterion did not present a true picture. The ratings on this criterion, which was concerned with club leadership, were considerably lower. Apparently, there should be a close correlation between the administrative cooperation of the school principal and the type of leadership provided for the club in his school. This was particularly true in the clubs which received performance ratings for leadership on the lower end of the scale. Perhaps, this criterion should be analyzed
TABLE XXII

THE RATINGS OF THIRTY SELECTED 4-CLUBS IN FIFTEEN SELECTED PARISHES ON THE CRITERION THAT
THE LOCAL 4-H CLUB HAS THE ADMINISTRATIVE COOPERATION OF THE PRINCIPAL OF THE
SCHOOL IN WHICH IT IS LOCATED

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of 4-H Clubs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>1. Each eligible boy or girl in the school is offered the opportunity to enroll as a 4-H Club member.</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>2. The club which is organized within the school is of a workable size.</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>3. The 4-H Club meetings are held at times when 4-H members or potential 4-H members are free to attend the meetings.</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>4. When meetings of the 4-H Club are held, adequate facilities are provided for this purpose.</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>5. The school principal considers the 4-H Club to be of educational value to its members.</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>101</td>
<td>28</td>
</tr>
</tbody>
</table>

EVALUATION QUESTION

1. To what extent does the 4-H Club have the administrative cooperation of the principal of the school in which it is located? | 15 | 13 | 2 | 0 | 0 | 0 | : 4.43 |
further and redesigned before the plan is put into operation as a supervisory procedure.

The second criterion was concerned with the local leadership at the club level and the extent to which club members are assisted with their project work and the operation of the club. The ratings on this criterion are presented in Table XXIII. The mean rating of the two evaluation questions on this criterion was 3.28 which indicated a fair level of performance for the parish programs rated. On the first evaluation question which was concerned with the opportunities provided for members to receive assistance with their project work, the mean rating was 3.43. On the other evaluation question which was concerned with the opportunities provided for the club to plan, carry out, and evaluate its program, the mean rating was 3.13.

In determining the evaluation ratings, the first three conditions were used to determine the ratings on assistance with project work. The other six conditions were used to determine the ratings on the evaluation question which was concerned with the club program. All conditions were considered of equal importance in determining the evaluations.

The lowest ratings on the conditions were given on the ones which referred to the planning and evaluation of the club program. The highest rating was on the condition which pertained to the participation of the club in the major 4-H activities at the parish level.

The third criterion in this element was concerned with the 4-H member and the kinds of experiences he receives through the organization. The ratings on this criterion are presented in Table XXIV. The mean ratings of the 180 4-H Club members included in this study was 3.30.
### TABLE XXIII

**THE RATINGS OF THIRTY SELECTED 4-H CLUBS IN FIFTEEN SELECTED PARISHES ON THE CRITERION THAT THE LOCAL LEADERS OF THE CLUBS PROVIDE OPPORTUNITIES FOR:**

1. **EACH MEMBER TO RECEIVE ASSISTANCE ON HIS PROJECT WORK; AND, 2. EACH CLUB TO PLAN, CARRY OUT, AND EVALUATE A PROGRAM**

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a sufficient number of local leaders to do the job.</td>
<td>5</td>
<td>11</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>3.53</td>
</tr>
<tr>
<td>2. Each member in the club completed his project work this past year.</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>3.50</td>
</tr>
<tr>
<td>3. Opportunities are provided for each member to receive individual assistance in completing his project work.</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>3.47</td>
</tr>
<tr>
<td>4. Junior leaders are appointed and given an opportunity to accept and carry out responsibilities within the club.</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>4.00</td>
</tr>
<tr>
<td>5. The club plans a program for the year.</td>
<td>7</td>
<td>0</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>2.90</td>
</tr>
<tr>
<td>6. The program as planned is carried out.</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>2.57</td>
</tr>
<tr>
<td>7. The program of the club includes a varied number of activities and is carried out by the 4-H members.</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>2.93</td>
</tr>
<tr>
<td>8. As a group, the entire club participates in the major 4-H activities at the parish level.</td>
<td>9</td>
<td>7</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3.77</td>
</tr>
<tr>
<td>9. As a group, the club evaluates its activities and accomplishments for the year.</td>
<td>3</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>2.60</td>
</tr>
<tr>
<td><strong>TOTAL RATINGS</strong></td>
<td><strong>49</strong></td>
<td><strong>53</strong></td>
<td><strong>86</strong></td>
<td><strong>44</strong></td>
<td><strong>21</strong></td>
<td><strong>17</strong></td>
<td><strong>3.26</strong></td>
</tr>
</tbody>
</table>
**TABLE XXIII (continued)**

<table>
<thead>
<tr>
<th>EVALUATION QUESTIONS</th>
<th>No. of 4-H Clubs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To what extent do the local leaders of the club provide opportunities for each member to receive assistance in his project work?</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>2. To what extent do the local leaders of the club provide opportunities for the club to plan, carry out and evaluate its program?</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL EVALUATIONS</td>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>
**TABLE XXIV**

The ratings of 180 selected 4-H club members in thirty selected 4-H clubs on the criterion that the 4-H member's participation in the organization provides him with the kinds of experiences that will encourage him to develop interests, talents, and abilities that will aid them to acquire knowledge and develop a sense of responsibility.

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of 4-H Club members rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The 4-H member is actively pursuing his interests in 4-H project work in keeping with the resources he has to work with.</td>
<td>26 72 57 21 4 0</td>
<td>: 3.51</td>
</tr>
<tr>
<td>2. The 4-H member is actively supported in his project work and 4-H activity by his parents.</td>
<td>51 68 51 9 1 0</td>
<td>: 3.88</td>
</tr>
<tr>
<td>3. The 4-H member actively participates in 4-H Achievement Day.</td>
<td>76 32 28 7 37 0</td>
<td>: 3.58</td>
</tr>
<tr>
<td>4. The 4-H member exhibits his project work at all available opportunities.</td>
<td>30 14 28 2 106 0</td>
<td>: 2.22</td>
</tr>
<tr>
<td>5. There is evidence that the 4-H Club member does quality work.</td>
<td>25 44 81 21 9 0</td>
<td>: 3.31</td>
</tr>
<tr>
<td>6. The 4-H member actively participates in the activities of his club.</td>
<td>22 32 66 18 42 0</td>
<td>: 2.86</td>
</tr>
<tr>
<td>7. The 4-H member actively participates in parish 4-H activities.</td>
<td>12 17 38 10 103 0</td>
<td>: 2.03</td>
</tr>
<tr>
<td>8. The 4-H member is actively aided in his project work by his local leader and Extension agent.</td>
<td>16 39 68 18 39 0</td>
<td>: 2.86</td>
</tr>
</tbody>
</table>
TABLE XXIV (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of 4-H Club members rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>9. The 4-H member assists other 4-H members with their 4-H project work and activity.</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>10. The 4-H member possesses a desirable attitude towards his experiences as a 4-H member by</td>
<td>17</td>
<td>131</td>
</tr>
<tr>
<td>displaying interest in the organization.</td>
<td>287</td>
<td>477</td>
</tr>
</tbody>
</table>

**TOTAL RATINGS**

|                                                          | 5  | 4  | 3  | 2  | 1  | 0  |     |
|-----------------------------------------------------------|-----------------------------|------|
| EVALUATION QUESTION                                       | 20 | 50 | 76 | 32 | 2  | 0  | 3.30|
| 1. To what extent does the 4-H member's participation in |                                                            |
| the organization provide him with the kinds of experiences that will encourage him to develop interests, talents, and abilities that will aid them to acquire knowledge and develop a sense of responsibility. |    |    |    |    |    |    |
This indicated a fair level of performance for the fifteen parish programs rated in providing the individual member with a good experience as a 4-H member.

In determining the evaluation ratings, conditions one, three, six, and eight were considered of more importance than the others. These were related to the project work of the members, their participation in 4-H achievement day and club activities, and the assistance received from leaders and agents.

The range of mean ratings on the conditions was fairly wide ranging from 2.03 to 3.88. There was a very wide range of dispersion in the ratings of the individual club members on the conditions. Among the conditions considered more important, the condition relating to the assistance received from leaders and agents and the participation of members in club activities was the lowest at 2.86. These two, especially, indicate areas of weakness in the performance of parish programs on this criterion. It was interesting to note that a large majority of the club members possessed good attitudes towards their experiences in the 4-H program as evidenced by the ratings on the condition relating to this item.

The fourth criterion in this element was concerned with the meetings held by the 4-H Clubs. The ratings on this criterion are presented in Table XXV. The mean rating of the evaluations on this criteria was 3.75 which indicated a level of performance on the lower end of the good scale. In determining the evaluation ratings, all of the conditions were considered of equal importance.

The mean ratings of the conditions ranged from 3.04 to 4.86. The lower ratings were on the ones which related to member participation in
TABLE XXV

THE RATINGS OF TWENTY-EIGHT SELECTED 4-H CLUBS IN FOURTEEN SELECTED PARISHES ON THE CRITERION THAT AT THE REGULAR 4-H MEETINGS OF THE CLUB THE INDIVIDUAL 4-H MEMBERS ARE PROVIDED WITH OPPORTUNITIES FOR THEM TO PARTICIPATE IN AND CONDUCT THE ACTIVITIES AND BUSINESS OF THE CLUB

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>5 Excellent</th>
<th>4 Good</th>
<th>3 Fair</th>
<th>2 Inferior</th>
<th>1 Very Inferior</th>
<th>Not Applicable</th>
<th>Mean Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The officers of the club function in their elected responsibilities.</td>
<td>25</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>: 4.86</td>
</tr>
<tr>
<td>2. The recommended procedure (opening, business and program) is followed in the conduct of the meeting.</td>
<td>17</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>: 4.29</td>
</tr>
<tr>
<td>3. The members of the club actively conduct, discuss, and make decisions on their business and activity at the club meeting.</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>: 3.04</td>
</tr>
<tr>
<td>4. The adult leaders attend and participate in the 4-H Club meetings.</td>
<td>9</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>: 3.36</td>
</tr>
<tr>
<td>5. A short program or recreation period is conducted by the club members.</td>
<td>11</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>: 3.21</td>
</tr>
<tr>
<td>6. Maximum opportunities are provided for the individual member to participate in the meeting.</td>
<td>7</td>
<td>3</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>: 3.43</td>
</tr>
<tr>
<td>7. A high percentage of the members enrolled are in attendance at the meeting.</td>
<td>19</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>: 4.57</td>
</tr>
</tbody>
</table>
TABLE XXV (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of 4-H Clubs rated</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent Good Fair Inferior Very Inferior Not Applicable Ratings</td>
<td>8. The time allotted for the club meeting is effectively used for the business and activity part as well as for the educational part.</td>
<td>12</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td></td>
<td>102</td>
<td>34</td>
<td>62</td>
<td>8</td>
<td>18</td>
<td>0</td>
<td>: 3.87</td>
</tr>
<tr>
<td>EVALUATION QUESTION</td>
<td></td>
<td>1. To what extent do the regular meetings of the club provide the individual members with opportunities to participate in the meetings and conduct the business and activity of the club?</td>
<td>5</td>
<td>12</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
the meeting. These ratings indicated that this was an area in which improvement could be made in the programs included in the study.

As a summary of the evaluation ratings for this unit, the mean rating of the 4-H Clubs on the three criteria relating to them was 3.69. The mean evaluation rating of the 4-H members was 3.30. Both of these ratings indicated the level of performance for the programs included in the study was satisfactory. However, the ratings indicated that there were some areas which need strengthening. First, the 4-H members need more assistance in their projects and activities from the leaders. Second, the 4-H Club members need to be provided with the opportunity to plan, conduct, and evaluate their meetings and activities as a group.

**Teaching 4-H Project Work**

This was the third element in the unit on program action. Included in this element were three criteria. Each of the fifteen programs were divided into two phases, agricultural and home economics, for the ratings on this element. Consequently, the ratings for each criterion were presented in two tables, one for the agricultural phase and one for the home economics phase.

The ratings for the agricultural phase on the first criterion are presented in Table XXVI. This criterion was concerned with the subject matter taught through the 4-H program and its appropriateness to the needs of the people and the interests of the 4-H members. The ratings on this criterion for the home economics phase are presented in Table XXVII. The mean rating of the evaluations for the agricultural phase was 3.60; for the home economics phase it was 3.53. Both of these ratings indicate a performance level which is on the lower end of the good scale.
TABLE XXVI

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE SUBJECT MATTER TAUGHT IS APPROPRIATE TO THE NEEDS OF THE PEOPLE AS EXPRESSED BY THEM, WHICH IS BASED ON THE AGRICULTURAL AND/OR HOME ECONOMICS SITUATION IN THE PARISH, AND TO THE INTERESTS OF THE 4-H CLUB MEMBERS (FOR THE AGRICULTURAL PHASE)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of parish programs rated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inferior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Inferior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. The subject matter taught through the 4-H organization is based on the problems as identified in the written parish Extension program.</strong></td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td><strong>2. The subject matter taught through the 4-H program is based on the interests of the 4-H members as expressed through their enrollment by projects.</strong></td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.47</td>
</tr>
<tr>
<td><strong>TOTAL RATINGS</strong></td>
<td>2</td>
<td>7</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3.41</td>
</tr>
<tr>
<td><strong>EVALUATION QUESTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. To what extent is the subject matter taught through the 4-H organization based upon the needs of the people as expressed by them and upon the interests of the 4-H Club members?</strong></td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.60</td>
</tr>
</tbody>
</table>
TABLE XXVII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT THE SUBJECT MATTER TAUGHT IS APPROPRIATE TO THE NEEDS OF THE PEOPLE AS EXPRESSED BY THEM, WHICH IS BASED ON THE AGRICULTURAL AND/OR HOME ECONOMICS SITUATION IN THE PARISH, AND TO THE INTERESTS OF THE 4-H CLUB MEMBERS (FOR HOME ECONOMICS PHASE)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The subject matter taught through the 4-H organization is based on the problems as identified in the written parish Extension program.</td>
<td>1 3 7 0 0 0</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3.45</td>
</tr>
<tr>
<td>2. The subject matter taught through the 4-H program is based on the interests of the 4-H members as expressed through their enrollment by projects.</td>
<td>1 5 9 0 0 0</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3.47</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>2 8 16 0 0 0</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>3.46</td>
</tr>
</tbody>
</table>

EVALUATION QUESTION

1. To what extent is the subject matter taught through the 4-H organization based upon the needs of the people as expressed by them and upon the interests of the 4-H Club members? | 1 6 8 0 0 0 | 4 | 2 | 3 | 4 | 0 | 4 | 3.53 |
There was a marked similarity in the ratings on the conditions for both phases, agriculture and home economics. In determining the evaluation rating, the condition relating to the interests of 4-H Club members was considered of more importance than the one of the needs of the people. Consequently, the mean rating of the evaluations was slightly higher than the mean rating of the conditions. Even though the performance level was on the lower end of the good scale, this represented an area where there was room for improvement. The teaching plan of every agent should take into consideration the interests of the boys and girls, especially, on those projects in which there was a higher enrollment. In many instances, this was not done.

The ratings on the second criterion for the agriculture phase are presented in Table XXVIII. For the home economics phase, the ratings are presented in Table XXIX. This criterion was concerned with the method demonstrations given by the Extension agents at 4-H Club meetings. The mean rating for the agricultural phase was 3.87. For the home economics phase, it was 4.07. Both of these ratings indicated a level of performance which was good. In determining the evaluation ratings, the conditions were considered of equal importance.

The mean ratings given on the conditions varied from 3.07 to 5.00 for the agricultural phase. For the home economics phase, the variation in mean ratings was from 3.40 to 5.00. Both phases of the program received the mean rating of 5.00 on the condition concerned with the demonstration being comprehensive enough to cover the topic, but based upon one central theme so that it did not cover too much subject matter.
### TABLE XXVIII

The ratings of fifteen selected parish 4-H club programs on the criterion that well prepared method demonstrations, which relate to the project areas of greatest interest and the objectives of the parish extension program, are given at regular 4-H meetings (for agricultural phase).

<table>
<thead>
<tr>
<th>Check List of Conditions to Be Met</th>
<th>No. of Parish Programs Rated</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method demonstrations are given each month at regular 4-H meetings.</td>
<td>2 10 3 0 0 0</td>
<td>3.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The topics of the method demonstrations are based on the more popular projects as signified by the enrollment in the projects and the objectives of the parish extension program.</td>
<td>1 5 8 1 0 0</td>
<td>3.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The demonstration teaching plan takes into consideration the age levels of the members.</td>
<td>0 1 14 0 0 0</td>
<td>3.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities are provided for the members to participate in the demonstration with specific emphasis on applying or using the subject matter that is taught.</td>
<td>1 4 10 0 0 0</td>
<td>3.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The demonstration teaching plan is in written or outline form.</td>
<td>8 3 4 0 0 0</td>
<td>4.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The procedure used in presenting the demonstration is in line with good teaching procedure.</td>
<td>9 4 2 0 0 0</td>
<td>4.47</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XXVIII (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent Good Fair Inferior Very Inferior Not Applicable Ratings</td>
<td></td>
</tr>
<tr>
<td>7. The demonstration is comprehensive enough to cover the topic; but based upon one central theme so that it does not cover too much subject matter.</td>
<td>15 0 0 0 0 0 : 5.00</td>
<td></td>
</tr>
<tr>
<td>8. Appropriate visuals are used in presenting the demonstration.</td>
<td>13 0 0 0 2 0 : 4.47</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL RATINGS</strong></td>
<td>49 27 41 1 2 0 : 4.00</td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION QUESTION**

1. To what extent are the method demonstrations given at regular 4-H meetings well prepared, presented, and related to the more popular 4-H projects and the objectives of the parish Extension program?

|                                                                                                   | 1 11 3 0 0 0 : 3.87          |      |
TABLE XXIX

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT WELL PREPARED METHOD DEMONSTRATIONS, WHICH RELATE TO THE PROJECT AREAS OF GREATEST INTEREST AND TO THE OBJECTIVES OF THE PARISH EXTENSION PROGRAM, ARE GIVEN AT REGULAR 4-H MEETINGS (FOR HOME ECONOMICS PHASE)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Inferior</th>
<th>Very Inferior</th>
<th>Not Applicable</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Method demonstrations are given each month at regular 4-H meetings.</td>
<td></td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.07</td>
</tr>
<tr>
<td>2. The topics of the method demonstrations are based on the more popular projects as signified by the enrollment in the projects and the objectives of the parish Extension program.</td>
<td></td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3.40</td>
</tr>
<tr>
<td>3. The demonstration teaching plan takes into consideration the age levels of the members.</td>
<td></td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.47</td>
</tr>
<tr>
<td>4. Opportunities are provided for the members to participate in the demonstration with specific emphasis on applying or using the subject matter that is taught.</td>
<td></td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3.47</td>
</tr>
<tr>
<td>5. The demonstration teaching plan is in written or outline form.</td>
<td></td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.60</td>
</tr>
<tr>
<td>6. The procedure used in presenting the demonstration is in line with good teaching procedure.</td>
<td></td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.73</td>
</tr>
</tbody>
</table>
## TABLE XXIX (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>7. The demonstration is comprehensive enough to cover the topic; but based upon one central theme so that it does not cover too much subject matter.</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>8. Appropriate visuals are used in presenting the demonstration.</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>57</td>
<td>32</td>
</tr>
</tbody>
</table>

### EVALUATION QUESTION

1. To what extent are the method demonstrations given at regular 4-H meetings well prepared, presented, and related to the more popular 4-H projects and the objectives of the parish Extension program? 1 14 0 0 0 0 4.07
Three conditions, which were among the lowest ratings, were the ones which were concerned with the topics of the demonstrations being based on the more popular projects, the teaching plan taking into consideration the age level of the members, and the provision of opportunities for the members to take part in the demonstration. Even though the ratings were not decidedly low, these areas were ones which should be strengthened within the programs.

The third criterion in this element was concerned with the variety of appropriate techniques, methods, and materials used by agents in teaching 4-H project work. The ratings for the agricultural phase on this criterion are presented in Table XXX. For the home economics phase, the ratings are presented in Table XXXI. The mean rating of the evaluations for the agricultural phase on this criterion was 3.47. For the home economics phase, the mean rating of the evaluations was 3.33. Both of these ratings indicated a level of performance which was on the upper end of the fair scale.

In determining the evaluation for the programs rated on this criterion, the conditions were considered of equal importance. Within the two phases, agriculture and home economics, there was a variation in the mean ratings on the conditions. For the agricultural phase, the mean ratings for the condition varied from 1.40 to 4.40. The mean ratings on the conditions for the home economics phase varied from 2.07 to 4.87. On conditions one, two, four, and six, there was a fairly wide range between the mean ratings of the agricultural and home economics phases. These were related to the clinics or workshops conducted at the parish and club level, the use of circular letters, and the materials prepared and methods used in training leaders for project contests.
TABLE XXX

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT A VARIETY OF APPROPRIATE TECHNIQUES, METHODS, AND MATERIALS ARE USED BY THE EXTENSION AGENTS IN TEACHING 4-H PROJECT WORK (FOR AGRICULTURAL PHASE)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4 3 2 1 0 Mean</td>
</tr>
<tr>
<td>Excellent</td>
<td>Good Fair Inferior Very Inferior Not Applicable Ratings</td>
</tr>
</tbody>
</table>

1. Based upon the interests of the 4-H members and the subject matter involved, parish clinics or workshops are conducted to give members training in projects that require specialized instruction.

   0 5 7 3 0 0 : 3.13

2. Local leaders are assisted in teaching the subject matter concerned with project work by holding clinics or workshops at the club level.

   0 0 2 2 11 0 : 1.40

3. Farm and home visits are appropriately used as a method of teaching subject matter.

   2 5 8 0 0 0 : 3.60

4. Circular letters are used to advantage in teaching subject matter.

   4 5 5 1 0 0 : 3.80

5. 4-H project bulletins are utilized to advantage in teaching subject matter.

   4 7 4 0 0 0 : 4.00

6. Appropriate materials are prepared and proper methods are used to assist leaders and 4-H members in preparation for project contests.

   8 5 2 0 0 0 : 4.40

TOTAL RATINGS

18 27 28 6 11 0 : 3.47
TABLE XXX (continued)

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>No. of parish programs rated</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent is a variety of techniques, methods and materials used by the Extension agents in teaching 4-H project work?</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Excellent  Good  Fair  Inferior  Very Inferior  Not Applicable  Ratings
TABLE XXXI

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT A VARIETY OF APPROPRIATE TECHNIQUES, METHODS, AND MATERIALS ARE USED BY THE EXTENSION AGENTS IN TEACHING 4-H PROJECT WORK (FOR HOME ECONOMICS PHASE)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>2.07</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>2.73</td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3.53</td>
</tr>
<tr>
<td>Inferior</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>3.27</td>
</tr>
<tr>
<td>Very Inferior</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.93</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.87</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>24</td>
<td>20</td>
<td>22</td>
<td>16</td>
<td>8</td>
<td>0</td>
<td>3.40</td>
</tr>
</tbody>
</table>
TABLE XXXI (continued)

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>1. To what extent is a variety of techniques, methods and materials used by the Extension agents in teaching 4-H project work?</td>
<td>0 5 10 0 0 0</td>
<td></td>
</tr>
</tbody>
</table>

: 3.33
Even though the performance level was on the upper end of the fair scale, several areas of weakness were apparent for this criterion for both phases. These were concerned with the clinics and workshops held at the club and at the parish level. In addition, the use of circular letters in the home economics phase was indicated as one which should be strengthened.

In summarizing the evaluations on the criteria in this element, the mean rating of the evaluations was 3.65. For this element as a whole, this indicated a level of performance on the lower end of the good scale. Even though this performance level was considered adequate, several areas of weakness were identified in the fifteen parish programs rated as part of this study.

All of these weaknesses were indicated by low mean ratings on specific conditions within the criteria. Weaknesses in the programs indicated were as follows: 1) Both phases, agriculture and home economics, were not performing as well as they should in basing the teaching plan and the method demonstrations on the project interests of the members; 2) The demonstration teaching plans of the agents did not consider the age level of the members and their participation in the demonstrations to a sufficient degree; 3) Both phases were not conducting a sufficient number of clinics and workshops at the parish and the club level; and 4) The home economics phase was not using circular letters to the best advantage.

4-H activities, events, contests, and awards

This was the fourth element in the unit on program action. In this element, three criteria were used as the basis for evaluation.
On the second criteria, the agricultural and home economics phases of the programs were rated separately.

The first criterion was concerned with the annual 4-H achievement day which is conducted to give each member an opportunity to illustrate the state of proficiency he has reached in his project work and to maximize his educational experiences in his area of interest. The ratings on this criterion are presented in Table XXXII. The mean rating of the evaluations was 3.80 which indicated a level of performance which was good.

In determining the evaluations for the parish programs rated, conditions two, three, and seven were considered of lesser importance than the others. These conditions were concerned with 4-H members performing the leadership roles at the day, with every organized 4-H Club having members in attendance, and the involvement of 4-H leaders, parents, and friends in the conduct of the day.

The mean ratings of the conditions ranged from 3.27 to 4.47. The two lowest conditions, which constituted areas of weakness, were the ones concerned with prior planning by the agents, leaders, and members, and the attendance of 4-H members. The conditions concerned with the comprehensiveness and completeness of the agricultural and home economics contests were also considered as areas of weakness since this constituted a vital part of achievement day.

The second criterion in this element was concerned with a sufficient number of activities, events, and contests being conducted to enhance the learning experiences of the 4-H members through participation in these events. On this criterion, separate evaluations were made for the agricultural and the home economics phases. The ratings of the agricultural
TABLE XXXII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT AN ANNUAL 4-H ACHIEVEMENT DAY IS CONDUCTED TO GIVE EACH INDIVIDUAL MEMBER AN OPPORTUNITY TO ILLUSTRATE THE STATE OF PROFICIENCY HE HAS REACHED IN 4-H WORK AND TO MAXIMIZE HIS EDUCATIONAL EXPERIENCE IN HIS AREA OF INTEREST.

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is evidence of prior planning by the agents, leaders and club members.</td>
<td>0</td>
</tr>
<tr>
<td>2. The 4-H members through their elected representatives are given an opportunity to perform the leadership roles for this event.</td>
<td>3</td>
</tr>
<tr>
<td>3. There is a high degree of involvement of 4-H leaders, parents and friends in the conduct of the day.</td>
<td>2</td>
</tr>
<tr>
<td>4. Contests are offered for each 4-H project that is offered in the parish.</td>
<td>2</td>
</tr>
<tr>
<td>5. The attendance of 4-H members is high.</td>
<td>2</td>
</tr>
<tr>
<td>6. The participation of 4-H members in the individual contests is high.</td>
<td>8</td>
</tr>
<tr>
<td>7. Every organized 4-H Club in the parish has members in attendance.</td>
<td>9</td>
</tr>
<tr>
<td>8. Every club member enrolled in a project is eligible to participate in the contest for that project.</td>
<td>10</td>
</tr>
<tr>
<td>CHECK LIST OF CONDITIONS TO BE MET</td>
<td>No. of parish programs rated</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>9. The contests in the agricultural projects are comprehensive and complete in covering the subject matter of the project.</td>
<td></td>
</tr>
<tr>
<td>10. The contests in the home economics projects are comprehensive and complete in covering the subject matter of the project.</td>
<td></td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION QUESTION

1. To what extent is the annual 4-H Achievement Day conducted in such a manner as to give each member an opportunity to illustrate the state of proficiency he has reached in 4-H work and to maximize his educational experiences in his areas of interest? | 1 | 10 | 4 | 0 | 0 | 0 | 3.80 |
phase are presented in Table XXXIII and those of the home economics phase in Table XXXIV. The mean rating of the evaluations for the agricultural phase was 3.40. For the home economics phase, the mean rating was 3.53. These ratings indicated a level of performance on the upper end of the fair scale and the lower end of the good scale which indicated that some improvement could be made in this area.

In determining the evaluations for the programs, all of the conditions were considered of equal importance. For both of the phases, there was a fairly wide range in the mean ratings on the conditions. The mean ratings of the agricultural phase ranged from 3.07 to 4.27. For the home economics phase, the range was much wider, ranging from 2.13 to 4.80. Within each condition on both of the phases, there was a fairly wide degree of dispersion in the different parish ratings.

For both phases, the highest mean rating on a condition was on the one concerned with 4-H camps. The lowest mean rating on a condition for both was on the one which was concerned with District and State Fairs.

Since all of the conditions apply to the participation of members, improvements in the performance level on all of the conditions were indicated as a means of strengthening the programs included in the study. None of the mean ratings indicated a major area of weakness. However, the performance level of the parishes on this criterion was not classified as excellent. Therefore, this area was designated as one which needed improvement.

The third criterion in this element was concerned with each 4-H member being afforded the opportunity to receive recognition for quality work and personal achievement through awards which are made available
### TABLE XXXIII

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT A SUFFICIENT NUMBER OF ACTIVITIES, EVENTS AND CONTESTS ARE CONDUCTED TO ENHANCE THE LEARNING EXPERIENCES OF 4-H MEMBERS THROUGH PARTICIPATION IN THESE EVENTS (FOR AGRICULTURAL WORK)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Based on the enrollment in the projects concerned and the parish situation, there is a high degree of participation in the:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Parish Fair</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5 : 3.80</td>
</tr>
<tr>
<td>b. Parish Junior Livestock Show</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5 : 3.50</td>
</tr>
<tr>
<td>c. District and State Fairs</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5 : 3.07</td>
</tr>
<tr>
<td>d. District and State Livestock Shows</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3 : 3.47</td>
</tr>
<tr>
<td>e. Chicken of Tomorrow Contest</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3 : 3.13</td>
</tr>
<tr>
<td><strong>2. There is a high level of participation in:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. State 4-H Short Course</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0 : 3.60</td>
</tr>
<tr>
<td>b. 4-H Camps</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0 : 4.27</td>
</tr>
<tr>
<td>c. State 4-H Records Contest</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0 : 3.00</td>
</tr>
<tr>
<td><strong>3. As needed and planned, special 4-H events and activities are conducted in the parish 4-H program with a high degree of participation by the members.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 : 3.07</td>
</tr>
<tr>
<td><strong>4. There is evidence of quality work being done in the parish as based on the results of competition in the various 4-H events.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 : 3.80</td>
</tr>
</tbody>
</table>

**TOTAL RATINGS**

<p>| 21 | 44 | 59 | 10 | 6 | 10 | 3.46 |</p>
<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent has a sufficient number of activities, events and contests been conducted in order to enhance the learning experiences of 4-H members through participation in these events?</td>
<td>1 4 10 0 0 0 0</td>
<td>3.40</td>
</tr>
</tbody>
</table>

TABLE XXXIII (continued)
TABLE XXXIV

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT A SUFFICIENT NUMBER OF ACTIVITIES, EVENTS AND CONTESTS ARE CONDUCTED TO ENHANCE THE LEARNING EXPERIENCES OF 4-H MEMBERS THROUGH PARTICIPATION IN THESE EVENTS (FOR HOME ECONOMICS PHASE)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Inferior</td>
<td>Very Inferior</td>
<td>Not Applicable</td>
<td>Ratings</td>
</tr>
<tr>
<td>1. Based on the enrollment in the projects concerned and the parish situation, there is a high degree of participation in the:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Parish Fair</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>: 3.09</td>
</tr>
<tr>
<td>b. Parish Junior Livestock Show</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>: 0.00</td>
</tr>
<tr>
<td>c. District and State Fair</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>: 2.13</td>
</tr>
<tr>
<td>d. District and State Livestock Shows</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>: 0.00</td>
</tr>
<tr>
<td>e. Chicken of Tomorrow Contest.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>: 0.00</td>
</tr>
<tr>
<td>2. There is a high level of participation in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. State 4-H Short Course</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>: 3.60</td>
</tr>
<tr>
<td>b. 4-H Camps</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>: 4.80</td>
</tr>
<tr>
<td>c. State 4-H Records Contest.</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>: 3.47</td>
</tr>
<tr>
<td>3. As needed and planned, special 4-H events and activities are conducted in the parish 4-H program with a high degree of participation by the members.</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>: 3.07</td>
</tr>
<tr>
<td>4. There is evidence of quality work being done in the parish as based on the results of competition in the various 4-H events.</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>: 3.27</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>26</td>
<td>23</td>
<td>28</td>
<td>12</td>
<td>12</td>
<td>49</td>
<td>: 3.41</td>
</tr>
</tbody>
</table>
TABLE XXXIV (continued)

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>Inferior</td>
<td>Very Inferior</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

1. To what extent has a sufficient number of activities, events and contests been conducted in order to enhance the learning experiences of 4-H members through participation in these events? 2 5 7 1 0 0 : 3.53
through the 4-H program. The ratings of the parish programs on this criterion are presented in Table XXXV. The mean rating of the evaluations on this criterion was 3.47. This indicated a level of performance for the programs rated which was just below the lower end of the good scale.

In determining the evaluation ratings on this unit, the conditions were considered of equal importance. There was a rather narrow range from 3.33 to 4.17 of the mean ratings on the conditions. Within each condition there was a limited degree of dispersion of the parish ratings. The performance of the parishes on this criterion was considered as one which could be strengthened even though it was not an area of marked weakness.

The mean rating of the evaluations on the three criteria in this unit was 3.55. A performance level was indicated which was on the lower end of the good scale. Even though no outstanding weaknesses were identified in this element, the general level of performance for the parishes rated was considered as lower than was desired. In general, this unit was concerned with the participation of 4-H members in 4-H activity and their recognition for good work. The only performance that was considered as being adequate for the unit was an excellent one.

3. PROGRAM EVALUATION

Program evaluation constituted the third unit of the standard of performance for parish 4-H programs. Two criteria were used to evaluate the performance of the fifteen parish 4-H programs included in this study on this unit.
TABLE XXXV

THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT EACH 4-H MEMBER IS AFFORDED
THE OPPORTUNITY TO RECEIVE RECOGNITION FOR QUALITY WORK AND PERSONAL ACHIEVEMENT
THROUGH AWARDS WHICH ARE MADE AVAILABLE THROUGH THE 4-H PROGRAM

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>

1. A system of placings is used in the various 4-H contests which emphasizes recognition for work which reaches a specified standard rather than what others have done in relation to each other.
   
   1   4   10   0   0   0 : 3.40

2. A sufficient number of awards are provided from the parish level to afford each member an opportunity to receive recognition for work and achievement of quality.

   1   9   5   0   0   0 : 3.73

3. The parish earns the maximum number of awards available for parish winners through the national and state awards programs.

   2   6   3   4   0   0 : 3.40

4. Information on the awards available is furnished to 4-H local leaders and members.

   1   7   3   4   0   0 : 3.33

5. The presentation of awards to winners is made on appropriate occasions so that the individual recipient gets full recognition and public knowledge of the award can be achieved.

   2   6   7   0   0   0 : 3.67
TABLE XXXV (continued)

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Excellent</td>
<td>6</td>
</tr>
<tr>
<td>Good</td>
<td>38</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>Inferior</td>
<td></td>
</tr>
<tr>
<td>Very Inferior</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The 4-H program receives excellent local support in the sponsorship of programs and awards for 4-H members.</td>
</tr>
<tr>
<td>1. To what extent is each 4-H member afforded the opportunity to receive recognition for quality work and personal achievement through awards which are made available through the 4-H program?</td>
</tr>
</tbody>
</table>
The ratings on the first criterion are presented in Table XXXVI. This criterion was concerned with the evaluation of the accomplishments in specified parts of the 4-H program. The mean rating of the evaluations on this criterion was 2.83 which indicated a level of performance which was on the lower end of the fair scale. Consequently, the performance of the parish programs rated on this criterion was considered as an area of weakness.

In determining the evaluation ratings, the three conditions were considered of equal importance. The mean rating of the conditions ranged from 2.23 to 3.80. Within the conditions there was a limited dispersion of the parish ratings which indicated the varied levels of performance for the programs rated.

The second criterion was concerned with the reporting and interpreting of the facts revealed by evaluation to the appropriate governing bodies, advisory groups and to the general public. The ratings on this criterion are presented in Table XXXVII. The mean rating of the two evaluation questions on this criterion was 3.03.

In the determination of the ratings on the first evaluation question, the first two conditions were used. The conditions and the evaluation question were concerned with the reporting of the accomplishments revealed by evaluation. The ratings on the third condition were used to determine the ratings on the second evaluation question. Both the condition and the evaluation question were concerned with the interpretation of the accomplishments revealed through evaluation by the appropriate local governing bodies and advisory groups. The mean ratings on the conditions ranged from 2.53 to 3.20.
<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>1. Evaluation plans are developed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>and carried out for each of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>phases of the 4-H program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to be evaluated as indicated in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>annual plan of work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Adequate records of 4-H</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>activity and accomplishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are kept by the agents doing 4-H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The findings are used in</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>projecting the 4-H phase of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parish Extension program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION QUESTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To what extent are the</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>accomplishments in specified parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the 4-H phase of the Extension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>action program evaluated as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>designated in the annual plan of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE XXXVII
THE RATINGS OF FIFTEEN SELECTED PARISH 4-H PROGRAMS ON THE CRITERION THAT PROGRAM ACCOMPLISHMENTS IN 4-H, WHICH ARE REVEALED BY EVALUATION, ARE REPORTED AND INTERPRETED TO THE PARISH GOVERNING BODIES COOPERATING WITH THE EXTENSION SERVICE, TO THE PARISH 4-H SUBCOMMITTEE, AND TO THE GENERAL PUBLIC FOR THEIR INFORMATION AND USE

<table>
<thead>
<tr>
<th>CHECK LIST OF CONDITIONS TO BE MET</th>
<th>No. of parish programs rated</th>
<th>0</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials are developed for the specific purpose of reporting accomplishments.</td>
<td>0 5 2 4 4 0</td>
<td>2.53</td>
<td></td>
</tr>
<tr>
<td>2. The report of program accomplishments in 4-H are presented to:</td>
<td>1 5 7 0 2 0</td>
<td>3.20</td>
<td></td>
</tr>
<tr>
<td>a. the general public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. the local governing bodies who cooperate with the Extension Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. the parish 4-H subcommittee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The findings from the report of accomplishments are studied for use in projecting the 4-H phase of the parish Extension program by the:</td>
<td>0 5 8 0 2 0</td>
<td>3.07</td>
<td></td>
</tr>
<tr>
<td>a. local governing bodies who cooperate with the Extension Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. the parish 4-H subcommittee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>1 15 17 4 8 0</td>
<td>2.93</td>
<td></td>
</tr>
<tr>
<td>EVALUATION QUESTIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To what extent are the program accomplishments, which are revealed by the evaluations reported to the appropriate groups and individuals?</td>
<td>0 4 8 2 1 0</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>EVALUATION QUESTIONS</td>
<td>No. of parish programs rated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To what extent are the program accomplishments, which are revealed by the evaluations studied by the appropriate groups for use in projecting the 4-H phase of the parish Extension program?</td>
<td>5 4 3 2 1 0 Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent Good Fair Inferior Very Inferior Not Applicable Ratings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL EVALUATIONS</td>
<td>0 8 17 3 2 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>: 3.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Concerning the summary of this unit, the mean rating of the evaluations on the criteria were 2.97. This rating indicated a performance level of fair. A fair rating was not considered as being satisfactory. Consequently, the area of program evaluation was considered as being one in which the level of performance was in need of strengthening.

4. SUMMARY

The mean ratings of the fifteen parish 4-H programs rated on the thirty-three criteria in this study are presented as a profile in Figure 2. The mean ratings ranged from 1.13 to 4.60 which indicated that the performance level of the parish programs varied considerably ranging from one end of the rating scale to the other. Consequently, areas of strength and weakness were identified as a result of the evaluations of the 4-H programs.

Of the three units in the evaluation plan, the units on program planning and program evaluation, were considered as areas of over-all weakness. The performance level of the parish programs as measured by the unit on program action was considered as being satisfactory. However, specific areas of weakness within this unit were identified by the mean ratings on the criteria and the conditions. The only criterion in this unit which received a mean rating of less than 3.00 was the one concerned with adult and junior leader training. This area was indicated as one which needed considerable improvement in order to elevate the level of performance within the parish programs. Other areas in need of strengthening were identified through the mean ratings on conditions within some of the criteria.
Figure 2. A graph of the mean ratings of the fifteen parish 4-H Club programs included in the study on the thirty-three criteria in the standard of performance.
CHAPTER V

THE OPINIONS OF SELECTED EXTENSION PERSONNEL
ON THE IMPORTANCE OF THE CRITERIA AND CONDITIONS

A sample of Extension personnel, who were responsible for 4-H programs, were queried as to their opinions on the importance of the criteria and conditions in the standard of performance for evaluating 4-H Club programs. This was done for several reasons. First, the sample served as judges as to the validity of the criteria and conditions in the plan. Secondly, this step was accomplished to obtain a measure of acceptance from a sample of the persons who would be most directly affected by the plan.

In designing the questionnaire to obtain the opinions of the sample, two thoughts were paramount. It was deemed essential to give each person in the sample an opportunity to rate each of the thirty-three criteria in the standard of performance as to its importance in evaluating parish 4-H Club programs. Once the importance of each criterion had been determined, then it was essential to have each one select the conditions under each criterion which they considered of more importance than the others in determining an evaluation rating for the criteria. A basic assumption here was that each condition under a criterion had at least some importance in determining an evaluation rating for that criterion.

The sample was asked to rate each criterion as to its importance based on the following scale:

1. Of most importance
2. Of much importance
3. Of some importance
4. Of little or no importance.

In making the selection on the conditions, the sample was asked to select the conditions for each criterion they considered of more importance than the others in determining an evaluation rating for the criterion in question. They were free to select one, several, or all of the conditions for the criterion. Consequently, if they considered all of the conditions of equal importance in determining an evaluation rating they could so indicate it.

In selecting the sample to be queried, it was decided to seek the opinions of Extension personnel at all levels within the organization. The sample included the persons holding the following positions, with the number of persons indicated in parentheses:

1. Director of Extension (1)
2. Assistant Directors (2)
3. State 4-H Club Agents (2)
4. District Agents (3)
5. District Program Specialists (4-H) (3)
6. Parish Chairman (15)
7. Agricultural Agents doing 4-H Club work (19)
8. Home Demonstration Agents doing 4-H Club work (17)

The administrators, the Director and Assistant Directors, were included in the sample since they set general policy for 4-H Club work in the state and are responsible for seeing that Extension work, in general, reaches the objectives it is designed to reach. The District Agents were included in the sample since they are responsible for the administration and supervision of the parish Extension programs and personnel within their assigned districts. Within each parish, the Parish Chairman is responsible for the administration and supervision of the Extension program. Consequently, they were included in the sample.
The State Club Agents and the District Program Specialists (4-H) are responsible, at the state and district levels, respectively, for operating the state 4-H program and assisting the parish staffs with the planning, executing, and evaluation of parish 4-H Club programs. For this reason, it was important to get their opinions. The last group included in the sample was the agents, both agricultural and home economics, who are charged with the responsibility of conducting 4-H programs.

In determining the size of the sample, the Parish Chairmen and the agents doing 4-H Club work in the fifteen parishes, whose programs were rated in the first part of this study, were selected. This sample consisted of fifty-one persons. There were eleven from the state staff for a total sample of sixty-two persons. The decision to hold the size of the sample to the personnel in the fifteen parishes, whose programs were rated, was made because these persons had been directly concerned with the first part of the study. It was felt that this experience helped them to gain a deeper insight into what was attempted in the way of program evaluation.

Each of the sixty-two persons included in the sample was sent a copy of the questionnaire. They were asked to complete the questionnaire on an individual basis so that their own opinions could be secured without discussing each individual rating with the others. Responses were obtained from fifty-nine persons.

The tabulation and analysis of the data for the criteria was done on the basis of two groups. One group was composed of the administrative, supervisory, and program persons who influence the work done on 4-H in
the parishes. They were designated as group number one. Group number two was composed of the parish Extension agents who are responsible for conducting the parish 4-H Club programs. In order to determine if there was any significant difference between the two groups as to their opinions on the importance of the criteria, the "t" test was computed for each of the nine elements, using the mean rating for each of the samples on the criteria in each element.

In the presentation and analysis of the data on the selections of the selected Extension personnel of the more important conditions for each criterion, the data were treated as the opinions of one sample. No tests of significance were computed for these data. The primary purpose of these data was to determine which conditions for each criterion were considered of more importance than the others by the sample. If fifty percent or more of the sample selected a condition as being more important than the others, this was considered significant. Where this occurred, the data are presented in tabular form. On criteria where there were no significant selections of the conditions by the sample, the data are presented in narrative form.

1. PROGRAM PLANNING

The data on the three elements in this unit of the standard of performance are presented in the section as follows:

Organization and Process for Program Planning

The opinions of the two groups on the criteria in this element are presented in Table XXXVIII. The mean rating of the opinions of group one on the importance of the criteria in this element was 3.23.
## TABLE XXXVIII
THE OPINIONS OF SELECTED EXTENSION PERSONNEL ON THE IMPORTANCE OF THE CRITERIA IN THE ELEMENT ON ORGANIZATION AND PROCESS FOR PLANNING

<table>
<thead>
<tr>
<th>CRITERION NUMBER</th>
<th>Of most importance</th>
<th>Of much importance</th>
<th>Number Rating</th>
<th>Of some importance</th>
<th>Of little or no importance</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 2</td>
<td></td>
</tr>
<tr>
<td>1. Membership of the 4-H subcommittee.</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>16</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2. Terms of the 4-H subcommittee members.</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>16</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>3. Understanding of purpose and scope.</td>
<td>15</td>
<td>27</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Process in planning.</td>
<td>6</td>
<td>8</td>
<td>16</td>
<td>15</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>5. Establishment of goals for the 4-H program.</td>
<td>8</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6. Coordination with other youth groups.</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>7. Coordination with the parish Extension Advisory Committee.</td>
<td>19</td>
<td>22</td>
<td>3</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Records of planning activity.</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>17</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>78</td>
<td>109</td>
<td>72</td>
<td>106</td>
<td>30</td>
<td>56</td>
</tr>
</tbody>
</table>
For group two, the mean rating was 3.14. The "t" test was computed to see if there was a significant difference between the opinions of the two groups. The "t" value was computed as 1.17. At the one per cent level, the value in the "t" table was 2.66. Therefore, it was concluded that there was no significant difference between the opinions of the two groups on the criteria in this element.

As to the opinions of the sample on the individual criteria, there was some variation in the opinions in the importance of the criteria in this element. Three of the criteria were considered of most importance by a larger number of the sample in evaluating the 4-H phase of the parish Extension program. These were the ones related to the membership of the 4-H subcommittee, the understanding of the purpose and scope of the 4-H program by the planning group, and the coordination of the work of 4-H subcommittee with the parish Extension advisory committee. The opinions of the sample on the criterion concerned with records of planning activity were equally divided. The same number rated this criterion of most and of much importance.

Two criteria were considered of much importance by a larger number of the sample in evaluating a 4-H program. These were related to the process used in planning the 4-H program, and to the establishment of goals for the program by the planning group. The criterion concerned with the terms of the 4-H subcommittee member was rated of much importance and of some importance by an equal number of the sample. One criterion was considered only of some importance by more than half of the sample in evaluating a 4-H program. This was the one relating to the coordination of the 4-H program with other groups working with young people.
It was significant to note that the criterion which was considered of least importance by the sample was the one on which the fifteen parish programs rated lowest. The mean rating of the parish 4-H programs rated on the criterion concerning coordination of the program with other groups working with young people was 1.13. This was the lowest mean rating on any of the thirty-three criteria in the standard of performance. This was the only criterion considered to be of only some importance in evaluating a parish 4-H program by a majority of the sample. The three criteria, which were considered of much importance by a majority of the sample, were also ones on which the fifteen programs rated rather low in comparison to some of the other ratings.

The selections by the sample of the conditions, which they considered of more importance than the others for the criterion on the membership of the 4-H subcommittee, are presented in Table XXXIX. As shown in the table, 22.1 per cent considered the conditions for this criterion of equal importance. Therefore, it was evident that the sample considered some of the conditions more important than the others.

A majority of the sample selected four conditions as being more important than the others. Seventy-four and sixth tenths per cent selected the representation by the school principals on the 4-H sub-committee as being a more important condition. The condition concerned with representation by the 4-H Executive Committee was selected by 64.4% of the sample. The one concerned with representation by the school principals was selected by 57.6% of the sample. Fifty-two and one half per cent of the sample selected the condition concerned with the representation of the different communities of the parish on the 4-H subcommittee.
TABLE XXXIX

THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH
THE MEMBERSHIP OF THE 4-H SUBCOMMITTEE AS INDICATED BY
THE SELECTIONS OF SELECTED EXTENSION PERSONNEL
AS TO THE ONES WHICH THEY CONSIDERED
MORE IMPORTANT THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1. The 4-H local leaders are represented.</td>
<td>44</td>
</tr>
<tr>
<td>2. The parish 4-H Executive Committee is represented.</td>
<td>38</td>
</tr>
<tr>
<td>3. The school principals are represented.</td>
<td>34</td>
</tr>
<tr>
<td>4. The different communities of the parish are represented.</td>
<td>31</td>
</tr>
<tr>
<td>5. The parents of 4-H members are represented.</td>
<td>29</td>
</tr>
<tr>
<td>6. The office of the Superintendent of Schools is represented.</td>
<td>24</td>
</tr>
<tr>
<td>7. The parish school board is represented.</td>
<td>14</td>
</tr>
<tr>
<td>8. The Policy Jury is represented.</td>
<td>10</td>
</tr>
<tr>
<td>9. The major farm organizations of the parish are represented.</td>
<td>7</td>
</tr>
<tr>
<td>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQual Importance</td>
<td>13</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
</tr>
</tbody>
</table>
In addition to the four conditions listed above, two others were selected by a significant portion of the sample. The conditions concerned with representation on the 4-H subcommittee by the parents of 4-H members and the office of the Superintendent of Schools were selected by 49.2 and 40.7% of the sample, respectively. When coupled with the 22.1% of the sample who considered all of the conditions of equal importance, each condition was selected as being of importance by a majority of the sample.

The selections of the sample on the conditions they considered of more importance than the others on the criterion concerned with the terms of the 4-H subcommittee members are presented in Table XL. As shown in the table, 64.4 per cent of the sample selected the condition concerned with the selection of the 4-H subcommittee members by the groups, agency and/or areas they represent as being more important. Twenty-five and four tenths per cent of the sample considered the conditions for this criterion of equal importance. Therefore, this indicated that a majority of the sample selected only one condition as being more important than the others for this criterion.

On the criterion concerned with the understanding of the purpose of the 4-H subcommittee and the scope of the 4-H program, 72.9 per cent of the sample considered the three conditions for this criterion as being of equal importance in evaluating a 4-H program. Therefore, it was concluded that, in the opinions of the sample, all were of equal value in determining a rating for a parish 4-H program on this criterion.

The selections of the sample on the conditions they considered of more importance than the others for the criterion concerned with the process to be used in planning are presented in Table XLI. As indicated
TABLE XL

THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH THE TERMS OF THE 4-H SUBCOMMITTEE MEMBERS AS INDICATED BY THE SELECTIONS OF SELECTED EXTENSION PERSONNEL AS TO THE ONES WHICH THEY CONSIDERED MORE IMPORTANT THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1. The members are selected by the group, agency, and/or areas they represent.</td>
<td>38</td>
</tr>
<tr>
<td>2. The replacement dates for the members are staggered to provide for continuity of committee membership.</td>
<td>22</td>
</tr>
<tr>
<td>3. Each member has a designated period of time to serve on the committee.</td>
<td>7</td>
</tr>
<tr>
<td>4. There is a specified date for replacement of each member.</td>
<td>4</td>
</tr>
<tr>
<td>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE</td>
<td>15</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
</tr>
</tbody>
</table>
### Table XLI

The rankings of the conditions for the criterion concerned with the process used in planning as indicated by the selections of selected extension personnel as to the ones which they considered more important than the others.

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The major problems, needs, and/or interests were identified after a study of the relevant facts.</td>
<td></td>
<td>29</td>
<td>49.2</td>
</tr>
<tr>
<td>2. The relevant basic situational facts about the parish and the 4-H program were collected and reviewed as a basis for planning.</td>
<td></td>
<td>28</td>
<td>47.5</td>
</tr>
<tr>
<td>3. A procedure was followed which enabled the subcommittee to effectively accomplish its task.</td>
<td></td>
<td>17</td>
<td>28.8</td>
</tr>
<tr>
<td>4. Pertinent research data were reviewed by the 4-H subcommittee.</td>
<td></td>
<td>11</td>
<td>18.6</td>
</tr>
<tr>
<td>5. An adequate amount of time has been allocated for a successful job of planning.</td>
<td></td>
<td>10</td>
<td>16.9</td>
</tr>
<tr>
<td>Number who considered all of the conditions of equal importance</td>
<td></td>
<td>25</td>
<td>42.4</td>
</tr>
<tr>
<td>No response</td>
<td></td>
<td>1</td>
<td>1.7</td>
</tr>
</tbody>
</table>
by the data in the table, there was no clear-cut opinions by the sample on these conditions. The selections were dispersed in such a manner that a majority of the sample did not select any one condition as being more important than the others nor did a majority select all of the conditions as being of equal importance. The highest ranking condition, which was concerned with the identification of problems, needs, and/or interests, was selected by 49.2% of the sample. The conditions were considered of equal importance by 42.4% of the sample. Consequently, there was no clear-cut expression from the sample on the conditions for this criterion.

More than half of the sample, 57.6%, considered the conditions for the criterion concerned with the establishment of goals for the 4-H program as being of equal importance. Therefore, it was concluded that, in the opinions of a large segment of the sample, there was no condition for this criterion that was of more importance than the others.

The same holds true for the next criterion in this element. Fifty-seven and six tenths per cent of the sample considered the conditions for the criterion on coordination with other youth groups as being of equal importance in making an evaluation of a parish 4-H program. Therefore, it was concluded that, in the opinions of the sample, all conditions should be considered of equal importance for this criterion.

For the criterion concerned with the integration of the report of the 4-H subcommittee into the parish Extension program by the parish Extension advisory committee, the two conditions were considered of equal importance in determining an evaluation of a parish 4-H program by 76.3% of the sample. They were of the same opinion for the criterion concerned
with the records of planning activity. Fifty-two and one half per cent of the sample considered the three conditions for this criterion as being of equal importance in determining an evaluation rating for a parish 4-H Club program.

The Planned 4-H Phase of the Parish Extension Program.

The opinions of the two groups in the sample on the criteria in this element are presented in Table XLII. The mean rating of the opinions of group one, which was composed of the administrative, supervisory, and program personnel on the four criteria in this element was 3.32. For group two, which was composed of the Extension agents whose primary responsibility was 4-H work, the mean rating was 3.38. The "t" test was computed to determine if there was a significant difference between the opinions of the two groups on the importance of the criteria in this element. The "t" value was computed as .622. At the one per cent level, the value in the "t" table was 2.66. Therefore, it was concluded that there was no significant difference between the two groups in this sample as to their opinions on the importance of the four criteria in this element.

On three of the criteria in this element, a larger number of the sample considered them of most importance. These criteria were the ones concerned with the written parish Extension program, the situational statement, and the scope of the program. An equal number of the sample, twenty-four, considered the criterion concerned with the objectives of the program as being of most importance and of much importance. However, a preponderant number of the sample considered the four criteria of this element of much importance or of most importance in evaluating a 4-H program. Of the total ratings made by the sample, 201 out of a possible
<table>
<thead>
<tr>
<th>CRITERION NUMBER</th>
<th>Of most importance</th>
<th>Of much importance</th>
<th>Number Rating</th>
<th>Of little or no importance</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
</tr>
<tr>
<td>1. Written parish Extension program.</td>
<td>16</td>
<td>19</td>
<td>5</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>2. The situational statement.</td>
<td>8</td>
<td>19</td>
<td>14</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>3. The objectives.</td>
<td>8</td>
<td>16</td>
<td>11</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>4. The scope of the program.</td>
<td>9</td>
<td>19</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>41</td>
<td>73</td>
<td>40</td>
<td>47</td>
<td>10</td>
</tr>
</tbody>
</table>
The selections of the sample of the conditions for the criterion concerned with the written parish Extension program are presented in Table XLIII. Significant selections were made by the sample on all but one of the conditions. The condition which was not selected by a significant number of the sample was the one concerned with coordination with other youth groups. It was selected as more important than the others by 11.9% of the sample.

The conditions for this criterion were considered of equal importance by 23.7% of the sample. The five conditions other than the one concerned with the coordination with other groups were selected by a percentage of the sample ranging from 33.9 to 69.5. When coupled with the percentage selecting all conditions as being of equal importance, the selections of these five became significant since a majority of the sample considered these as being of importance.

The next set of conditions upon which selections were made by the sample were the ones for the criterion concerned the situational statement for 4-H in the written parish Extension program. The two conditions for this criterion were considered of equal importance by 72.9% of the sample.

The third criterion in this element was concerned with the objectives for the 4-H phase of the parish Extension program. The four conditions for this criterion were considered of equal importance by 50.9% of the sample in determining an evaluation rating for the criterion.

The selections of the sample on the conditions for the criterion concerned with the scope of the program are presented in Table XLIV. A
TABLE XLIII

THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH THE WRITTEN PARISH EXTENSION PROGRAM AS INDICATED BY THE SELECTIONS OF SELECTED EXTENSION PERSONNEL AS TO THE ONES WHICH THEY CONSIDERED MORE IMPORTANT THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The planned parish Extension program, which includes the 4-H phase, is in written form.</td>
<td></td>
<td>41</td>
<td>69.5</td>
</tr>
<tr>
<td>2. There is a statement in the written program which relates how the program was planned. The 4-H subcommittee, and the names of its members are identified in this part.</td>
<td></td>
<td>32</td>
<td>54.2</td>
</tr>
<tr>
<td>3. The written program contains a situational statement for 4-H which identifies the problems, needs, and interests included in the program.</td>
<td></td>
<td>32</td>
<td>54.2</td>
</tr>
<tr>
<td>4. Where appropriate, 4-H is identified in the written program for each problem, need, and interest in the statement of: a. immediate objectives and/or goals. b. long-time objectives and/or goals.</td>
<td></td>
<td>24</td>
<td>40.7</td>
</tr>
<tr>
<td>5. Copies of the written parish Extension program have been distributed to all relevant groups, organizations and families which have an interest in 4-H work.</td>
<td></td>
<td>20</td>
<td>33.9</td>
</tr>
<tr>
<td>6. The groups, agencies, and/or organizations with whom the program effort of the 4-H phase is to be coordinated are identified for each problem, need, and/or interest that is to receive coordinated program action.</td>
<td></td>
<td>7</td>
<td>11.9</td>
</tr>
<tr>
<td>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE</td>
<td></td>
<td>14</td>
<td>23.7</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td></td>
<td>1</td>
<td>1.7</td>
</tr>
</tbody>
</table>
TABLE XLIV

THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH
THE SCOPE OF THE PLANNED PROGRAM AS INDICATED BY
THE SELECTIONS OF SELECTED EXTENSION PERSONNEL
AS TO THE ONES WHICH THEY CONSIDERED
MORE IMPORTANT THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1. All geographical areas of the parish will be reached by the 4-H phase of the planned parish Extension program.</td>
<td>29</td>
</tr>
<tr>
<td>2. All pertinent areas of educational responsibility as set forth in the Scope Report are included in the planned program of the 4-H phase.</td>
<td>23</td>
</tr>
<tr>
<td>3. All relevant groups have been inventoried and have been interested in coordinating their efforts with the 4-H phase of the planned parish Extension program.</td>
<td>9</td>
</tr>
<tr>
<td>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE</td>
<td>21</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
</tr>
</tbody>
</table>
significant number of the sample considered all three of the conditions as being of equal importance. All of the conditions were considered of equal importance by 35.6% of the sample. Those of the sample who made selections selected the conditions in varying numbers. The percentage who selected the three conditions ranged from 15.3 to 49.2%. Coupled with the percentage who selected all of the conditions as being of equal importance, all three of the conditions were selected by a significant portion of the sample.

The 4-H Phase of the Annual Parish Extension Plan of Work

The opinions of the two groups in the sample on the criteria in this element are presented in Table XLV. The mean rating of the opinions of group one on the criteria was 3.6521. For group two, the mean rating was 3.6538. The "t" test was computed to determine if there was a significant difference between the opinions of the two groups on the importance of the criteria in this element. The "t" value was computed as .0195. At the 1% level, the value in the "t" table was 2.66. Obviously, it was concluded that there was no significant difference between the opinions of the two groups in the sample on the importance of the criteria in this element.

All three of the criteria in this element were considered of most importance by more than half of the sample. The number of the sample rating each criteria as being of most importance ranged from thirty-six to forty-two.

For the criterion concerned with the coordination and integration of the plan of work for the 4-H phase with the parish Extension plan of
The opinions of selected extension personnel on the importance of the criteria in the element on the 4-H phase of the annual plan of work

<table>
<thead>
<tr>
<th>CRITERION NUMBER</th>
<th>Of most importance</th>
<th>Of much importance</th>
<th>Number Rating</th>
<th>Of little or no importance</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
</tr>
<tr>
<td>1. Coordination and integration</td>
<td>18</td>
<td>24</td>
<td>5</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>2. Based on objectives and goals</td>
<td>15</td>
<td>21</td>
<td>7</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>3. Realisticness of the plan</td>
<td>14</td>
<td>28</td>
<td>8</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>47</td>
<td>73</td>
<td>20</td>
<td>26</td>
<td>2</td>
</tr>
</tbody>
</table>

TABLE XLV
work, 57.6% of the sample considered the three conditions as being of equal importance. Therefore, it was concluded that, in the opinions of a majority of a sample, the conditions were of equal importance in determining an evaluation rating for this criterion.

The selections of the sample on the conditions for the criterion concerned with the plan of work being based on the objectives and goals of the program are presented in Table XLVI. As indicated by the data in the table, there were no clear-cut selections by the sample of the conditions for this criterion. All of the nine conditions were considered of equal importance by 45.8% of the sample. The percentage of the sample selecting the individual conditions ranged from 22.1 to 45.8%. In combining the percentages of the conditions selected and the percentage who considered all the conditions of equal importance, it was found that all of the conditions were considered significant by a majority of the sample.

The next criterion for this element was concerned with the realism of the plan of work. All of the conditions for this criterion were considered of equal importance by 69.5% of the sample in determining an evaluation rating for this criterion.

2. PROGRAM ACTION

The opinion of the sample on the criteria and conditions in this unit of the standard of performance are presented in this section.

4-H Club Organization

The opinions of the two groups in the sample on the criteria in this element are presented in Table XLVII. The mean rating of the opinions
TABLE XLVI

THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH THE PLAN OF WORK BEING BASED ON OBJECTIVES AND GOALS AS INDICATED BY THE SELECTIONS OF SELECTED EXTENSION PERSONNEL AS TO THE ONES WHICH THEY CONSIDERED MORE IMPORTANT THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The plan indicates for each educational job:</td>
<td></td>
</tr>
<tr>
<td>a. How each will be done.</td>
<td>27</td>
</tr>
<tr>
<td>b. When each will be done.</td>
<td></td>
</tr>
<tr>
<td>c. Where each will be done.</td>
<td></td>
</tr>
<tr>
<td>d. Who will do the job, and</td>
<td></td>
</tr>
<tr>
<td>e. The people who are to be reached.</td>
<td>27</td>
</tr>
<tr>
<td>2. The plan identifies the specific educational jobs (specific objectives) to be done.</td>
<td>26</td>
</tr>
<tr>
<td>3. Appropriate training for 4-H adult and junior leaders is included so that they may assume their planned responsibilities in the program.</td>
<td>25</td>
</tr>
<tr>
<td>4. The subject matter is appropriate considering the 4-H members interests, knowledge, and background of experience.</td>
<td>24</td>
</tr>
<tr>
<td>5. The subject matter is appropriate considering the time to be devoted to the job.</td>
<td>20</td>
</tr>
<tr>
<td>6. The specific educational objectives are related to a general objective in the program as planned.</td>
<td>20</td>
</tr>
<tr>
<td>7. The annual plan of work includes a calendar of 4-H activities and events.</td>
<td>19</td>
</tr>
<tr>
<td>8. The evidences of accomplishment for each educational job are identified and a provision is made for a systematic evaluation.</td>
<td>15</td>
</tr>
<tr>
<td>9. The plan for each educational job includes a variety of techniques, materials, and methods which are appropriate for the objectives to be accomplished.</td>
<td>13</td>
</tr>
<tr>
<td><strong>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>NO RESPONSE</strong></td>
<td>1</td>
</tr>
<tr>
<td>CRITERION NUMBER</td>
<td>Of most importance</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>1. Coordination with the school system.</td>
<td>23 29</td>
</tr>
<tr>
<td>2. Enrolling membership.</td>
<td>15 25</td>
</tr>
<tr>
<td>3. 4-H Executive Committee.</td>
<td>18 17</td>
</tr>
<tr>
<td>4. Organization of clubs.</td>
<td>19 26</td>
</tr>
<tr>
<td>5. Training leaders.</td>
<td>18 25</td>
</tr>
<tr>
<td>6. Public relations.</td>
<td>14 24</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>107 146</td>
</tr>
</tbody>
</table>
of group one on the importance of the criteria was 3.74. For group two, the mean rating was 3.68. In order to determine if there was a significant difference between the opinions of the two groups on these criteria, the "t" test was computed. The "t" value was computed as 1.03. At the 1% level, the value in the "t" table was 2.66. Therefore, it was concluded that there was no significant difference between the opinions of the two groups on the importance of the criteria in this element.

As to the opinions of the sample on the individual criteria, a high percentage of the sample considered all six of the criteria of most importance in evaluating a 4-H Club program. The number of the sample who considered the criteria of most importance ranged from thirty-five to fifty-two. A total of 253 out of a possible 354 ratings were ones which considered these criteria of most importance in evaluating a 4-H Club program.

The first criterion in this element was concerned with the coordination of the activities of the 4-H program with those of the school system. The three conditions for this criterion were considered of equal importance in determining an evaluation rating by 84.7% of the sample.

The second criterion for this element was concerned with the enrollment of members in a 4-H Club which provided a situation which was conducive to learning. The selections of the sample of the conditions for this criterion are presented in Table XLVIII. As indicated by the data in this table, there were no clear-cut selections by the sample. All of the conditions were selected to a significant degree by the sample. The seven conditions were considered of equal importance by 40.7% of the sample. The individual conditions were selected by the sample in percentages
<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principals of the schools in which 4-H Clubs are organized are consulted on the details of organizing their clubs.</td>
<td>29 49.2</td>
</tr>
<tr>
<td>2. Each school in the parish having rural boys and girls among its students is offered the opportunity to have a 4-H Club or Clubs organized in its school.</td>
<td>23 39.0</td>
</tr>
<tr>
<td>3. Potential 4-H members, and their parents, are informed about 4-H Club work through all available means.</td>
<td>23 39.0</td>
</tr>
<tr>
<td>4. Each 4-H Club in the parish has volunteer leadership, which is adequate in terms of the quality of leadership, to give the needed individual help to members.</td>
<td>20 33.9</td>
</tr>
<tr>
<td>5. In view of the local situation, the clubs are organized in such a manner than the size of the club is conducive to effective organization and teaching.</td>
<td>18 30.5</td>
</tr>
<tr>
<td>6. Each 4-H Club in the parish has a sufficient number of volunteer adult leaders.</td>
<td>15 25.4</td>
</tr>
<tr>
<td>7. A 4-H Club, or Clubs, is organized in each school in the parish having rural boys and girls among its students.</td>
<td>15 25.4</td>
</tr>
<tr>
<td>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE</td>
<td>24 40.7</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1 1.7</td>
</tr>
</tbody>
</table>
which ranged from 25.4 to 49.2. When the percentage of individual selections was combined with the percentage who considered all of the conditions of equal importance, all of the conditions were selected to a significant degree by the sample.

The third criterion for this element was concerned with the 4-H Executive Committee. All of the conditions for this criterion were considered of equal importance by 76.3% of the sample.

The fourth criterion for this element was concerned with the organization of the individual 4-H Clubs. All of the conditions for this criterion were considered of equal importance by 62.7% of the sample.

The next criterion was the one concerned with the training of leaders. The selections of the sample of the conditions for this criterion are presented in Table XLIX. As indicated by the data in the table, no clear-cut selections were made by the sample. All of the conditions were significant according to the selections of the sample. All of the conditions were considered of equal importance by 49.2% of the sample. The selections of the individual conditions by the sample ranged from 15.3 to 44.1 per cent. When the individual selections were combined with the number who considered all of equal importance, each condition was selected to a significant degree.

The last criterion for this element was the one concerned with the public relations aspect of the 4-H program. The six conditions for this criterion were considered of equal importance by 57.6% of the sample.

The 4-H Club

The opinions of the two groups of the sample on the importance of the criteria in this element are presented in Table L. The mean rating
TABLE XLIX

THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH THE TRAINING OF LEADERS AS INDICATED BY THE SELECTIONS OF SELECTED EXTENSION PERSONNEL AS TO THE ONES WHICH THEY CONSIDERED OF MORE IMPORTANCE THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When training for the junior leaders is accomplished, opportunities are</td>
<td>26</td>
</tr>
<tr>
<td>provided for the junior leaders to select and assume specific jobs and</td>
<td></td>
</tr>
<tr>
<td>responsibilities as part of the training process.</td>
<td>44.1</td>
</tr>
<tr>
<td>2. The adult leaders are provided with appropriate information and</td>
<td>25</td>
</tr>
<tr>
<td>material for the jobs they are expected to perform.</td>
<td>42.4</td>
</tr>
<tr>
<td>3. The 4-H junior leaders are involved in the planning of the training</td>
<td>20</td>
</tr>
<tr>
<td>program for them.</td>
<td>33.9</td>
</tr>
<tr>
<td>4. The 4-H adult leaders are involved in the planning of the training</td>
<td>15</td>
</tr>
<tr>
<td>program for them.</td>
<td>25.4</td>
</tr>
<tr>
<td>5. The methods used in training adult leaders are appropriate to the</td>
<td>15</td>
</tr>
<tr>
<td>needs and experience of the leaders.</td>
<td>25.4</td>
</tr>
<tr>
<td>6. The training given the 4-H junior leaders is adequate from the</td>
<td>14</td>
</tr>
<tr>
<td>standpoint of its scope and content.</td>
<td>23.7</td>
</tr>
<tr>
<td>7. The training given the adult leaders is adequate from the standpoint</td>
<td>9</td>
</tr>
<tr>
<td>of its scope and content.</td>
<td>15.3</td>
</tr>
</tbody>
</table>

NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE 29 49.2

NO RESPONSE 1 1.7
<table>
<thead>
<tr>
<th>CRITERION NUMBER</th>
<th>Of most importance</th>
<th>Of much importance</th>
<th>Number Rating</th>
<th>Of little or no importance</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
</tr>
<tr>
<td>1. Administrative cooperation.</td>
<td>21</td>
<td>29</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2. Local leadership.</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>3. The 4-H member.</td>
<td>16</td>
<td>25</td>
<td>6</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>4. 4-H Club meetings.</td>
<td>19</td>
<td>23</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>67</td>
<td>88</td>
<td>20</td>
<td>46</td>
<td>5</td>
</tr>
</tbody>
</table>
of the opinions of group one on the criteria was 3.674. For group two, the mean rating was 3.597. In order to determine if there was a significant difference between the opinions of the two groups, the "t" test was computed. The "t" value was computed as 1.01. At the 1% level, the value in the "t" table was 2.66. Therefore, it was concluded that there was no significant difference between the opinions of the two groups on the criteria in this element.

Three of the four criteria in this element were considered of most importance by a majority of the sample. From 69.5 to 84.7% of the sample considered these three criteria of most importance in evaluating a 4-H Club program. The fourth criterion was one upon which the opinion of the sample was somewhat divided. This was on the criteria concerned with the local leadership in the club. It was considered of most importance by 37.3% of the sample and of much importance by 50.9% of the sample. It was significant to note that the lowest mean rating received by the parish programs on program action in the application of the criteria to the rating of parish programs was on the criteria related to leader training. The mean rating was 2.87 as illustrated in Table XX. Among the lower ratings in this same unit was the one on the criterion for local leadership in the 4-H Club. The mean rating for the parish 4-H programs rated on this criterion as illustrated in Table XXIII was 3.26. Apparently, there was the possibility of some correlation between the lowness of the opinions of the sample on this criterion as compared to the rest of the criteria in this element and the lowness of the evaluation ratings of the parish 4-H programs rated in this study.

The selections of the sample for the conditions of the criterion
concerned with the administrative cooperation of the school principal are presented in Table LI. Again, there were no significant selections of the conditions by the sample. For this criterion, 45.8% of the sample considered the five conditions of equal importance in determining an evaluation rating. The selections of the individual conditions by the sample ranged from 18.6 to 49.2%. By combining the individual selections of the sample and the number who considered all six of the conditions of equal importance, it was noted that the lowest ranking condition was considered important by 64.4% of the sample. Therefore, it was evident that in the opinions of the sample all of the conditions were important in determining an evaluation rating on this criterion.

The next criterion for this element was the one concerned with the local leadership of the club. The selections of the sample on the conditions for this criterion are presented in Table LII. The nine conditions for the criterion were considered of equal importance by 22.1% of the sample. Three conditions were selected by more than half of the sample. The conditions relating to a sufficient number of local leaders to do the job was selected by 66.1% of the sample. The one concerned with junior leaders was selected by 61.0% of the sample and the one about club participation in parish activities was selected by 57.6% of the sample.

The selection of three more conditions by the sample was considered significant. The ones concerned with assisting 4-H members with project work, the carrying out of a varied number of activities by the club, and the club planning a program were selected by from 39.0 to 45.8% of the sample. When combined with the 22.1% of the sample who considered all of the conditions of equal importance, these three conditions assumed
<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school principal considers the 4-H Club to be of educational value to its members.</td>
<td>29</td>
</tr>
<tr>
<td>2. Each eligible boy or girl in the school is offered the opportunity to enroll as a 4-H Club member.</td>
<td>19</td>
</tr>
<tr>
<td>3. 4-H Club meetings are held at a time when 4-H members or potential 4-H members are free to attend the meetings.</td>
<td>18</td>
</tr>
<tr>
<td>4. When meetings of the 4-H Club are held, adequate facilities are provided for this purpose.</td>
<td>15</td>
</tr>
<tr>
<td>5. The club, which is organized within the school, is of a workable size.</td>
<td>11</td>
</tr>
</tbody>
</table>

NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE 27 45.8
NO RESPONSE 1 1.7
<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a sufficient number of local leaders in the club to do the job.</td>
<td>39</td>
<td>66.1</td>
<td></td>
</tr>
<tr>
<td>2. Junior leaders are appointed and given an opportunity to accept and carry out responsibilities within the club.</td>
<td>36</td>
<td>61.0</td>
<td></td>
</tr>
<tr>
<td>3. As a group, the entire club participates in the major 4-H activities at the parish level.</td>
<td>34</td>
<td>57.6</td>
<td></td>
</tr>
<tr>
<td>4. Opportunities are provided for each member to receive individual assistance in completing his project work.</td>
<td>27</td>
<td>45.8</td>
<td></td>
</tr>
<tr>
<td>5. The program of the club includes a varied number of activities and is carried out by the 4-H members.</td>
<td>23</td>
<td>39.0</td>
<td></td>
</tr>
<tr>
<td>6. The club plans a program for the year.</td>
<td>23</td>
<td>39.0</td>
<td></td>
</tr>
<tr>
<td>7. The program as planned is carried out.</td>
<td>16</td>
<td>27.1</td>
<td></td>
</tr>
<tr>
<td>8. As a group, the club evaluates its activities and accomplishments for the year.</td>
<td>15</td>
<td>25.4</td>
<td></td>
</tr>
<tr>
<td>9. Each member in the club completed his project work during the year.</td>
<td>7</td>
<td>11.9</td>
<td></td>
</tr>
<tr>
<td>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE</td>
<td>13</td>
<td>22.1</td>
<td></td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>1.7</td>
<td></td>
</tr>
</tbody>
</table>
significance in their selections by the sample.

The selections of the sample of the conditions for the criterion concerned with the 4-H Club member are presented in Table LIII. No clear-cut selections were made by the sample on the conditions for this criterion. The ten conditions were considered of equal importance by 44.1% of the sample. The individual conditions were selected by the sample in a range percentage wise which ran from 18.6 to 49.2%. When the percentages of the individual selections were combined with the percentage of the sample who considered all of the conditions of equal importance, the percentage of the selections of the individual selections ranged from 62.7 to 93.3%. Therefore, all of the conditions assumed significance because of the selections of the sample.

The fourth criterion in this element was the one concerned with the meetings of the 4-H Clubs. All of the conditions for this criterion were considered of equal importance in determining an evaluation rating by 66.1% of the sample.

Teaching 4-H Project Work

The opinion of the two groups in the sample on the importance of the criteria in this element in evaluating a parish 4-H Club program are presented in Table LIV. The mean rating of the opinions of group one was 3.64. For group two, the mean rating was 3.68. In order to determine if there was a significant difference between the two groups as to their opinions on the importance of the criteria, the "t" test was computed. The "t" value was computed as .556. The value in the "t" table at the 1% level was 2.66. Therefore, it was concluded that there was no significant difference between the opinions of the two groups on the importance of the
TABLE LIII

THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH
THE 4-H MEMBER AS INDICATED BY THE SELECTIONS OF SELECTED
EXTENSION PERSONNEL AS TO THE ONES THEY CONSIDERED
OF MORE IMPORTANCE THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1. The 4-H members are actively supported in their project work and 4-H activity by their parents.</td>
<td>29</td>
</tr>
<tr>
<td>2. The 4-H members actively participate in the activities of their club.</td>
<td>24</td>
</tr>
<tr>
<td>3. The 4-H members are actively aided in their 4-H work by their 4-H leaders and the Extension agents.</td>
<td>24</td>
</tr>
<tr>
<td>4. The 4-H members are actively pursuing their interests in 4-H project work in keeping with the resources they have to work with.</td>
<td>23</td>
</tr>
<tr>
<td>5. The 4-H members possess desirable attitude towards their experiences as a 4-H member by displaying interest in the organization.</td>
<td>22</td>
</tr>
<tr>
<td>6. The 4-H members actively participate in 4-H Achievement Day.</td>
<td>21</td>
</tr>
<tr>
<td>7. The 4-H members assist other 4-H members with their 4-H project work and activity.</td>
<td>20</td>
</tr>
<tr>
<td>8. The 4-H members actively participate in parish 4-H activities.</td>
<td>19</td>
</tr>
<tr>
<td>9. There is evidence that the 4-H Club members do quality project work.</td>
<td>16</td>
</tr>
<tr>
<td>10. The 4-H members exhibit their project work at all available opportunities.</td>
<td>11</td>
</tr>
</tbody>
</table>

NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF EQUAL IMPORTANCE 26 44.1
NO RESPONSE 1 1.7
### TABLE LIV

**THE OPINIONS OF SELECTED EXTENSION PERSONNEL ON THE IMPORTANCE OF THE CRITERIA IN THE ELEMENT ON TEACHING 4-H PROJECT WORK**

<table>
<thead>
<tr>
<th>CRITERION NUMBER</th>
<th>Of most importance Group 1</th>
<th>Of most importance Group 2</th>
<th>Of much importance Group 1</th>
<th>Of much importance Group 2</th>
<th>Of some importance Group 1</th>
<th>Of some importance Group 2</th>
<th>Of little or no importance Group 1</th>
<th>Of little or no importance Group 2</th>
<th>No response Group 1</th>
<th>No response Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriateness of subject matter.</td>
<td>16</td>
<td>26</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Method demonstrations.</td>
<td>19</td>
<td>24</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Teaching methods.</td>
<td>13</td>
<td>20</td>
<td>10</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>48</td>
<td>70</td>
<td>22</td>
<td>30</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
criteria in evaluating a parish 4-H Club program.

All three of the criteria in this element were considered of most importance in evaluating a parish 4-H Club program by a majority of the sample. From 55.9 to 72.9% of the sample considered these criteria of most importance. In fact, 118 of the 177 ratings by the sample were ones of most importance.

In making the selections of the conditions for the three criteria in this element, a majority of the sample considered the conditions for all three criteria of equal importance. For the criteria concerned with the appropriateness of the subject matter taught, 79.7% of the sample considered all of the conditions of equal importance in determining an evaluation rating. On the criteria concerned with the method demonstrations given by the Extension agents at 4-H Club meetings, 59.3% of the sample considered the conditions of equal importance. All of the conditions for the criterion concerned with the teaching methods used by the agents were considered of equal importance by 50.9% of the sample in determining an evaluation rating for the criterion.

4-H Activities, Events, Contests, and Awards

For this element, the opinions of the sample on the importance of the criteria are presented in Table LV. The mean rating of the opinions of group one of the sample on the importance of the criteria for this element was 3.597. For group two, the mean rating was 3.666. The "t" test was computed to determine if there was a significant difference between the opinions of the two groups on the criteria in this element. The "t" value was computed as .751. At the 1% level, the value in the "t" table was 2.66. Therefore, it was concluded that there was no
<table>
<thead>
<tr>
<th>CRITERION NUMBER</th>
<th>Of most importance</th>
<th>Of much importance</th>
<th>Number Rating</th>
<th>Of some importance</th>
<th>Of little or no importance</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>1. 4-H Achievement Day.</td>
<td>15</td>
<td>26</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Activities and events.</td>
<td>15</td>
<td>21</td>
<td>6</td>
<td>14</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3. 4-H awards.</td>
<td>15</td>
<td>25</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL RATINGS</td>
<td>45</td>
<td>72</td>
<td>17</td>
<td>26</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
significant difference between the two groups in the sample as to their opinions on the importance of the criteria in this element.

The three criteria in this element were all considered of most importance in evaluating a 4-H program by more than half of the sample. From 61.0 to 69.5% of the sample rated these criteria of most importance. A total of 117 out of a possible 177 ratings by the sample on this element were ones of most importance.

The first criterion for this element was the one on 4-H Achievement Day. The selections of the sample of the more important conditions in this element are presented in Table LVI. The ten conditions for this criterion were considered of equal importance by 44.1% of the sample. From 20.3 to 52.5% of the sample selected the different conditions in this element as being of more importance than the others. When the percentages selecting the individual conditions were combined with the percentage selecting all of the conditions of equal importance, it was noted that all of the conditions assumed significance in that each was selected by more than half of the sample.

The criterion concerned with the activities and events in the 4-H program was the next one in this element. The ten conditions for this criterion were considered of equal importance by 50.9% of the sample.

The third criterion was the one on 4-H awards. The six conditions for this criterion were considered of equal importance by 52.5% of the sample in determining an evaluation rating for this criterion.

3. PROGRAM EVALUATION

The opinions of the two groups in the sample on the importance of the two criteria in this unit of the standard of performance are presented
TABLE LVI
THE RANKINGS OF THE CONDITIONS FOR THE CRITERION CONCERNED WITH
4-H ACHIEVEMENT DAY AS INDICATED BY THE SELECTIONS OF
SELECTED EXTENSION AGENTS AS TO THE ONES WHICH
THEY CONSIDERED OF MORE IMPORTANCE
THAN THE OTHERS

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is evidence of prior planning by the</td>
<td>31</td>
</tr>
<tr>
<td>agents, leaders, and club members.</td>
<td>52.5</td>
</tr>
<tr>
<td>2. There is a high degree of involvement of 4-H</td>
<td>28</td>
</tr>
<tr>
<td>leaders, parents, and friends in the conduct of the day.</td>
<td>47.5</td>
</tr>
<tr>
<td>3. The 4-H members through their elected</td>
<td>27</td>
</tr>
<tr>
<td>representatives are given an opportunity to perform the leadership roles</td>
<td>45.8</td>
</tr>
<tr>
<td>for this event.</td>
<td></td>
</tr>
<tr>
<td>4. The participation of 4-H members in the</td>
<td>27</td>
</tr>
<tr>
<td>individual contests is high.</td>
<td>45.8</td>
</tr>
<tr>
<td>5. The attendance of 4-H members is high.</td>
<td>23</td>
</tr>
<tr>
<td>6. Every organized 4-H Club has members in</td>
<td>23</td>
</tr>
<tr>
<td>attendance.</td>
<td>39.0</td>
</tr>
<tr>
<td>7. The contests in the agricultural projects</td>
<td>18</td>
</tr>
<tr>
<td>are comprehensive and complete in covering the subject matter of the</td>
<td>30.5</td>
</tr>
<tr>
<td>projects.</td>
<td></td>
</tr>
<tr>
<td>8. The contests in the home economics projects</td>
<td>17</td>
</tr>
<tr>
<td>are comprehensive and complete in covering the subject matter of the</td>
<td>28.8</td>
</tr>
<tr>
<td>projects.</td>
<td></td>
</tr>
<tr>
<td>9. Every club member enrolled in a project is</td>
<td>16</td>
</tr>
<tr>
<td>eligible to participate in the contest for that project.</td>
<td>27.1</td>
</tr>
<tr>
<td>10. Contests are offered for each 4-H project</td>
<td>12</td>
</tr>
<tr>
<td>that is offered in the parish.</td>
<td>20.3</td>
</tr>
<tr>
<td>NUMBER WHO CONSIDERED ALL OF THE CONDITIONS OF</td>
<td>26</td>
</tr>
<tr>
<td>EQUAL IMPORTANCE</td>
<td>44.1</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.7</td>
</tr>
</tbody>
</table>
in Table LVII. The mean rating of the opinions of group one on the importance of the criteria was 3.46. For group two, the mean rating was 3.29. The "t" test was computed to determine if there was a significant difference between the opinions of the two groups in the sample. The "t" value was computed as 1.23. At the 1% level, the value in the "t" table was 2.66. Therefore, it was concluded that there was no significant difference between the two groups as to their opinions on the importance of the criteria in this element in evaluating a 4-H program.

The opinions of the sample were divided on the importance of the two criteria in evaluating a parish 4-H program. For the criterion concerned with the evaluation of accomplishments, 45.8% of the sample considered it of most importance and 37.3% of much importance. The remainder considered it of some importance. The criterion concerned with reporting and projecting was considered of most importance by 47.5% of the sample and of much importance by 39.0%. The remainder considered it of some importance.

The conditions for the criterion concerned with the evaluation of accomplishments were considered of equal importance by 71.2% of the sample in determining an evaluation rating for the criterion. For the criterion concerned with reporting and projecting, 61.0% of the sample considered the conditions of equal importance.

4. SUMMARY

As a group, the thirty-three criteria in the standard of performance were accepted by the sample as being of, at least, some importance in evaluating a 4-H program. One criterion, which was concerned with the coordination of the program with other youth groups, was considered of some importance. Another criterion, the one concerned with the terms of
## TABLE LVII

THE OPINIONS OF SELECTED EXTENSION PERSONNEL ON THE IMPORTANCE OF THE CRITERIA IN THE UNIT ON PROGRAM EVALUATION

<table>
<thead>
<tr>
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the 4-H subcommittee members was considered of some importance and of much importance by an equal number of the sample. The other thirty-one criteria were considered of most importance or of much importance by the sample.

The average rating of the opinions of the sample on the importance of the criteria was 3.14. This indicated that the average rating was one which was somewhat higher than one of much importance on the rating scale.

On each of the seven elements in the standard of performance and the unit on program evaluation, the "t" test was computed to determine if there was a significant difference of opinion on the importance of the criteria between the two groups in the sample. Group one of the sample was composed of the administrative, supervisory, and program personnel. Group two was composed of a sample of agents doing 4-H Club work in the parishes. In each case, there was no significant difference between the two groups as to their opinions on the importance of the criteria in evaluating a 4-H program.

The sample was queried on the conditions for each criterion they considered of more importance than the others in determining an evaluation rating. For twenty-one of the criteria, more than half of the sample considered all of the conditions of equal importance. No clear-cut selections of the conditions were made by the sample for eight criteria. In all cases, all of the conditions were selected to a significant degree by the sample. For four criteria, eighteen conditions were selected as being of more importance than the others by more than half of the sample.
In order to determine if there was a relationship between the opinions of the sample and the performance ratings of the parish programs, the correlation coefficient was computed. The mean ratings of the parish programs on each of the thirty-three criteria were designated as the X values. The Y values were the mean ratings of the sample as to the importance of each of the thirty-three criteria. The coefficient of correlation was .98 which indicated that there was a high degree of correlation between the parish program ratings and the opinions of the sample on the importance of the criteria. Apparently, the high degree of correlation indicated that the opinions of the sample as to the highness or lowness of their rating on the importance of the criteria was influenced by the performance level of the programs on the criteria.

However, even though there was this tendency on the part of the sample, they valued each of the criteria as having at least some importance in evaluating a 4-H program. Perhaps, the only significance of the correlation lies in the fact that they tended to rate the criteria upon which their programs were weaker somewhat lower than those where their programs were stronger.
CHAPTER VI
SUMMARY CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to develop an instrument which could be effectively utilized in evaluating the 4-H phase of the parish Extension program in Louisiana. This instrument was conceived as one designed to identify strengths and weaknesses in a 4-H program in order to form a basis for the improvement of a 4-H program.

1. SUMMARY

The hypothesis of the study was that a standard of performance for parish 4-H Club programs could be developed which would identify strengths and weaknesses in a 4-H program.

As a basis for the development of the standard of performance, current literature in the fields of 4-H Club work, Cooperative Extension work, Vocational Agricultural Education, and Personnel Management were reviewed for the same purpose.

A standard of performance for parish 4-H Club programs in Louisiana was developed. It was designed as a performance evaluation instrument focusing on the program rather than on the personnel who conduct the program. The plan was divided into three units which were based on the three basic parts of an action educational program. These units were: 1) program planning; 2) program action; and 3) program evaluation.

Under each unit, the basic functions in the program were developed as elements. Under program planning, three elements were identified; one on organization and process for planning, another on the written program as part of the overall parish Extension program, and one on the
plan of work for the 4-H program. The second unit on program action was divided into four elements. These elements were one on 4-H Club organization, another on the 4-H Club, another on teaching 4-H project work, and one on the activities, events, contests and awards in the program. The third unit was concerned with program evaluation. Under this unit, two evaluative criteria were identified, since the scope of this unit was not considered sufficiently extensive to require the delineation of several functions or elements.

Under each of the elements, a series of evaluative criteria were developed. The criteria were considered as the basic standards for evaluating or judging an aspect of the program. Thirty-three criteria were developed in the plan. In order to determine an evaluation of the program in relation to the individual criteria, a series of conditions were developed for each one. The conditions were constructed so as to aid the person making the evaluation in making an intelligent, objective decision as to the level of performance which had been obtained in the program.

The next step in the study was the testing of the plan under actual field conditions to determine whether or not the plan could effectively accomplish the purpose for which it was designed.

Fifteen of the better parish 4-H programs in the state were selected by the District Agents for inclusion in the test. Five questionnaires were designed to collect the necessary information. The information was collected through personal interviews for the most part. For one criteria, the information was collected by a mail questionnaire. Once the information was collected, each parish 4-H program included in
the study was evaluated by the author using the standard of performance which was developed. For this purpose, a five point rating scale was used; five - excellent, four - good, three - fair, two - inferior, and one - very inferior. In order to eliminate as much bias as possible, the evaluation ratings for each program were checked by at least one other person in 4-H Club work at the state or district level, who had participated in the study and was familiar with the program in question.

The results of the evaluations of the fifteen programs on the thirty-three criteria were presented in tabular form in the study. For each of the criteria and the conditions associated with them, the mean ratings of the evaluations were calculated. The results of the evaluations are summarized as follows:

**Unit on program planning**

1. For the element on the organization and process used in program planning, the parish 4-H programs were rated on the eight criteria in this element. The mean rating of the evaluations was 2.58. On the basis of this rating, it was evident in general that this was an area of weakness in the programs included in the study. The mean rating on one of the criteria was exceptionally low at 1.13. This was on the criterion concerned with the coordination of the 4-H program with the programs of other youth groups.

2. The second element was concerned with the 4-H phase of the parish Extension program. The mean rating of the parish programs on the four criteria in this element was 2.22. An area of weakness was indicated by the ratings on this element for the parish 4-H programs included in the study.
3. The 4-H phase of the parish Extension plan of work constituted the third element in this unit. The mean rating of the parish 4-H programs on the three criteria in this element was 3.42. This indicated a level of performance which was considered as satisfactory. However, several areas of weakness were indicated by the evaluations. These were revealed by low mean ratings on several of the conditions associated with the criteria. The areas of weakness were: 1) the lack of identification of the specific educational objectives to be accomplished; 2) that many of the specific educational jobs were not related to general objectives in the program; 3) the plans for the training of local leadership; and 4) the realism of the overall plan in terms of the adequacy of local leadership available.

Unit on program action

1. The first element in this unit was concerned with 4-H Club organization. The mean rating of the evaluations of the parish 4-H programs included in this study on the six criteria was 3.45. As a whole, the level of performance for the programs was indicated by the data as being at a satisfactory level. However, three areas were indicated as ones of weakness for the parish 4-H programs included in the study. These were: 1) the provision of sufficient and adequate local leadership for the 4-H Clubs; 2) the training given adult and junior leaders; and 3) the public relations of the program.

2. The second element in this unit was concerned with the 4-H Club. The mean rating of the 4-H Clubs evaluated on the three criteria pertaining to them was 3.69. For the criterion concerned with the 4-H members, the mean evaluation rating was 3.30. Even though the level of
these two ratings was satisfactory, two areas were delineated as ones which needed strengthening. First, the 4-H members need more assistance from their leaders with their projects and activities. Second, the 4-H Club members need to be provided with the opportunity to plan, conduct, and evaluate their meetings and activities as a group.

3. The process of teaching 4-H project work constituted the third element in this unit. The mean rating of the parish programs evaluated was 3.65. This indicated a level of performance on the lower end of the good scale. Even though the general level of performance was considered as being adequate, several areas of weakness were identified. These were as follows: 1) both phases, agriculture and home economics, were weak in that the teaching plans were not based on the project interests of the 4-H members in some instances; 2) the demonstration teaching plans of the agents did not consider the age level of the members and their participation in the demonstrations to a sufficient degree; 3) a sufficient number of clinics and workshops were not held to teach members specialized project work; and 4) circular letters were not being used to best advantage by the home economics phase.

4. The fourth element in this unit was concerned with the activities, events, contests and awards which are an integral part of the 4-H program. The mean rating of the parish programs evaluated was 3.55. This indicated a performance level which was on the lower end of the good scale. Even though no outstanding weaknesses were identified in this element, the general level of performance was considered as lower than was desired.
Unit on program evaluation

1. There were two criteria for this unit which were used as the basis for evaluating the 4-H programs included in the study. The mean rating of the evaluations of the parish programs on this unit was 2.97. This indicated a performance level of fair, which was not considered as being satisfactory. Consequently, this entire unit was considered as an area of weakness in the programs evaluated in the study.

In summarizing the evaluations of the parish programs included in the study, the mean rating on the thirty-three criteria ranged from 1.13 to 4.60. This indicated that the performance level of the parish 4-H programs evaluated ranged from one end to the other on the five-point rating scale used in the study. Consequently, areas of strength and weakness were identified in the programs using the mean ratings as indicators to determine the performance level.

A sample of sixty-two personnel in the Extension Service in Louisiana, of which fifty-nine responded, was queried as to their opinions on the importance of the thirty-three criteria in evaluating a 4-H program. Further, the sample was asked to select the conditions for each criteria which they considered of more importance than the others in determining an evaluation rating for the criterion in question. The purpose of this questionnaire was twofold: 1) to validate the criteria; and 2) to gain a measure of acceptance for the standard of performance from selected persons in the Extension Service.

The opinions of the sample on the criteria for each element in the study were presented in tabular form. The sample was divided into two groups for the presentation. Group one was composed of the
administrative, supervisory and program personnel at the state, district and parish level. The second group was composed of those who had the responsibility for leading 4-H programs as parish Extension agents. Each person in the sample was asked to rate each criteria as to its importance on a four point scale as follows: 1) of most importance; 2) of much importance; 3) of some importance; and 4) of little or no importance.

A summary of the data on the opinions of the sample on the criteria and conditions is as follows:

1. As a group, the thirty-three criteria in the standard of performance were accepted by the sample as being, at least of some importance in evaluating a parish 4-H program. One criterion, the one concerned with the coordination of the 4-H program with other youth groups, was considered only of some importance by more of the sample. Another criterion, which was concerned with the terms of the 4-H subcommittee, was considered by an equal number of the sample as being of some and of much importance.

Three of the criteria were considered of much importance in evaluating a 4-H program by more of the sample. These were the ones concerned with the process used in planning, the establishment of goals for the 4-H program, and the local leadership in the 4-H Club. Two criteria were considered of most importance and of much importance by an equal number of the sample. These were the ones concerned with the records of planning activity and the objectives of the 4-H program. The remaining twenty-six criteria were considered of most importance in evaluating a 4-H program by a larger number of the sample.
2. The opinions of the two groups in the sample on the importance of the criteria in each of the eight elements in the standard of performance were compared statistically, to determine if there was a significant difference. In order to make this determination, the "t" test was computed for each element. The "t" values ranged from .0195 to 1.23. At the 1% level, the value in the "t" table for sixty degrees of freedom was 2.66. Therefore, in all cases, it was determined that there were no significant differences between the opinions of the two groups in the sample on any of the criteria in the eight elements as to their importance in evaluating a 4-H program.

3. As to the selections by the sample of the conditions under each criterion that they considered of more importance than the others, more than half of the sample considered the conditions for twenty-one of the criteria as being of equal importance. For eight of the criteria, no clear-cut selections were made by the sample in that more than half of the sample did not consider the conditions of equal importance, nor select any of the conditions as being of more importance than the others. Significant selections were made by the sample of the conditions for four of the criteria. More than half of the sample selected eighteen conditions as being of more importance than the others for those four criteria.

4. A positive correlation was found between the highness or lowness of the evaluation ratings of the parish programs and the highness or lowness of the opinions of the sample on the importance of the criteria in the standard of performance. The coefficient of correlation was .98.
2. CONCLUSIONS

The following conclusions are drawn from this study of the development of the criteria for a standard of performance for parish 4-H programs in Louisiana.

1. The results of the ratings of the parish 4-H programs on the thirty-three criteria indicated that one criterion needed revision. As a result of the unusually high mean rating of the parish programs on this criterion, which was concerned with the administrative cooperation of the school principal, and the correspondingly low ratings of some of the 4-H Clubs, it was concluded that the criterion on the administrative cooperation of the school principal needed revision.

The administrative cooperation of the school principal should reflect itself to some degree in the success of the 4-H Club or Clubs in the school in reaching its members with a satisfactory experience as a 4-H member. This included the provision of sufficient and adequate leadership for the club. Therefore, this criterion should be revised.

2. The ratings of the parish 4-H programs on the criteria in the element on organization and process for planning, indicated that this was an area of general weakness in the performance of the parish 4-H programs included in the study.

The organization and process which agents are expected to follow in the development of a 4-H program should be reviewed by all concerned and clarified as to its importance. Perhaps, a concerted in-service training effort in this area would be advisable.

3. The results of the ratings of the parish 4-H program on the criteria in the element on the 4-H phase of the written parish Extension program indicated that this is an area of weakness in the 4-H programs included in the study.
Special emphasis should be placed on the development of written parish Extension programs which are comprehensive and complete. The parish situation, including 4-H, should be emphasized for inclusion in the programs. For each of the areas of the program, 4-H should be identified, if it is to assume a role in helping to reach the objectives as set forth in the program.

4. In each instance where volunteer adult leadership was involved in a criterion or condition, the evaluation rating tended to be lower than the others for the element or criteria in question. Consequently, the whole area of volunteer leadership in the program was identified as an area of weakness.

The entire area of volunteer leadership, both adult and junior, should be of importance in the 4-H program in Louisiana. Emphasis should be especially directed in two areas, leadership training and the provision of the opportunity for leaders to accept responsibilities within the program.

5. The ratings of the parish 4-H programs on the unit on program evaluation indicated that this was an area of weakness.

Program evaluation by the Extension agents who are responsible for 4-H Club work at the parish level should be emphasized and strengthened. It should be stressed that sound evaluation of the program will provide a sound basis upon which to plan for improvement of the program.

6. The results of the ratings of the 4-H Clubs and the 4-H Club members indicated that the opportunity was not being sufficiently afforded for the clubs to plan, conduct and evaluate the activities and meetings of the groups.

Each 4-H Club should be encouraged and assisted to become a cohesive, functioning unit with high participation by the membership. Training for both Extension agents and 4-H leaders should be emphasized in this area.

7. The results of the evaluation ratings of the parish 4-H programs included in the study indicated that the overall participation
of 4-H Club members in activities, events and contests were satisfactory. However, where the 4-H members are involved, the goal should be for all to participate. Therefore, this area was considered one where an improvement in the level of performance could be made.

The Extension agents and the local leaders should be trained and encouraged to obtain maximum participation of 4-H members in the activities, events and contests which are conducted to enhance the educational experiences of the members.

8. The evaluation ratings of the 4-H Club members included in the study indicated that the 4-H Club members are not receiving the necessary assistance from the agents and leaders on their project work.

Extension agents should be trained in and assisted with the development of sound, effective teaching plans in order to offer every 4-H member an opportunity to receive satisfactory training in his project work. This includes the involvement and training of volunteer leaders to assist with this vital phase of the program.

9. The opinions of the sample as to the importance of the criteria in the standard of performance in evaluating a parish 4-H program indicated that all of the criteria had at least some importance in evaluating a parish 4-H program.

The thirty-three criteria in the standard of performance are considered as being valid for the purpose for which they are intended, which is the determination of the level of performance of a parish 4-H program as a means of identifying areas of strength and weakness.

10. The statistical computations to determine the coefficient of correlation between the opinions of the sample as to the importance of the criteria and the evaluation ratings of the parish 4-H programs indicated a positive correlation between the two. The data indicated that there was a positive relationship between the level of performance of the parish 4-H programs and the opinions of the sample as to the
importance of the criteria in evaluating a 4-H program.

The level of performance of a parish 4-H program is reflected in the opinions of Extension personnel as to what is of most importance in evaluating a 4-H program. The agents tend to rate lower those areas in which their programs are weaker.

11. The results of the statistical analysis on the opinions of the two groups in the sample as to the importance of the criteria indicated that there was no significant difference between the opinions of the two groups.

There is no basic difference in opinion between the administrative, supervisory and program groups who give leadership to the 4-H program and the Extension agents who conduct the program as to what is considered of importance in evaluating a 4-H program.

12. The data on the selections of the sample as to the conditions for each criterion they considered of more importance than the others in determining an evaluation rating on the criteria indicated that significant selections were made of the conditions for twenty-five of the thirty-three criteria.

The selections of the sample of the conditions for twenty-five of the thirty-three criteria in the standard of performance are accepted as valid in the determination of evaluation ratings on the criteria in question.

The general hypothesis of the study that a standard of performance for parish 4-H programs in Louisiana could be developed, which would identify strengths and weaknesses in a program is accepted. It is accepted for two reasons. First, the evaluation ratings of the parish 4-H programs in the study revealed areas of strength and weakness in the programs. Second, the criteria were accepted as a valid means of determining the level of performance of a parish 4-H program.
3. RECOMMENDATIONS

There are many aspects to a parish 4-H program. Since this study has been concerned with the 4-H program as a total entity, the recommendations set forth here will be presented within the same framework. The following recommendations for using the standard of performance are made to the administrators, supervisors and program leaders who have responsibility for the 4-H program:

1. The basic feature of the plan is to determine the performance level of a parish 4-H program on each of the thirty-three criteria in the plan. From these ratings, inferences may be drawn as to the strengths and weaknesses of the program in question. It is important that this fact be kept in mind in order to make this procedure as objective as possible.

2. The first and most important step in the usage of the plan is to allay the suspicions of the Extension agents as to the purpose of the evaluation plan. Many persons are frightened when the word evaluation is mentioned. Consequently, an explanation of the standard of performance, its purpose and use, can be very helpful in overcoming this problem. It is important to stress that the plan is designed as an objective method of identifying weak points in the program as a basis for improvement.

3. The next step in the usage of the evaluation plan should be the collection of the necessary facts about the program. Care should be taken in the collection of the information so that the agents will not receive the impression that certain answers are expected of them.

4. Once the facts have been collected, it is important to use the evaluation questions and make as objective an analysis as possible, indicating the ratings for the program on each criterion. This is
important for two reasons. First, it provides a "benchmark" from which subsequent progress can be measured, and second, it promotes objectivity in the evaluations.

5. The next step should be to discuss the results of the evaluation with the Extension agents who are responsible for conducting the program and the parish chairman. At this stage, it is important to emphasize that the problem areas which are identified by evaluation are the result of an evaluation of the program which is as objective as possible. Further, the purpose is improvement and not criticism.

6. When the problem areas have been identified, the subsequent step should be the plans for improvement of the program by developing a course of action designed to overcome the problem areas. These plans should be developed jointly by the agents and the program specialists. Where applicable and necessary, other specialists should be involved in the planning process.

7. After the plans are completed, the program specialists and others who are involved should periodically check the progress of the program. This procedure tends to keep the problem areas and the plans for overcoming them in focus.

8. Periodic evaluations should be made to determine the progress of the program and to identify any new problem areas which may have developed in the program.

Further recommendations are herewith set forth for other studies which should be made as a result of the observations in this study:

1. A study of the relationship between the administrative cooperation of the local school administrator and the success of the local
4-H Club should provide some valuable information which could make 4-H more effective in reaching its members with a satisfying, educational experience.

2. The concept of the role of the volunteer adult leader by the leaders themselves and by the Extension agents could be a study from which much worthwhile information could be obtained. Perhaps such a study would be helpful in alleviating some of the problems in this area.
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APPENDIX
A QUESTIONNAIRE

(Agents doing 4-H Work)

I. Current Parish 4-H Situation
   Year _____

A. Information needed:

1. Eligibles for 4-H work
   a. Number in 5th through 8th grades of school ______
   b. Number in 9th through 12th grades of school ______

2. Schools
   a. Number of elementary schools with youngsters of 4-H age ______
   b. Number of junior high schools ______
   c. Number of high schools ______
   d. Number of schools with rural boys and girls enrolled
      1) Elementary school with youngsters of 4-H age ______
      2) Junior high schools ______
      3) High Schools ______

3. 4-H Enrollment
   a. Totals
      1) Number of boys enrolled ______
      2) Number of girls enrolled ______
   b. Age groups
      1) Number 10-11 years of age - boys ______ - girls ______
      2) Number 12-13 years of age - boys ______ - girls ______
      3) Number 14-15 years of age - boys ______ - girls ______
      4) Number 16 years of age and over - boys ______ - girls ______
   c. Tenure of 4-H members
      1) Number of 1st year members - boys ______ - girls ______
      2) Number of 2nd year members - boys ______ - girls ______
III. Program Development

A. Information needed:

1. A map of the parish showing the location of schools, 4-H Clubs, and communities of the parish.

B. Questions to be asked:

1. Do you have a Parish Extension Advisory Committee? Yes ____ No ____.

2. If you do, is there a subcommittee on 4-H work? Yes ____ No ____.

3. If there is no 4-H subcommittee, what group or groups do you use to assist you in planning your 4-H program?

4. What different groups, organizations and communities are represented on the 4-H subcommittee of the Parish Extension Advisory Committee? (Check those represented.)

   1. Office of the Superintendent of Schools
   2. Parish School Board
   3. Police Jury
   4. School principals
   5. Local 4-H Leaders
   6. Parish 4-H Executive Committee
   7. Parents of 4-H members
   8. Farm Organizations
   9. Business organizations which support 4-H work
   10. Civic groups which support 4-H work
   11. The different communities of the parish

5. How are the members of the 4-H subcommittee selected? By whom?
6. How are the members of the 4-H subcommittee replaced? Is there a specified date to replace each member?

7. Is there a written, clearly defined statement of the purpose of the 4-H subcommittee?
   Yes ____  No ____.

8. If there is one, who has accepted this statement? The agents? The members of the 4-H subcommittee?

9. How well do you think the members of the 4-H subcommittee understand the purpose of the group? The role they should play? Explain.

10. How much time has the 4-H subcommittee, the parish Extension Advisory Committee and the agents spent on planning the 4-H program?

11. What areas of the program were discussed at the meeting? (Check)
   _____ 1. General 4-H situation in the parish including:
       _____ a. enrollment
       _____ b. potential 4-H members
       _____ c. age and tenure of members
       _____ d. areas of project interest
       _____ e. participation in project work
       _____ f. schools where club work is weak
       _____ g. 4-H Achievement Day
       _____ h. 4-H activities and events
       _____ i. volunteer leadership
2. Developing a list of problems in the program
3. Developing objectives for the program
4. Developing a list of priorities for the objectives of the program.

12. What procedure did you use in working with the 4-H subcommittee?

13. Was any research on 4-H work reviewed with the 4-H subcommittee? (Includes general research as well as research related to project areas.)

14. What help was utilized in helping to collect facts about the 4-H situation? (Check)

1. Local school officials
2. State Extension personnel
3. Others (specify) __________________________

15. Were priorities developed with the 4-H subcommittee as to which problems and objectives were to receive primary consideration by the Extension agents? Yes _____ No ____. Explain how these were determined.

16. In regards to the objectives set up with the committee, was there any determination as to which objectives were long range and which were immediate or short range?

17. Were objectives set up with the committee for each major problem or interest area?
18. In working with the 4-H subcommittee, was there any discussion as to the coordination of the 4-H program with other groups working with youth? Yes _____ No _____ If so, explain.

19. Was the report of the 4-H subcommittee presented to the parish Extension Advisory Committee? Yes _____ No _____ If so, please comment as to how it was presented, the reaction to it, and its incorporation into the parish Extension program.

20. What type of records are kept on the work of the 4-H subcommittee? (Check)

   _____ 1. Minutes of the meeting
   _____ 2. Reports of attendance
   _____ 3. Mimeographed reports

21. Were the reports on the deliberations of the committee distributed to anyone? Explain:
III. The Planned Parish 4-H Program

A. Information needed:

1. A copy of the planned parish Extension program.

B. Questions to be asked:

1. Is the planned parish Extension program in written form? Yes _____ No ____. (Obtain and keep a copy, if possible.)

2. Have copies of the planned 4-H program as part of the parish Extension program been distributed in the parish? To whom?

IV. Annual Plan of Work

A. Information Needed:

1. Copy of the written plan of work.

B. Questions to be asked:

1. Is the plan of work for 4-H in written form? Yes _____ No _____.

2. Who participated in the development of the written plan of work for 4-H? (Check)

____ a. Entire parish extension staff
____ b. The agents doing 4-H work
____ c. Appropriate members of the 4-H subcommittee
____ e. Supervisors (Parish Chairman and/or District Agent)

3. Was a review conducted of the plan of work? Yes ____ No _____. Who participated in the review? (Check)

____ a. Entire parish extension staff
____ b. Appropriate members of the 4-H subcommittee
____ c. Appropriate state extension specialists
____ d. Supervisors (Parish Chairman and/or District Agent)
V. 4-H Club Organization

A. Information needed:

1. A copy of the 4-H meeting schedule for the year.
2. A list of the schools in the parish.
3. A copy of the calendar of 4-H activities.
4. Copies of the 4-H Enrollment Summaries for the year.

B. Questions to be asked:

1. Did you meet with the Superintendent of Schools before you organized your clubs for the year?
   Yes _____ No _____.

2. Was the permission of the Superintendent obtained to talk to the school principals about organizing clubs in their schools?
   Yes _____ No _____.

3. Was a schedule of school activities for the year obtained from the Superintendent?
   Yes _____ No _____.

4. Did you discuss with the Superintendent any problems that you may have concerning 4-H clubs which are weak, in conducting 4-H activities and events, etc?
   Yes _____ No ____. If so, explain what you discussed with him and his reactions.

5. To which 4-H events was the Superintendent of Schools or his staff invited and which did he attend and/or participate?

6. Was each school principal visited at the beginning of the school year to discuss the organization of a 4-H Club or Clubs?
   Yes _____ No _____.

7. What items were discussed with the principal? (Check)
   ____ a. Permission to organize a club or clubs
   ____ b. The size of the clubs
   ____ c. Membership requirements
   ____ d. Meeting places
   ____ e. Adult leaders
   ____ f. Others (specify)
   ____ g. ____________________
   ____ h. ____________________
   ____ i. ____________________

8. What were the general reactions to the items discussed?

9. Is at least one 4-H Club organized in each school in the parish
   having rural boys and girls among its enrollment?

   Yes _____ No ____. If no, how many schools do not have clubs?
   ____ Why?

10. How many clubs do you have organized with:
    ____ 1. Over 300 members?
    ____ 2. 200 - 299 members?
    ____ 3. 100 - 199 members?
    ____ 4. 75 - 99 members?
    ____ 5. 50 - 74 members?
    ____ 6. 25 - 49 members?
    ____ 7. Under 25 members?
    ____ Total number of 4-H Clubs

11. What means are used to acquaint prospective members about the
    4-H organization? (Check)
    _____ 1. Newspaper articles
    _____ 2. Individual letter to members
    _____ 3. Individual letters to parents
    _____ 4. In the schools (explain).
    _____
    ________________________________________
    ________________________________________
12. How many volunteer adult leaders are assisting with the 4-H program?

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Organizational leaders (those actually working in the clubs)</td>
</tr>
<tr>
<td></td>
<td>2. Project leaders</td>
</tr>
<tr>
<td></td>
<td>3. Community leaders</td>
</tr>
</tbody>
</table>

13. How many clubs have:

<table>
<thead>
<tr>
<th></th>
<th>1. No leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. One leader</td>
</tr>
<tr>
<td></td>
<td>3. Two leaders</td>
</tr>
<tr>
<td></td>
<td>4. More than two leaders</td>
</tr>
</tbody>
</table>

14. Based on your own estimate, how many clubs have local leadership which is adequate in terms of giving individual help to the members and in leading its program in terms of quantity and quality of the local leadership? __________

15. Do you have a Parish 4-H Executive Committee:

Yes _____ No _____.

16. How many members are on the committee? (Check)

<table>
<thead>
<tr>
<th></th>
<th>1. From each club</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. One boy and one girl</td>
</tr>
<tr>
<td></td>
<td>3. Other (list)</td>
</tr>
<tr>
<td></td>
<td>____________________</td>
</tr>
</tbody>
</table>

17. Does the group elect its own officers?

Yes _____ No _____.

18. List the activities on which the 4-H Executive Committee holds discussions and makes decisions. (Check)

<table>
<thead>
<tr>
<th></th>
<th>1. Best club scorecard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 4-H Achievement Day</td>
</tr>
<tr>
<td></td>
<td>3. Local Leaders Banquets</td>
</tr>
<tr>
<td></td>
<td>4. Planning a 4-H calendar of activities for the year</td>
</tr>
<tr>
<td></td>
<td>5. 4-H camp quota</td>
</tr>
<tr>
<td></td>
<td>6. National 4-H Club Week</td>
</tr>
<tr>
<td></td>
<td>7. Parish fund raising activities</td>
</tr>
<tr>
<td></td>
<td>8. Special 4-H activities and events (list)</td>
</tr>
<tr>
<td></td>
<td>9. ____________________</td>
</tr>
<tr>
<td></td>
<td>10. ____________________</td>
</tr>
<tr>
<td></td>
<td>11. ____________________</td>
</tr>
<tr>
<td></td>
<td>12. ____________________</td>
</tr>
</tbody>
</table>
19. How many meetings were held during the past year? ____
   In what months? ______________ ______________
   How many official delegates attended each meeting? ______________
   ______________

20. Do 4-H local leaders attend? Yes ____ No ____. How many? ____
    In what capacity?

21. How do you work with the 4-H Executive Committee?

22. How does the 4-H Executive Committee raise funds to operate the parish program?

VI. The 4-H Club

A. Information needed:
   1. A copy of the 4-H meeting schedule.

B. Questions to be asked:

   1. How many regularly scheduled 4-H meetings do you hold with each club each year? _____. What months during the school year do you miss? ______________ ______________.

   2. How many meetings were held by the local leaders during the year? _____. On what subjects? (Check)

      ____ 1. Project training
      ____ 2. Preparing for 4-H Achievement Day
      ____ 3. To plan or conduct special club activities or events
      ____ 4. Others (list)

      __________________________________________________
      __________________________________________________
3. How many of your clubs have the following as part of most of their meetings?

No. of clubs

1. The meeting conducted by the President
2. Roll call and minutes by the Secretary
3. 4-H pledge and pledge to the flag led by members
4. New Business
5. Old Business
6. Officers reports
7. Committee reports by committee chairman
8. Project leader reports
9. Announcements by the leaders
10. Short club program or recreation led by members
11. Any comments on this item.

4. In your regular club meetings, how do your local leaders participate in the meeting?

5. In how many clubs are leaders generally present at the meetings?

6. Did you have an officers training clinic to train 4-H Club officers? Yes  No  . If yes, how many clubs had officers present?

7. Do you encourage your local leaders to involve club officers, junior leaders and members to plan a program for their club for the year? Yes  No  . If so, how many clubs did so?

8. What officers are elected in your 4-H Clubs? (Check)

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Reporter
  Others (list)
6. 
7. 
8. 

9. How are the local leaders selected for each club?
Information needed:

1. A copy of the written parish extension program.

2. A copy of the plan of work for 4-H in the parish.

Questions to be asked:

1. What are the chief agricultural enterprises of the parish? List the highest in order of importance.
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.

2. Based on the written parish extension program, list the major agricultural problems as identified in this document.
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.

3. Please list in order the ten most popular boys projects with the number enrolled.

<table>
<thead>
<tr>
<th>Project</th>
<th>No. enrolled</th>
<th>Project</th>
<th>No. enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6.</td>
<td>2.</td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td>8.</td>
<td>4.</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. On what projects did you give demonstrations at your club meetings this past year?

<table>
<thead>
<tr>
<th>Project</th>
<th>Title of Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
</tbody>
</table>

(Note to the Interviewer: Select one of these demonstrations at random and ask the agent for a copy of the outline of the demonstration.)

5. Did the agent have a written demonstration outline? Yes _____ No _____. (If no, select another demonstration and make a note of this. If no outlines are made, question the agent on a specific demonstration for the following question.)

6. Did the demonstration outline contain the following? (Check)

- [ ] 1. A purpose for the demonstration
- [ ] 2. A list of materials which are needed
- [ ] 3. Visuals to be used
- [ ] 4. An introductory step
- [ ] 5. The steps necessary to accomplish the demonstration
- [ ] 6. A summary of the demonstration
- [ ] 7. A plan for the members to participate.

7. Do you give the same demonstration to club members of all age levels?

Yes _____ No _____. If yes, do you make adaptations for the different age levels? Explain.

8. Do you try to give the members an opportunity to participate in the demonstrations?

Yes _____ No _____. If yes, how?
9. How many farm and home visits did you make to 4-H members this year? _____. How many different 4-H members were visited? _____.

10. Did you hold any special parish-wide clinics to train club members this past year?

   Yes _____ No ____. If yes, which did you hold and how many attended?

   Project Attendance Project Attendance
   1. Electric 6. 10.
   2. Tractor 7.
   3. 8.
   4. 9.
   5. 10.

11. Did you conduct any project training meetings, clinics, or other meetings of this type for 4-H Club members at the club level?

   Yes _____ No ____. If yes, what were they and how many members attended?

   Project No. meetings Attendance
   1. 6.
   2. 7.
   3. 8.
   4. 9.
   5. 10.

12. How many circular letters were written to 4-H Club members to provide information concerning project work? _____. On what projects?

13. How do you distribute 4-H bulletins to the members?
14. How do you train members to compete in contests?
   1. Achievement Day
   2. 4-H Short Course
   3. Others

15. How do you involve leaders in training members for contests? What materials do you furnish them?
   1. Achievement Day
   2. 4-H Short Course
   3. Others
Information needed:

1. A copy of the written parish extension program.

2. A copy of the plan of work for 4-H in the parish.

Questions to be asked:

1. Based on the written parish extension program, list the major homemaking problems as identified in this document.

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.

2. Please list in order the ten most popular girls projects with the number enrolled.

<table>
<thead>
<tr>
<th>Project</th>
<th>Number Enrolled</th>
<th>Project</th>
<th>Number Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

3. On what projects did you give demonstrations at your club meetings this year?

<table>
<thead>
<tr>
<th>Project</th>
<th>Title of Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
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<tr>
<td>January</td>
<td></td>
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<tr>
<td>February</td>
<td></td>
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<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
</tbody>
</table>
(Note to the interviewer: Select one of these demonstrations at random and ask the agents for a copy of the outline of the demonstration.)

4. Did the agent have a written demonstration outline? Yes ____ 
   No _____. (If no, select another demonstration and make a note of this. If no outlines are made, question the agent on a specific demonstration for the following question.)

5. Did the demonstration outline contain the following? (Check)
   ____ 1. A purpose for the demonstration
   ____ 2. A list of materials which are needed
   ____ 3. Visuals to be used
   ____ 4. An introductory step
   ____ 5. The steps necessary to accomplish the demonstration
   ____ 6. A summary of the demonstration
   ____ 7. A plan for the members to participate

6. Do you give the same demonstration to club members of all age levels?
   Yes ____ No _____. If yes, do you make adaptations for the different age levels? Explain.

7. Do you try to give the members an opportunity to participate in the demonstration?
   Yes ____ No _____. If yes, how?

8. How many home visits did you make to 4-H members this year? ____
   How many different 4-H members were visited? _____.

9. Did you hold any special parish-wide clinics to train club members this past year?
   Yes ____ No _____. If yes, which did you hold and how many attended?

<table>
<thead>
<tr>
<th>Project</th>
<th>Attendance</th>
<th>Project</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
10. Did you conduct any project training meetings, clinics, or other meetings of this type for 4-H members at the club level?

Yes ____  No _____. If yes, what were they and how many members attended?

<table>
<thead>
<tr>
<th>Project</th>
<th>No. meetings</th>
<th>Total attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How many circular letters were written to 4-H Club members to provide information concerning project work? _____. On what projects?

12. How do you distribute 4-H bulletins to the members?

13. How do you train members to compete in contests?

a. Achievement Day

b. 4-H Short Course

c. Other
14. How do you involve leaders for training members for contests? What materials do you furnish them?

a. Achievement Day

b. 4-H Short Course

c. Others

VIII. 4-H Achievement Day

A. Information needed:

1. A copy of the most recent 4-H Achievement Day program
2. A copy of the 4-H Achievement Day summary report
3. A copy of several Achievement Day contests selected at random by the interviewer.

B. Questions to be asked:

1. Who participated in the planning of the Parish 4-H Achievement Day? (Check)
   
   ___ 1. Entire parish Extension staff
   ___ 2. 4-H Executive Committee
   ___ 3. 4-H Local Leaders
   ___ 4. Others (list)
   ____ ________________________________
   ____ ________________________________
   ____ ________________________________
2. Explain how the above-mentioned groups were involved in the planning.

3. Who did the following on your 4-H Achievement Day program?

1. Presided at the assembly -
2. Led the 4-H pledge and the pledge to the flag -
3. Welcomed the 4-H members -
4. Made remarks on the program -
5. Gave the invocation -
6. Conducted the Song and Yell Contest -
7. Introduced the judges -
8. Introduced the local leaders -
9. Narrated the Dress Revue -
10. Made announcements -
11. Announced the contest results -
12. Presented awards -

13. Others -

4. How many local people (from within the parish) assisted in conducting contests at Achievement Day?

   1. 4-H Organizational Local Leaders
   2. Parents
   3. Others
5. What contests were offered at 4-H Achievement Day and how many members participated in each one?

<table>
<thead>
<tr>
<th>No. participating</th>
<th>No. participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Boys Demonstration Teams</td>
<td>22. Good Grooming</td>
</tr>
<tr>
<td>4. Canning</td>
<td>24. Health Improvement</td>
</tr>
<tr>
<td>5. Cherry Pie</td>
<td>25. Home Grounds</td>
</tr>
<tr>
<td>6. Child Care</td>
<td>26. Home Improvement</td>
</tr>
<tr>
<td>7. Citizenship</td>
<td>27. Home Management</td>
</tr>
<tr>
<td>13. Electric</td>
<td>33. Public Speaking</td>
</tr>
<tr>
<td>14. Entomology</td>
<td>34. Rabbits</td>
</tr>
<tr>
<td>15. Food Preparation</td>
<td>35. Safety</td>
</tr>
<tr>
<td>16. Forestry</td>
<td>36. Sheep Shearing</td>
</tr>
<tr>
<td>17. Frozen Foods</td>
<td>37. Talent</td>
</tr>
<tr>
<td>18. Fur</td>
<td>38. Tractor Driving</td>
</tr>
<tr>
<td>19. 4-H Records</td>
<td>39. Wildlife (birds)</td>
</tr>
<tr>
<td>20. Garden</td>
<td>40. Wildlife (Louisiana trees)</td>
</tr>
</tbody>
</table>

Others (list)

6. How many attended 4-H Achievement Day?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 4-H members</td>
<td></td>
</tr>
<tr>
<td>2. 4-H Organizational leaders</td>
<td></td>
</tr>
<tr>
<td>3. Others</td>
<td></td>
</tr>
</tbody>
</table>

7. What percentage of the 4-H members present participated in at least one contest? (Not to include Song and Yell Contest.) ________.

8. How many different 4-H Clubs were represented at 4-H Achievement Day? ________. How many were not? ________.

9. How many clubs participated in the Song and Yell Contest? ________.
   (NOTE - Select one agricultural and one home economics contest at random and obtain the material on the contest from the agent.)

10. Was every club member enrolled in the project eligible to compete in the contest? (Check)
11. What elements did the contest consist of:

Agricultural contest
- 1. Judging
- 2. Examination
- 3. Oral reasons
- 4. Exhibition of product

Home Economics contest
- 1. Judging
- 2. Examination
- 3. Exhibits of products
- 4. Participation by the member

12. In the opinion of the interviewer, were the contests comprehensive and complete in covering the subject matter of the project?

1. Agricultural contest Yes No
2. Home Economics contest Yes No

IX. Special 4-H Activities and Events

A. Information Needed

1. Copy of the 4-H Enrollment summary listing the enrollment by projects.

B. Questions to be asked:

1. List the number of exhibitors and the number of exhibits by projects at the following fairs:
Parish Fair  District Fair  State Fair
Exhibitors  Exhibits  Exhibitors  Exhibits  Exhibitors  Exhibits

1. Canning
2. Clothing
3. Foods
4. Other home projects
5. Beef
6. Corn
7. Cotton
8. Dairy
9. Poultry
10. Rice
11. Sheep
12. Sugar Cane
13. Swine
14. Other crops
15. Other Livestock
16. Forestry
17. Insects
18. Handicraft
19. Others (list)

2. How many participated in the Chicken of Tomorrow events:
   
   _____ 1. Parish Show
   _____ 2. State Show
3. List the number of exhibitors and exhibits at the following Livestock Shows:

<table>
<thead>
<tr>
<th>Project</th>
<th>Parish Examiners</th>
<th>District Examiners</th>
<th>State Examiners</th>
<th>Exhibitors</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Beef Breeding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Baby Beef</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dairy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Horse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sheep Breeding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Fat Lamb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Swine Breeding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Fat Pig</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Poultry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. How many different exhibitors

4. How many 4-H members attended 4-H Short Course this past year?

Boys _____ Girls _____. In what contest did they participate? (Indicate participation by writing down the number of members participating in the contest.)

<table>
<thead>
<tr>
<th>No. in contest</th>
<th>Contest</th>
<th>No. in contest</th>
<th>Contest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Baking</td>
<td>15. Garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bread Demonstrations</td>
<td>17. Good Grooming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cherry Pie</td>
<td>19. Home Grounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Fur</td>
<td>27. Tractor Driving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Food Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Indicate the 4-H Camp quota and attendance:

<table>
<thead>
<tr>
<th>Camp</th>
<th>Quota</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Junior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Senior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Wildlife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Junior Forestry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Senior Forestry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Junior Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. In what contests were the records of 4-H members entered at State Records contest? (Check)

- 1. Achievement (boy)
- 2. Achievement (girl)
- 3. Leadership (boy)
- 4. Leadership (girl)
- 5. Citizenship (boy)
- 6. Citizenship (girl)
- 7. Beef
- 8. Boys Agricultural
- 9. Child Care (boy)
- 10. Child Care (girl)
- 11. Clothing
- 12. Community Relations (boy)
- 13. Community Relations (girl)
- 14. Dairy
- 15. Entomology
- 16. Electric (boy)
- 17. Electric (girl)
- 18. Field Crops
- 19. Forestry
- 20. Girls Home Economics
- 21. Handicraft
- 22. Poultry
- 23. Rabbits
- 24. Recreation
- 25. Safety
- 26. Sheep
- 27. Soil and Water Conservation
- 28. Swine
- 29. Tractor
- 30. National 4-H Conference (boy)
- 31. National 4-H Conference (girl)

7. How many individual members' 4-H records were entered in State Records contests? (Does not include Short Course records.)

- 1. Boys
- 2. Girls

8. Were records submitted in the following contests? (Check)

- 1. Corn Production
- 2. Sugar Cane
- 3. Rice
- 4. Sweet Potato
- 5. Sears Pig Chain
- 6. Sears Poultry Chain
- 7. Cooperative Essay Contest

9. Was any special commemoration held of National 4-H Week?
Yes ____ No _____. If yes, how many of your 4-H Clubs participated?

10. What special parish 4-H events and activities were held other than those already mentioned? How many participated?

<table>
<thead>
<tr>
<th>Event</th>
<th>No. of 4-H members participating</th>
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</tbody>
</table>

11. List the out-of-parish events where 4-H members received recognition either as a winner or in the blue ribbon category:

1. Fairs

2. Livestock Shows

3. 4-H Short Course

4. State Records Contest
5. Others

X. Awards and Recognition

Questions to be asked:

1. What system of placings is used at the following events involving 4-H members? Explain.
   1. 4-H Achievement Day

2. Parish Fair

3. Parish Jr. Livestock Show

2. What awards and recognition and trips are provided from the parish level for the following events?
   1. 4-H Achievement Day—for-members

2. 4-H Achievement Day—for-clubs
3. For project work

3. How many medals for parish winners were earned under the state awards program this past year? Agricultural contests _______ Home Economics contests _______ Other contests _______.

4. Did the parish receive any of the following awards this year? (Check)
   _____ 1. Parish Electric Award (boy)
   _____ 2. Parish Electric Award (girl)
   _____ 3. Parish Tractor Award
   _____ 4. Parish Cornmeal Award

5. Were certificates earned as parish awards for the following contests?
   _____ 1. Parish Alumni Recognition winner
   _____ 2. Club awards in safety
   _____ 3. Club awards in health

6. How do you make available the information on awards to local leaders?

7. How do you inform the 4-H members of the awards available to them?

8. How are awards presented to 4-H members? The involvement of sponsors in the presentation?
   1. 4-H Achievement Day Awards
   2. Parish medal winners
3. Other awards

9. How many local groups, organizations or individuals actively support the 4-H program by sponsoring awards or programs for 4-H members or clubs? __________. What do they sponsor? (List)
XI. Training of 4-H Leaders

A. Information needed:

1. A copy of the Parish 4-H Leaders Handbook

B. Questions to be asked:

1. How many adult leaders are assisting you with the 4-H program?

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizational leaders</td>
<td></td>
</tr>
<tr>
<td>2. Community leaders</td>
<td></td>
</tr>
<tr>
<td>3. Project leaders</td>
<td></td>
</tr>
</tbody>
</table>

2. How many 4-H members are eligible for the junior leadership project (eligible members are those who are 14 years of age by January 1 of the club year, completed three years of 4-H membership, and have been satisfactory members)? ______. How many are enrolled in the project? _________.

3. How many of your 4-H adult organizational leaders have: (Check)

___ 1. One year of service
___ 2. 2-5 years of service
___ 3. 5-10 years of service
___ 4. Over 10 years of service

4. How was your adult leader training program for the year planned? Were the leaders involved? Explain

5. How was your 4-H junior leadership training program planned for the year? Were the junior leaders involved?
6. What methods were used to train adult leaders to assume their responsibilities? (Check)

1. Training meetings of a general nature
2. Training meetings on project work
3. Local Leaders Handbooks
4. Personal visits - How?

7. List the topics of training meetings conducted for adult 4-H local leaders this past year and the number who attended?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Representing how many different clubs</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

8. What different areas of the 4-H program were included in the 4-H Leaders Handbook or packet given to the leaders?

1. Objectives of 4-H work
2. 4-H motto and pledge
3. Schedule of 4-H meetings for the year
4. Parish 4-H calendar of work and events
5. Suggested outline for 4-H meetings
6. Duties of 4-H Club officers
7. Suggested duties of 4-H leaders
8. 4-H project requirements
9. Rules and regulations for 4-H Achievement Day
10. List of 4-H Awards available to 4-H members in the parish
11. Suggested activities for 4-H Clubs
    Others (List)
12. 
13. 
14. 
15. 

9. Did each organizational leader receive a packet containing a copy of the bulletin for each 4-H project?

Yes ____  No ____.
10. How many visits, other than at regular 4-H meetings, did you make to 4-H adult local leaders during the past year? _______. How many different leaders were visited? ____________.

11. Was any other material furnished to 4-H leaders during the year which would be of help to them in discharging their responsibilities? Yes _____ No _____. If yes, list the material.
   1.
   2.
   3.
   4.
   5.

12. Were all 4-H members, who were eligible to enroll in the junior leadership project, invited to attend a meeting to discuss the project? Yes _____ No _____. If yes, how many attended? Boys ____
   Girls ____.

13. List the 4-H junior leader training meetings held this past year and the attendance.

   Topic                  Representing how many different clubs Attendance
   1.
   2.
   3.
   4.
   5.

14. After the junior leaders attended the training meetings, how did you go about providing opportunities for them to function?
XII. Local Relationships

Questions to be asked:

1. When you receive the opportunity, are programs on 4-H work presented to local business and civic groups?
   
   Yes ____ No _____. Before what groups have presentations been made this past year?

<table>
<thead>
<tr>
<th>Group</th>
<th>Type of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

2. Did your parish have a parish-wide program for National 4-H Week?
   
   Yes ____ No _____.

3. How many of your local 4-H Clubs did the following during National 4-H Week? (Check)

   - 1. Had window displays
   - 2. Presented programs at school
   - 3. Presented programs before other groups in the community
   - 4. Conducted special activities
     Others (List)
   - 5. 
   - 6. 
   - 7. 

4. What activities were carried on at the parish level during National 4-H Week? (List)

   1. 
   2. 
   3. 
   4. 
   5. 
5. What mass media are available in the parish?
   1. Newspapers
   2. Radio station
   3. T. V. station
   Others (List)

6. How many of the following were done this past year?
   1. Newspaper articles published on 4-H
   2. Radio programs on 4-H
   3. T. V. programs on 4-H

7. Are the representatives of these media invited to attend 4-H functions?
   Yes _____ No _____. How many 4-H functions have at least one of these groups had a representative? _____

8. Of what local farm and civic organizations are you members?
   1. Man agent –

   2. Woman agent –

9. How do you recognize the efforts of local sponsors or supporters of 4-H work?

10. Do you hold a special recognition event for 4-H local leaders?
    Yes _____ No _____. What type of event is it?
11. Are local leaders periodically presented the following:

   ______ 1. Service certificates?
   ______ 2. Service pins?

12. Have you had any special publicity this past year on 4-H local leaders?

   Yes _____ No _____. If yes, what was done?

13. Did you enter the records of leaders in the Good Provider contest for leaders this year? (Check) Man _____ Woman _____.

14. Are any other forms of recognition given to your leaders? Example: In the clubs, by the members.

15. Do you make any special effort to enlist the support of parents for the 4-H program?

   Yes _____ No _____. If yes, list what you have done in this area.

   1.
   2.
   3.
   4.
   5.
XIII. Program Evaluation

A. Information needed:
   1. A copy of the plan of work

B. Questions to be asked:
   1. In your plan of work, what evaluations were planned for the year? (Check)
      
      ___ 1. 4-H Achievement Day
      ___ 2. 4-H Club Meetings
      ___ 3. 4-H Project Training
      
      Others (List)

   2. Which of these were actually carried out during the year and how was it done? (Check and fill in blank)

      How

      ___ 1. 4-H Achievement Day
      ___ 2. 4-H Club Meeting
      ___ 3. 4-H Project Training
      
      Others (List)

   3. Are records kept by you on 4-H activity in the parish including: (Check)

      ___ 1. Number who participated in events?
      ___ 2. Number who made exhibits?
      ___ 3. Number who are doing good project work?
      ___ 4. The activities carried out by the 4-H Clubs?
      ___ 5. Local leaders, their years of service, etc.

      Others (List)
4. How do you involve 4-H members in evaluating activities and events in the program?

4-H Leaders?

5. Have you presented the findings from your evaluations to any of the following groups?

- 1. Parish Extension Advisory Committee
- 2. 4-H Subcommittee
- 3. Local governing bodies

Others (List)

6. Have you developed any materials (visuals, exhibits, etc.) for reporting the accomplishments of the 4-H program?

Yes ____ No _____. If yes, list.
1.
2.
3.
4.
5.

7. Using the annual report as a basis, have you presented the accomplishments of the 4-H program to the general public?

Yes ____ No _____. If yes, how?
8. Have you reported to the local governing groups on the progress of the 4-H program?

Yes ___ No ___. If yes, how many times? _____

9. What was the reaction of the governing bodies to your reports?

10. In the past year, did you report on the accomplishments of the 4-H program to: (Check)

___ 1. The Parish Extension Advisory Committee
___ 2. The 4-H Subcommittee.

11. What use did they make of your report?
A QUESTIONNAIRE
(School Principals)

Questions to be asked:

1. How many 4-H Clubs are organized in your school? ______.

2. How many members are in your clubs? ______ ______ ______.

3. What grades are represented in your clubs? _____ _____ _____.

4. When the clubs are organized by the leaders and agents, how do you offer the opportunity for membership to your students?

5. Do those who are interested in joining have any requirements to meet in order to be eligible to join?

6. When your 4-H Clubs are meeting, are there other groups meeting at the same time?

7. During the period when your 4-H Clubs meet, what classes are usually being held?

8. Where do your 4-H Clubs generally meet? _______ _______ _______. Are there any other activities being conducted in this place at the same time? Yes _____ No _____. If yes, what? ____________

9. Is there a separate place where one group (i.e., boys) can be taken for a demonstration on their projects? Yes _____ No _____. If yes, where?

10. Did the Extension agents discuss with you the local leader situation in your club? Yes _____ No _____. If yes, what were your recommendations and/or decisions?
11. How do you feel about the 4-H Club organization in your school in terms of its educational value to your students?
A QUESTIONNAIRE
(4-H Local Leaders)

1. How many leaders in the school are working with the club? Men _____ Women _____.

2. Are there any other adult leaders from outside of the school working with the club members? (List No.)
   1. Project leaders
   2. Community leaders

3. How many members are there in your club? Boys _____ Girls _____.

4. How many club members satisfactorily completed their project work this past year in your club? Boys _____ Girls _____.
   (Estimate)

5. Working with the 4-H agents and other leaders, including junior leaders, how are your members assisted with their project work?

6. Were any clinics or workshops held in your club or school during the past year to help members of your club with project work?
   Yes _____ No ____. If yes, what were they?

<table>
<thead>
<tr>
<th>Project Attendance</th>
<th>Project Attendance</th>
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<tbody>
<tr>
<td>1. _____________</td>
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<td>3. _______________</td>
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7. Do you feel each member of your club had the opportunity to receive help on his project work? Yes _____ No ____. Explain:

8. Do you have any junior leaders in your club? Yes _____ No ____. If yes, how do you get them to accept and carry out responsibilities?

9. Have they been of help to you in the club? Yes _____ No ____. Explain:
10. Was a program for the year planned for the club?

   Yes ____ No _____. If yes, how?

11. What activities did your club carry out as a group this year?

12. In conducting activities for the club, how do you proceed in getting them done in conjunction with the club officers and junior leaders?

13. In what parish activities did your club participate this year? How many attended?

   Check                                No. Attending
   _______ 1. Achievement Day
   _______ 2. Parish Fair
           Others (list)
   _______  
   _______  
   _______  
   _______  

14. Did your club observe National 4-H Week this year? Yes ____
    No _____. If yes, how?
A QUESTIONNAIRE
(The 4-H Club Member)

Face Information:

1. Boy ____  Girl ____
2. Age ______
3. Live on: Farm ____  Rural non-farm ____  Town ____
4. Years in club work ______
5. What does your father do? ________________________________

Information needed:

1. The 4-H members record, if available.

Questions to be asked:

1. What projects have you taken, for how many years, and what have you done?

<table>
<thead>
<tr>
<th>Project</th>
<th>Years Taken</th>
<th>What have you done in this project?</th>
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</thead>
<tbody>
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</table>

2. How have your parents assisted you with your project work?

3. What type of facilities do you have available for 4-H project work?

4. How have you financed your projects?

5. How many years have you been to 4-H Achievement Day? _____. In what contests did you enter? For how many years?
<table>
<thead>
<tr>
<th>Contest</th>
<th>Years</th>
<th>Contest</th>
<th>Years</th>
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</table>

6. Have you exhibited project work at the following and for how many years?

<table>
<thead>
<tr>
<th>Contest</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parish Fair</td>
<td></td>
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<tr>
<td>2. Parish Junior Livestock Show</td>
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<tr>
<td>3. State Fair</td>
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<tr>
<td>4. State or District Livestock Show</td>
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</tbody>
</table>

7. What awards or recognitions have you received for your project work?

8. What offices have you held in your club? For how many years?

<table>
<thead>
<tr>
<th>Office</th>
<th>Years</th>
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9. On what committees in your club have you served?

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<tr>
<th>Committee</th>
<th>Committee</th>
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<td>4.</td>
<td>9.</td>
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<td>5.</td>
<td>10.</td>
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</table>

10. In what other parish activities have you taken part?

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<thead>
<tr>
<th>Activity</th>
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<td>1.</td>
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</table>

11. Have you received help from your leaders in your project work?

Yes   No  If yes, how have they helped you?
12. If you haven't received any help, have you asked them for any help? Yes _____ No _____. Have they offered you any help? Yes _____ No _____.

13. Has your agent ever visited you at home? Yes _____ No _____. If yes, how many times this past year? _____ If no, have you ever asked him and/or her to do so? Yes _____ No _____.

14. Have you assisted other 4-H members with their project work or encouraged them to join and participate in club activities? Yes _____ No _____. If yes, what are some ways you have helped them?

1.  
2.  
3.  
4.  
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6.  
7.  
8.  
9.  
10.  

15. In what activities of your club have you taken a part?

16. How do you feel your experiences as a 4-H member have helped you?
A QUESTIONNAIRE

(4-H Club Meeting)

Name of club ________________________________

1. Who presided at the meeting? (Check)
   ____ 1. Club President
   ____ 2. Others (list) _________________________

2. Pledges
   a. Was the 4-H Pledge repeated? Yes ____ No ____ By whom?
      ____________________________
   b. Was the Pledge to the American Flag repeated? Yes ____
      No ____ By whom? ____________________________

3. Were the minutes of the last meeting read at the meeting? Yes ____
   No ____ By whom? ____________________________

4. Was a roll call held? Yes ____ No ____ By whom? ____________

5. Old Business
   a. Were there any reports by club officers, project leaders, or
      committees? Yes ____ No ____
   b. If yes, please list:
      Nature of report                          By whom
      ____________________________            ____________________________
      ____________________________            ____________________________
      ____________________________            ____________________________
      ____________________________            ____________________________
      ____________________________            ____________________________
   c. Was there any other old business brought up before the club?
      Yes ____ No ____
      Topic                          By whom
      ____________________________            ____________________________
      ____________________________            ____________________________

   d. What action did the club take on the above (2 and 3)?
6. New Business

a. What new business was brought before the club?

<table>
<thead>
<tr>
<th>Topic</th>
<th>By whom</th>
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b. What action did the club take on the above?

7. What announcements were made to the club?

<table>
<thead>
<tr>
<th>Topic</th>
<th>By whom</th>
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8. Was some sort of program or recreation conducted at the meeting?
Yes _____ No _____. What was done and who did it?

No. of minutes

<table>
<thead>
<tr>
<th>No. of minutes</th>
<th>1. Time for the entire meeting.</th>
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<tbody>
<tr>
<td></td>
<td>2. Time allotted to opening and business.</td>
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<td></td>
<td>3. Time allotted for program or recreation.</td>
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<tr>
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<td>4. Time allotted to demonstration.</td>
</tr>
</tbody>
</table>

10. Summary of participation:

<table>
<thead>
<tr>
<th>No. of minutes</th>
<th>1. No. of boys enrolled.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. No. of boys attending the meeting.</td>
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<tr>
<td></td>
<td>3. No. of girls enrolled.</td>
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<tr>
<td></td>
<td>4. No. of girls attending the meeting.</td>
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<tr>
<td></td>
<td>5. No. of different members who participated in the meeting in any manner (Ex. Presiding, making reports, making a motion, discussing topics, etc.)</td>
</tr>
<tr>
<td></td>
<td>6. No. of adult local leaders in attendance at the meeting.</td>
</tr>
</tbody>
</table>
A QUESTIONNAIRE

(The Opinions of Selected Extension Personnel on the Criteria and Conditions for a Standard of Performance for Parish 4-H Programs in Louisiana)

INSTRUCTIONS:

A. Attached is a copy of the proposed Standard of Performance which contains the criteria and conditions to be used in evaluating a parish 4-H program.

B. Would you use this attachment as the basis for making your ratings and selections in this questionnaire.

C. The questionnaire and the Standard of Performance are correlated with each other. Example: Unit B, Element 2, Criterion 3 in the questionnaire is the place to give your opinion on Unit B, Element 2, Criterion 3 in the Standard of Performance.

D. Steps to use in completing the questionnaire:

1. Read each criterion and the conditions to be met carefully.

2. Rate each criterion as to its importance on its own merit and not in relation to the others, according the following scale:

   1 - Of most importance
   2 - Of much importance
   3 - Of some importance
   4 - Of little or no importance

Do this by circling the appropriate number for each criterion in the questionnaire.

Example: 9, 1. Criterion No. 1 - Rating 1 2 3 4

This signifies that you feel that this criterion is of much importance in evaluating a 4-H program.
3. Under each of the criteria, would you circle the condition or conditions that you feel are most necessary in determining a rating for the criterion.

Example: 9. 1. Criterion No. 1 - Rating 1 2 3 4

2. Conditions - Selections 1 2 3 4 5 6 0

This indicated that the person filling out the questionnaire considers conditions 1, 4, and 6 as more necessary than the others in determining a rating for criterion No. 1. You may circle one, all, or any numbers in between. If you should feel that none are more necessary than the others, in other words all of the conditions are of about equal necessity in determining a rating, then circle 0.

E. Please mail the completed questionnaire to L. L. Pesson. You may keep the copy of the Standard of Performance if you wish.
UNIT A

PROGRAM PLANNING

Element No. 1 - Organization and Process for Program Planning

1. 1. Criterion No. 1 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 3 4 5 6 7 8 9 0

2. 1. Criterion No. 2 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 3 4 0

3. 1. Criterion No. 3 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 3 0

4. 1. Criterion No. 4 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 3 4 5 0

5. 1. Criterion No. 5 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 3 0

6. 1. Criterion No. 6 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 0

7. 1. Criterion No. 7 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 0

8. 1. Criterion No. 8 - Rating 1 2 3 4
   2. Conditions - Selections 1 2 3 0
Element No. 2 - The Planned 4-H Phase of the Parish Extension Program

9. 1. Criterion No. 1 - Rating 1 2 3 4
2. Conditions - Selections 1 2 3 4 5 6 0

10. 1. Criterion No. 2 - Rating 1 2 3 4
2. Conditions - Selections 1 2 0

11. 1. Criterion No. 3 - Rating 1 2 3 4
2. Conditions - Selections 1 2 3 4 0

12. 1. Criterion No. 4 - Rating 1 2 3 4
2. Conditions - Selections 1 2 3 0

Element No. 3 - The 4-H Phase of the Annual Parish Extension Plan of Work

13. 1. Criterion No. 1 - Rating 1 2 3 4
2. Conditions - Selections 1 2 3 0

14. 1. Criterion No. 2 - Rating 1 2 3 4
2. Conditions - Selections 1 2 3 4 5 6 7 8 9 0

15. 1. Criterion No. 3 - Rating 1 2 3 4
2. Conditions - Selections 1 2 3 4 0

UNIT B

PROGRAM ACTION

Element No. 1 - 4-H Club Organization

16. 1. Criterion No. 1 - Rating 1 2 3 4
2. Conditions - Selections 1 2 3 0
17. 1. Criterion No. 2 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 6 7 8 0

18. 1. Criterion No. 3 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 0

19. 1. Criterion No. 4 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 6 7 8 0

20. 1. Criterion No. 5 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 6 7 0

21. 1. Criterion No. 6 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 6 0

Element No. 2 - The 4-H Club

22. 1. Criterion No. 1 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 0

23. 1. Criterion No. 2 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 6 7 8 9 0

24. 1. Criterion No. 3 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 6 7 8 9 10 0

25. 1. Criterion No. 4 - Rating  1 2 3 4
2. Conditions - Selections  1 2 3 4 5 6 7 8 0

Element No. 3 - Teaching 4-H Project Work

26. 1. Criterion No. 1 - Rating  1 2 3 4
2. Conditions - Selections  1 2 0
27. 1. Criterion No. 2 - Rating 1 2 3 4  
   2. Conditions - Selections 1 2 3 4 5 6 7 0  

28. 1. Criterion No. 3 - Rating 1 2 3 4  
   2. Conditions - Selections 1 2 3 4 5 6 0  

Element No. 4 - 4-H Activities, Events, Contests, and Awards  

29. 1. Criterion No. 1 - Rating 1 2 3 4  
   2. Conditions - Selections 1 2 3 4 5 6 7 8 9 10 0  

30. 1. Criterion No. 2 - Rating 1 2 3 4  
   2. Conditions - Selections 1 2 3 4 5 6 7 8 9 10 0  

31. 1. Criterion No. 3 - Rating 1 2 3 4  
   2. Conditions - Selections 1 2 3 4 5 6 0  

UNIT C  
PROGRAM EVALUATION  

32. 1. Criterion No. 1 - Rating 1 2 3 4  
   2. Conditions - Selections 1 2 3 0  

33. 1. Criterion No. 2 - Rating 1 2 3 4  
   2. Conditions - Selections 1 2 3 0
Lynn Louis Pesson was born on October 15, 1927 at New Iberia, Louisiana. His parents were Louis and Maud Pesson. He received his elementary school training at St. Peter's College in New Iberia and his high school training at New Iberia High School.

In the summer of 1944, he entered Louisiana State University and completed the requirements for a Bachelor of Science Degree in Agriculture with a major in Dairy Husbandry in January of 1948.

He accepted employment with the Agricultural Extension Service as an Assistant County Agent Trainee in January of 1948. He has continued in their employment since that time in several different positions. He is presently serving as Associate State Club Agent.

From October, 1948 to December, 1949, he was on military leave serving as a Second Lieutenant in the United States Army. Upon the completion of this tour of duty, he returned to the Extension Service as an Assistant County Agent. He was on sabbatic leave from October, 1953 to June, 1954. During that period, he was on a National 4-H Fellowship and received a Master of Education Degree from the University of Maryland. From September of 1958 through January of 1959, he was on leave without pay attending the University of Wisconsin. At this Institution, he did graduate work in Cooperative Extension Administration which was transferred to Louisiana State University towards the Doctor of Philosophy Degree. While at the University of Wisconsin, he was on a fellowship from the National Agricultural Center for Advanced Study in Cooperative Extension Work.
In September of 1950, he was married to the former Earline Mary Boudreaux of Charenton, Louisiana. They have three children, Abbie Lynn, age eight years, Russell Louis, age five years and Charles Matthew, age two years.
Candidate: Lynn L. Pesson

Major Field: Vocational Agricultural Education

Title of Thesis: The Development of The Criteria for a Standard of Performance for Parish 4-H Programs in Louisiana

Approved:

[Signatures of Major Professor and Chairman and Dean of the Graduate School]

EXAMINING COMMITTEE:

[Signatures of committee members]

Date of Examination: May 5, 1960