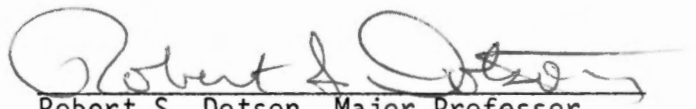
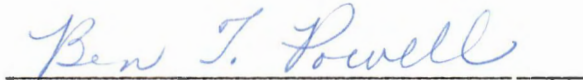


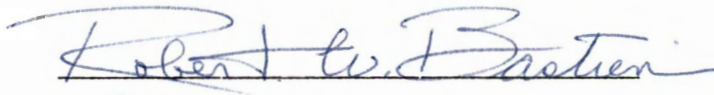
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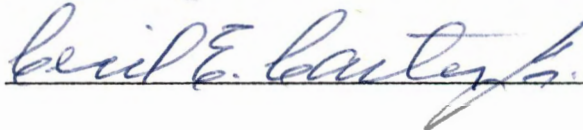
I am submitting herewith a thesis written by William K. Dunn entitled "A Benchmark and Feasibility Study of the Tennessee 4-H Rabbit Project." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.


Robert S. Dotson, Major Professor

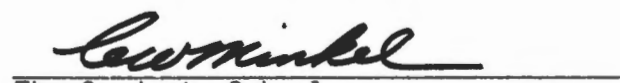
We have read this thesis
and recommend its acceptance







Accepted for the Council:



The Graduate School

A BENCHMARK AND FEASIBILITY STUDY OF THE
TENNESSEE 4-H RABBIT PROJECT

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

William K. Dunn

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ABSTRACT

County Extension staffs in 26 Tennessee counties reporting more than 3 4-H'ers enrolled in the 4-H Rabbit project and 17 state specialists who reported more than 1,000 4-H'ers enrolled in their state's Rabbit project constituted the populations included in this study. Purposes were to identify the current status of the Tennessee 4-H Rabbit project and to determine what other states had done with regards to successful 4-H Rabbit projects.

Major findings included the following:

1. Ten county staffs reported a total of 13 Rabbit shows in which 111 4-H'ers participated. Show judges most frequently mentioned included Rabbit producers, Extension Agents, College Professors and others. The shows were held either in late Summer/early Fall or in the Spring. Fourteen county staffs indicated 4-H'ers gave demonstrations dealing with Rabbits.

2. Six county staffs reported having Rabbit project groups with a grand total of 60 4-H'ers participating. The most frequently reported meeting topic was teaching how to feed and care for rabbits. Nine county staffs reported a total of 23 volunteer leaders and 7 county staffs reported a total of 13 teen leaders helping with the Rabbit project. Twelve staffs felt the Extension Agent did the most work with the project, while 10 felt Adult Volunteer Leaders did. Twenty-two Extension Agents reported no personal experience with rabbits.

3. Nine county staffs indicated Newspaper coverage of 4-H Rabbit project member achievements, while two county staffs reported Radio recognition. Ribbons were the most frequently reported type of show award given. Cash awards and trophies were also given. Nine county staffs reported project members involved in District competition, while four reported 4-H'ers involved in competition at the State level. Eleven Rabbit project members were reported in the Honor Club and three were All Stars.

4. The Fair Board was the most frequently (i.e., 7) reported sponsor of the Rabbit project. Other sponsors reported were Rabbit Owners, Agricultural Companies, Parents, the International Heifer Project and Rabbit Breeder Associations. Almost one-half of the county staffs reporting noted sponsorship at the local level, while sponsorship at the state and national levels were reported by three and one county staffs, respectively. Types of donations in order of most responses include money, prizes, time, rabbits, rabbit feed, and marketing assistance.

5. Seventy-two percent or more county staffs responded positively to questions dealing with the current format of the Rabbit project manual. The staffs were almost evenly split over whether or not other literature was needed. Thirteen county staffs thought the Rabbit project should remain an individual project, while 12 thought it should be consolidated into one small animal project. Twenty-two staffs felt there was a continuing need for the 4-H Rabbit project.

6. All contacted state specialists reported that their 4-H Rabbit project was a recognized statewide project and that adult volunteer leaders helped with it. Thirteen specialists indicated rabbit owners were major sponsors along with parents and fair boards.

7. Special awards or recognition reported by specialists included medals, plaques, certificates, trophies and trips. Competition at county, state, district and national levels were reported by 16, 15, 5 and 2 state specialists, respectively.

8. Special projects and activities reported by state specialists included a 4-H Rabbit Poster Program, illustrated talk contest, Barbeque, Auction, Royalty contest, Showmanship contest, special project literature, Quiz Bowl, Statewide or District Leaders organization, and club demonstration at a statewide rabbit meeting.

9. Implications were drawn and recommendations made for use of findings and further study.

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CHAPTER I

INTRODUCTION

1. BACKGROUND

Four-H is one of the largest youth organizations in the world. The United States alone has over five million members (7).^{*} Four-H was designed primarily with the rural youth in mind, but has recently expanded to include urban youth as well. The purpose of 4-H is to provide today's youth with new learning experiences that will help develop better citizens for tomorrow.

The primary way of providing these learning experiences is through more than 60 4-H projects and activities that are offered. These projects help develop skills in such areas as money management, leadership, communication and animal husbandry. In 1983, there were more than 175,000 youth enrolled in Tennessee 4-H projects (11).

The Rabbit project is one that is sometimes offered in Tennessee though it is not a recognized project. This means that it is an option or addition to the recognized projects that are offered in 94 counties and that it is not included on the 4-H enrollment card. Most Tennessee 4-H'ers become involved in the Rabbit project by enrolling in the animal science project (4).

^{*}Numbers in parentheses refer to references in the alphabetically listed Bibliography; while numbers after colons are page numbers.

At the time of the present study, 38 Tennessee counties reported having 4-H'ers enrolled in the Rabbit project.

The national 1983 enrollment figure for the Rabbit project was 90,585. This represented a slight increase from the 1982 figure of 90,229 (2). Enrollment figures for the Tennessee 4-H Rabbit project were first reported in 1958, at which time 2,224 4-H'ers were enrolled in the project. The enrollment figure for 1983 was 1,059 4-H'ers. Enrollment in the project has fluctuated over the past 10 years with a high of 1,401 reported in 1976 and a low of 540 in 1979 (11). The most recent participation figures available were from 1981 and showed 133 4-H'ers actually participating (i.e., doing more than just enrolling and attending meetings) in the Rabbit project (12).

The more successful 4-H projects traditionally have project groups with one or more adult volunteer leaders. Such groups give the 4-H'ers a chance to interact with youth having similar interests. Involvement also gives them a chance to organize activities as a group, give demonstrations, and socialize.

The rabbit specialist helps coordinate the entire Rabbit project at the state level. He also helps in various other ways such as giving out information and in judging shows. In Tennessee, the state specialist responsible for the 4-H Rabbit project is a poultry specialist. He spends approximately 5 percent of his time working with the 4-H Rabbit project (3).

The Rabbit project currently has only one project manual for all eight grades of 4-H'ers. The publication was written in 1978 and came about due to the increased requests for information on Rabbits by both 4-H members and small scale rabbit producers. Before this publication, Rabbit raisers depended on Rabbit publications provided by various feed companies such as Ralston Purina and Carnation (5). There is also a Tennessee 4-H Rabbit Record Book that is used to help 4-H'ers keep track of their expenses and profits. The record book also serves as a project story in which the 4-H'ers relates project accomplishments.

Participation in the Rabbit project gives 4-H'ers the opportunity to display their rabbits and develop showmanship skills at Rabbit Shows. The shows are either held in conjunction with other fair exhibitions or separately within the county. There were no District or State 4-H Rabbit Shows in Tennessee at the time this study was conducted, though considerable interest in such events had been voiced by 4-H members and agents alike. They also felt the Rabbit project should be made available throughout the state.

2. NEED FOR THE STUDY

The rabbit is well adapted for a 4-H animal project. Being small in size and weight, the animal is easy to handle by the young 4-H'ers. There are many different breeds and varieties of rabbits, and this gives the 4-H'ers an opportunity to select the type of rabbit that best meets his/her needs. Rabbits are also relatively

inexpensive to purchase and keep. The rabbit requires little space and makes no noise, which makes it an ideal animal project for urban youth. There are markets for selling rabbits. They can be sold for their meat or fur, or they can be sold as pets or laboratory animals. Rabbit manure is an excellent organic fertilizer and can be used on home gardens.

Since the 4-H Rabbit project is not a recognized statewide project in Tennessee, records dealing with 4-H planning headings of PARTICIPATION, ORGANIZATION, LEADERSHIP, RECOGNITION or SPONSORSHIP are incomplete. Therefore, it is difficult to evaluate how well the project is meeting the needs of the 4-H'er.

Prior to this study, there had been discussions on the possibility of making the Rabbit project a recognized statewide project. Before a decision could be made, however, it was felt that a benchmark and feasibility study needed to be conducted. The objectives of the study were to determine the current extent of participation and interest in the project.

Also, the specialist responsible for the state 4-H Rabbit project expressed a need for a new approach to the project. For example, manuals, slide sets, and innovative activities were needed in order to make it more beneficial and rewarding to the 4-H'ers participating.

3. PURPOSES OF THE STUDY

The main purpose of this study was to identify the current status of the Tennessee 4-H Rabbit project, and to make recommendations

designed to improve the project's educational opportunities. A secondary purpose was to determine what other states had done with regard to the 4-H Rabbit project.

The more specific objectives of the study were:

1. To ascertain the present and potential nature and extent of PARTICIPATION in the 4-H Rabbit project in Tennessee counties.

2. To determine the present and potential ORGANIZATIONAL structure of the 4-H Rabbit project work.

3. To consider the present and potential LEADERSHIP involvement and needs for the 4-H Rabbit project.

4. To study present and potential RECOGNITION opportunities for the 4-H Rabbit project.

5. To identify present and potential SPONSORSHIP involvement and possibilities.

6. To consider Agent feelings regarding the need for the 4-H Rabbit project.

CHAPTER II

A BRIEF HISTORY OF 4-H PROJECTS

A search for literature relevant to this study revealed no similar studies on the 4-H Rabbit project. Contact with former state specialists in charge of the 4-H Rabbit project revealed no information on the history of the Rabbit project at the state level (9). Consequently, it was felt that a brief history on the emergence of 4-H projects would be both necessary and beneficial as a backdrop for the study.

Many have said that 4-H work is the "world's most unique youth program" (1:7). Such comments have been made because 4-H is generally recognized to be:

1. part of a total national educational effort, built on a solid foundation of formal education;
2. on a voluntary basis;
3. cultivating fields of interest outside the formal curriculum;
4. based on teamwork;
5. marked by leadership of a great cooperative effort, the Land-Grant College/USDA system, sponsors of a "new education";
6. demonstrating that lay leaders, too, can teach;
7. showing that there is much to learn in everyday life experience;
8. practicing parental cooperation;

9. enjoying the support and interest of educators from any avenues of education;

10. applauded by courts and others concerned with youth behavior; and

11. receiving generous support from farm, business and civil leaders.

In order for 4-H to reach this unique state, it has undergone both change and growth since the first few early attempts at what was to later become 4-H.

1. THE EARLY BEGINNINGS OF 4-H

Around the turn of the century, people were losing touch with the land due to the increased industrialization of America. Rural people wanted to instill in their children the same purposes and values they had. Schools at the time predominately taught reading, writing and arithmetic which did not promote the farm life. In 1896, Liberty Hyde Bailey of Cornell University used a series of nature study leaflets to impress upon school children and teachers that the natural environment around them was as important as the three R's (14:3).

This idea soon spread and caught on in other parts of the nation. In Springfield Township, Ohio, Albert B. Graham, a school superintendent, started holding meetings outside of school hours that offered simple agricultural related projects for the children to accomplish (8:12). One such project was for the children to test their farm's soil with litmus paper. Another project involved saving

the best seed corn from their father's crop to plant the following year. The projects became popular and Graham looked for help in continuing and expanding his work. He found this help in the Ohio Agricultural Experiment Station (14:4). The people at the Station had been searching for new ways of communicating with the state's farmers and Graham's ideas were an excellent opportunity to accomplish this. By teaching the children improved practices, they were able to demonstrate to their parents what they had learned. Graham was able to demonstrate the effectiveness and popularity agricultural related clubs had in reaching rural youth.

During this same period of time, Will B. Otwell was meeting with farmers in order to bring new methods and seed varieties to the state's farmers. He found that few farmers attended meetings, or were persuaded to try new agricultural practices. He therefore began to concentrate his efforts on young farm people. He started a contest for the best yield of corn produced from midwestern seed he had collected. Many young people entered the contest and the contest grew over the years until over 50,000 youth entered (8:21).

By now, two of the major parts of today's 4-H clubs, the Club and the contest, had been tested and accepted as popular means of instructing farm youth. Many similar agricultural related clubs and contests were going on in other states in addition to those in Ohio and Illinois. This educational movement was given a permanent home when the Smith-Lever Act of 1914 provided the financial support for the new Cooperative Extension Service (6:24). The club movement grew

and spread throughout the United States forming new projects such as canning, vegetables and livestock raising. At first some people preferred to call this activity Junior Extension Work, but Gertrude Warren was responsible for promoting 4-H as the official name (14:42).

2. 4-H PROJECTS TODAY

Today 4-H is not only found in the United States but internationally as well. The 4-H projects that are offered are no longer limited only to agricultural or rural related subjects. Projects such as Leadership and Citizenship help a youngster develop into a contributing member of their society.

In Tennessee at study time there were 47 projects offered on the Senior 4-H enrollment card. Some of these were Beekeeping, Economics, Home Improvement and Public Speaking. A 4-H member also could participate on any of the 14 judging teams offered, such as Dairy, Land, Livestock and Wildlife judging (10). This wide assortment of projects is beneficial to the 4-H'er in that it allows them to select a project in which they are interested.

Four-H projects offer many values to the 4-H'er. One of these values is that projects are self-motivating. This is important because many times the 4-H'er must work alone without the instruction of others. A 4-H project also offers self-satisfaction. Rewards are a product of the accomplishments of the 4-H'er. By working in a 4-H project, the 4-H'er not only learns the mechanical skills involved, but also the principles behind these tasks. The 4-H'er develops

correct attitudes and approaches to problems through project work. These attitudes and approaches are useful when applied to other parts of the 4-H'ers life (13:14-16).

In summation, the purpose of these projects is to stimulate the 4-H'ers interest and make them want to learn more and develop certain skills that will make them better citizens in the future. In order to accomplish this task, 4-H must continue to offer projects that motivate and entice the 4-H'er to want to become involved and to want to learn.

CHAPTER III

METHODS OF PROCEDURE

1. SURVEY POPULATION AND SAMPLE

Agricultural Extension Agents working in the 4-H area from the 38 Tennessee counties which reported having at least 1 4-H member enrolled in the Rabbit project in 1983 were surveyed. Specialists from the 29 states that reported more than 1,000 4-H'ers enrolled in their state's Rabbit projects were also included in the survey. All 38 4-H Agricultural Extension Agents responded to the survey while only 19 specialists responded. Analysis of response data from the 4-H Agricultural Extension Agents constituted the major part of the study findings.

2. DATA COLLECTION

The methods used in collecting data for this study were mail questionnaires, studies of available records and literature review. The Tennessee Agent questionnaire (see Appendix A, page 77) was developed with the cooperation of the graduate committee. The questionnaire consisted of six major sections dealing with Participation, Organization, Leadership, Recognition, Sponsorship and Comments and Recommendations. The questionnaire (see Appendix B, page 82) sent to the state Extension specialists was developed by the Tennessee Poultry specialist and the researcher. A questionnaire

requesting information on any slide sets dealing with the Rabbit project was also sent. Specialists were requested to send 4-H rabbit publications which were currently being used. A review of the literature was made to locate current and relevant literature dealing with the Rabbit project or rabbits in general. Available Tennessee records dealing with Rabbit project enrollment and participation were also used.

3. DATA ANALYSIS

Four-H agent questionnaires reporting three or fewer 4-H'ers enrolled in the Rabbit project were eliminated from the study due to lack of any clear effort or program. Responses from the remaining counties were grouped together and tabled so that the summary could be done. All questionnaires from the state Extension specialists were included in the analysis. Findings from the study were used as a basis for making recommendations for improving the Rabbit project in Tennessee.

CHAPTER IV

FINDINGS OF THE STUDY

Findings of this benchmark and feasibility study of the Tennessee 4-H Rabbit project will be presented below. Headings used for presentation and discussion will relate to study purposes presented earlier. Rubrics for reactions of county 4-H agents will include: (1) Four-H Participation in the Rabbit Project, Shows and Demonstrations; (2) Four-H Rabbit Project Organization; (3) Four-H Rabbit Project Leadership; (4) Four-H Rabbit Project Recognition; (5) Four-H Rabbit Project Sponsorship; and (6) Selected Agent Feelings. Headings for responses of Rabbit project specialists from other states include: (1) Inclusion of the 4-H Rabbit Project in Other 4-H Projects; (2) Major Sponsors of the 4-H Rabbit Project; (3) Special Awards and Recognition in the 4-H Rabbit Project; (4) Level of Competition in the 4-H Rabbit Project; and (5) Special Projects and Activities in the 4-H Rabbit Project.

1. RESPONSES OF TENNESSEE 4-H AGENTS

Four-H Participation in the Rabbit Project, Shows and Demonstration

The term "Participation" as used in Tennessee Extension parlance today includes both a broad meaning, involving members of boys and girls of various racial, ethnic, age and other groups who "enroll" (i.e., fill out a card for the Extension 4-H Agent) in a

project, as well as a specific meaning regarding those who do more than just enroll and attend 4-H meetings. Additional "participation" might be in the forms of exhibiting, demonstrating, judging or otherwise experiencing things related to the project. The 26 Tennessee 4-H Agricultural Extension Agents responding to survey questions in this study represented a total of 933 boys and girls enrolled in the Rabbit project (see Table 1). As might be expected, relatively few of the 4-H members enrolled (i.e., 133 members) actually participated to a degree of depth or extent deemed worthy of reporting by Agents in 1983. Much of the actual participation in a 4-H project occurs when a 4-H'er enters a type of show or contest. Four-H'ers may participate in Rabbit shows that are held in a number of Tennessee counties. Rabbit shows give the 4-H'er a chance to develop certain skills while preparing their animal for exhibition. The show gives the 4-H'er a chance to compete against others participating in the Rabbit project and gives him/her a chance to measure their efforts against another's. Doing well in Rabbit show competition and being recognized for their achievements is often the goal a 4-H'er strives for. Due to the interrelationship between Participation and 4-H Rabbit shows, it was decided that a grouping of the two would be a logical means of presenting the responses of 4-H Extension Agents dealing with these two areas and would consequently present a clearer overall picture of the Tennessee 4-H Rabbit project.

By referring to Table 1, it can be seen that 12 county staffs reported the number of 4-H'ers from their counties participating in

TABLE 1

TENNESSEE 4-H PARTICIPATION IN RABBIT PROJECTS, SHOWS, AND DEMONSTRATIONS IN SELECTED COUNTIES

Enrollment or Participation Item	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Rabbit Project (Number enrolled per county)	7	61	110	31	21	5	22	5	72	54	12	15	66	20	5	12	3	94	4	111	14	50	36	23	6	74	933
Rabbit Shows (Number participating per county)	7	6	25	2	0	0	0	0	0	25	0	3	0	0	0	0	2	0	2	0	0	12	20	1	6	0	111
County had 4-H'ers from other counties in shows	X															X											2
Local county 4-H'ers went outside county to show	X	X		X					X	X		X					X	X					X				7
Rabbit Demonstrations (County had demonstrations)	X	X	X	X			X		X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	14
4-H'ers in the Rabbit project gave a demonstration dealing with rabbits to others in the project	X	X	X	X			X		X	X		X	X			X		X	X	X	X			X	X		9
4-H'ers in the Rabbit project gave a demonstration dealing with rabbits to others outside of the project	X	X	X	X			X					X		X		X		X	X	X	X		X	X	X	X	12

at least 1 Rabbit show. These 12 county staffs reported a total of 111 4-H'ers participating in at least 1 Rabbit show. The Bradley and Hamblen County staffs reported the most 4-H'ers (i.e., 25 each) in Rabbit shows. The Shelby County staff indicated 20 4-H'ers participating, while the Scott County staff indicated 12 4-H'ers participating. The remaining 8 county staffs all reported fewer than 10 4-H'ers from their county participating in a Rabbit show.

With regards to 4-H'ers from other counties participating in Tennessee 4-H Rabbit shows, Table 1 also indicates that only two county staffs (i.e., those from Blount and McMinn) reported 4-H'ers from outside of their counties participating in their Rabbit shows. Seven county staffs reported having their county's 4-H'ers participate in Rabbit shows outside of their county. Both Blount and McMinn County staffs indicated that they had both 4-H'ers from other counties participating in their county's Rabbit shows as well as their own 4-H'ers participating in Rabbit shows outside of their own county.

Table 1 also deals with the audiences for the demonstrations given by 4-H'ers participating in the Rabbit project. Fourteen county staffs reported 4-H'ers in the Rabbit project giving demonstrations dealing with rabbits. Nine of the county staffs reported their Rabbit project members gave demonstrations dealing with rabbits to an audience composed of others who were also involved with the Rabbit project. The fact that their Rabbit project members had given demonstrations dealing with rabbits to other 4-H'ers outside of the Rabbit project was reported by 12 county staffs. Seven county staffs

indicated that Rabbit project members in their county gave demonstrations dealing with rabbits to both 4-H'ers in the Rabbit project and 4-H'ers not participating in it.

By referring to Table 2, it can be seen that 10 county staffs responding indicated that their county had at least 1 Rabbit show. Three of these county staffs, namely, Knox, McMinn and Scott reported having 2 Rabbit shows each, while the remaining 7 county staffs reported having only 1 each. Therefore, the total number of Rabbit shows in Tennessee study counties in which 4-H'ers participated was 13.

Data in Table 2 further reveal that 6 county staffs reported having their Rabbit show(s) in conjunction with other shows. McMinn County staff was the only staff to report 2 Rabbit shows in conjunction with other shows. The remaining county staffs, Davidson, Hamblen, Knox, Shelby and Warren reported having 1 Rabbit show in conjunction with other shows. Data in Table 2 also reveal that 5 county staffs, namely, Bradley, Davidson, Hamblen, Scott and Shelby had Rabbit shows limited to 4-H'ers.

Data concerning who judged the Rabbit shows in which 4-H'ers participated is contained in Table 3. Seven county staffs had Rabbit Producers judge their Rabbit shows. Two county staffs, Davidson and Scott, reported having Extension Agents judge the Rabbit shows. Two county staffs, Knox and Warren, reported having a University or College Professor judge their show. Knox County was also the only staff reporting more than one type of judge. The staff indicated

TABLE 2
THE NUMBER AND NATURE OF TENNESSEE RABBIT SHOWS REPORTED BY EXTENSION AGENTS IN SELECTED COUNTIES

Item	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Mauzy	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Total number of Rabbit shows per year	1	0	1	0	0	0	1	0	0	1	0	1	2	0	0	0	2	0	0	0	0	2	1	0	1	0	13
Number of Rabbit shows held in conjunction with other shows	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	2	0	0	0	0	0	1	0	1	0	7
Number of Rabbit shows limited to only 4-H'ers	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	5

TABLE 3

TYPES OF JUDGES OF TENNESSEE 4-H RABBIT SHOWS BY COUNTIES

Rabbit Show Judge	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Rabbit producer	X	X	X	X					X				X										X				7
Extension agent							X			X												X					2
University or college professor													X											X			2
Other												X					X		X								3
Total	1	1	1	1	0	0	1	0	0	1	0	1	2	0	0	0	1	0	1	0	0	1	1	1	0	1	0

that besides a University or College Professor, a Rabbit Producer also helped judge a show. Three county staffs, namely, Jefferson, McMinn and Rhea indicated persons other than those listed on the survey judged their Rabbit shows. These persons included a college student, a National Rabbit Judge and an American Rabbit Breeders Association representative.

Table 4 deals with the months in which Rabbit shows were held. By looking at the data it can be seen that all county staffs reporting Rabbit shows reported holding their shows in late Summer/early Fall or in the Spring. September was reported by 7 county staffs as being the month in which their Rabbit shows were held. August was the next most frequently reported month for having Rabbit shows with 5 county staffs reporting it. Three county staffs indicated that April was the month in which they held a Rabbit show and 1 county, Blount, reported having a Rabbit show in May. The 3 county staffs, Blount, Knox and McMinn, reported having 2 Rabbit shows, each held one in September and then the other one during the Spring.

Four-H Rabbit Project Organization

The Tennessee 4-H Rabbit project organization is basically composed of Rabbit project clubs. These clubs meet in order that 4-H'ers with similar interests might share and discuss what they have learned with regards to their 4-H Rabbit project. Also, the participants in the Rabbit clubs meet so that as a whole they may plan and complete tasks that would be difficult for a 4-H'er individually to perform.

TABLE 4

MONTHS IN WHICH TENNESSEE 4-H RABBIT SHOWS WERE HELD BY COUNTIES

Month of Rabbit Show	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maurry	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
September		X					X		X	X			X				X							X	X		7
August	X			X								X										X	X				5
April			X										X				X										3
May		X																									1
Total	1	2	1	1	0	0	1	0	0	1	0	1	2	0	0	0	2	0	0	0	0	0	1	1	1	1	0

Rabbit project group officers. Clubs may be led by the 4-H'ers themselves. In two Tennessee counties (i.e., Knox and Rhea), the members elect officers such as a President, Vice President, Secretary and Treasurer. Having officers help keep the group meetings well-organized and provides members with opportunities to sharpen their interaction and leadership skills.

Size of Rabbit project groups. By referring to Table 5, it may be seen that 60 4-H Rabbit project members were reportedly belonging to a Rabbit project group. Only 5 county staffs reported the number of 4-H'ers in their 4-H Rabbit project group. Rhea County reported the largest group with 27 4-H members involved. Twenty county staffs did not indicate having a Rabbit project group. The Madison County staff reported organizing a Rabbit project group at study time, but did not yet know the number of 4-H'ers who would be participating in it. This makes the total number of 4-H Rabbit project groups reported in Tennessee to be 6.

Frequency of Rabbit project group meetings. With regards to frequency of Rabbit project group meetings, reference to data in Table 6 shows that 3 county staffs report holding meetings on a monthly basis. Two county staffs reported meeting bimonthly and 2 county staffs responded that they had no set frequency of Rabbit project group meetings. Madison County was in process of organizing at study time. It also should be noted that the Blount County staff reported holding meetings both monthly and bimonthly.

TABLE 5
NUMBER AND SIZES OF TENNESSEE 4-H RABBIT PROJECT GROUPS BY COUNTIES

Frequency of Meetings	Anderson	Bount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Monthly		X											X						X								3
Bimonthly		X														X											2
No set frequency											X				X*												2

*Organizing at study time.

TABLE 6
FREQUENCY OF TENNESSEE 4-H RABBIT PROJECT GROUP MEETINGS BY COUNTIES

Project Groups	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Number	1								1		1	1	1	1	1	1	1	1	1								6
Average size	6								7		7	10	10	*	10	10	10	27	27								60

*Just organizing at study time.

Meeting place of Rabbit project groups. Table 7 deals with the meeting places of the Rabbit project group in each of the 6 counties with a Rabbit project group. Two county staffs, namely, Haywood and Madison, reported holding Rabbit project group meetings at the County Extension office. One county staff, Blount, reported holding their meetings in the homes of Rabbit project members. The Knox County staff reported holding their Rabbit project group meetings at a college or university. Three county staffs reported holding their Rabbit project group meetings in places other than those listed on the survey. These included local banks and County Farm Bureau buildings. The Blount County staff reported holding their meetings in homes as well as in other locations.

Nature of Rabbit project group meetings. Table 8 deals with the nature of the Rabbit project group meetings. How to feed and care for rabbits was given by all 5 county staffs as being part of the nature of their meetings. The next most frequent response given by 4 county staffs for the nature of the meetings was for the purpose of demonstrations. Four county staffs also reported having guest speakers as part of their Rabbit meetings. Three county staffs reported working on record books during the meetings and 2 county staffs reported that they used part of the time to plan events. Two county staffs reported having a social time during their Rabbit project group meetings, which helped encourage interaction among the 4-H'ers. The Rhea County staff reported discussing marketing techniques and production practices at their Rabbit project group meetings.

TABLE 7

MEETING PLACES OF TENNESSEE 4-H RABBIT PROJECT GROUPS BY COUNTIES

Meeting Place	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Extension office											X				X												2
Homes		X																									1
College or university													X														1
Other buildings		X														X			X								3
Total	0	2	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0

TABLE 8
NATURE OF TENNESSEE RABBIT PROJECT GROUP MEETINGS BY COUNTIES

Nature of Meetings	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
How to feed and care for rabbits		X									X	X	X	X		X			X								5
Gave demonstrations		X									X	X	X			X											4
Guest speakers		X									X	X	X						X								4
Work on record books		X											X			X											3
Plan events		X																	X								2
Social time (interaction)		X											X														2
Marketing techniques and production practices																			X								1
Total	0	6	0	0	0	0	0	0	0	0	3	0	5	0	0	3	0	0	4	0	0	0	0	0	0	0	0

The Blount County staff responded with the most activities involved with their Rabbit project group meetings. The Knox County staff was the next with 5 different activities.

Four-H Rabbit Project Leadership

Leadership is an integral part of 4-H. There are different types of leaders. Adults often volunteer their talents and time in helping carry out the 4-H project. Many times it is the 4-H'er's parents who fills this role. Oftentimes the 4-H'ers have a leadership role in projects. Teen leaders help younger 4-H'ers with their projects. Of course, another leader is the Extension Agent responsible for the 4-H program. They have the role of being both the actual leaders of the 4-H project and also coordinating the other volunteer leaders. The 4-H leaders have many roles. They are often the teachers in the educational process. The leaders provide learning experiences and share their expertise. They distribute and explain literature. They help the 4-H'er keep accurate records of their progress. They help recognize the efforts of 4-H'ers. They also push for active involvement of all members of the group. And, finally, they demonstrate useful techniques to the 4-H'ers.

Number of Rabbit project volunteer and teen leaders. Table 9 shows the total number of volunteer leaders each county staff reported working with their county's Rabbit project. A combined total of 23 Rabbit project volunteer leaders was reported by the county staffs.

TABLE 9
NUMBERS OF TENNESSEE 4-H RABBIT PROJECT VOLUNTEER LEADERS AND TEEN LEADERS BY COUNTIES

Project Leaders	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Number of volunteer leaders in county	2	3							3			2	2	2	2	1	2		4				4				23
Number of teen leaders in county		2							1						1	2			2				4	1			13

Two county staffs, Shelby and Rhea, reported having 4 volunteer leaders each helping with the county's Rabbit project. Both Bradley and Hamblen County staffs reported 3 volunteer leaders working with the Rabbit project. Two volunteer leaders working with the Rabbit project were reported by 4 county staffs, namely, those in Blount, Knox, Madison and McMinn. Only 1 county staff, that is Maury, indicated having 1 volunteer leader helping with their Rabbit project. The remaining 17 county staffs reported no volunteer leaders working with their county's Rabbit project. It also may be seen that the county staffs reported a combined total of 13 teen leaders helping with the Rabbit project. The Shelby County staff reported the most teen leaders helping with the Rabbit project with a total of 4. Three county staffs, Bradley, Maury and Rhea, indicated having 2 teen leaders helping with their Rabbit project. One teen leader helping with the Rabbit project was reported by 3 county staffs; namely, Hamblen, Madison and Unicoi. The 19 remaining county staffs reported having no teen leaders helping with their county's Rabbit project.

Leader doing the most work with the Rabbit project. With regard to the person who does the most work with the Rabbit project in each county, Table 10 reveals that slightly over one-half or 12 of the county staffs responding felt that the Extension Agent did the most work with the Rabbit project in their county. Ten county staffs reported that the Adult Volunteer Leaders working with the Rabbit project did the most work.

TABLE 10

PERSON WHO EXTENSION AGENT FEELS DOES MOST WORK WITH THE TENNESSEE 4-H RABBIT PROJECT BY COUNTIES

County Person Working Most with Rabbit Project	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Extension agent				X	X	X	X	X	X		X	X									X			X	X	X	12
Adult volunteer leader	X	X	X							X			X	X	X	X	X		X				X				10

Experience with Rabbits of Extension Agents. Table 11 shows the kind of experience each responding Extension Agent had with rabbits. A very large majority of Agents, 22, reported having had no experience with rabbits. Three of the Extension Agents, namely, those from Anderson, Jefferson and Unicoi responded that they then owned at least 1 rabbit. A Roane County staff member reported having owned rabbits before, but not at the time of the study. No other kind of experience was recorded.

Four-H Rabbit Project Recognition

Recognition as it pertains to 4-H has the purpose of acknowledging the efforts and progress made by individuals in their 4-H project and by leaders. Recognition rewards the 4-H'ers and others for their worthy efforts related to the project. Recognition is frequently awarded at the end of some types of competition, such as contests or shows. Recognition appears in many forms. One of the most commonly used methods of recognition is the ribbon system. In the ribbon system a blue, red or white ribbon is awarded according to the performance level achieved by the 4-H participant. Other types of recognition are cash awards, certificates of achievement, trophies, trips and media coverage. Recognition helps to encourage 4-H'ers to continue to strive for advancement in their projects.

Types of media recognition provided 4-H'ers. With regard to media recognition, reference to data in Table 12 shows that the largest number of county staffs reporting (i.e., 9 of 26) indicated

TABLE 11

KINDS OF EXPERIENCE WITH RABBITS BY EXTENSION AGENTS INVOLVED WITH TENNESSEE 4-H RABBIT
PROJECT BY COUNTIES

Kind of Agent Rabbit Experience	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Had no experience		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	22
Owmed rabbits	X											X												X			3
Used to own rabbits																				X							1

TABLE 12

TYPES OF MEDIA RECOGNITION OF TENNESSEE 4-H RABBIT PROJECT MEMBERS BY COUNTIES

Type of Local Media Used	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Newspaper		X	X						X	X	X	X							X			X		X	X		9
Radio									X	X	X																2
T.V.																											0
Total	0	1	1	0	0	0	0	0	0	2	2	1	0	0	0	0	0	0	1	0	0	1	0	1	1	0	11

having Newspaper coverage of 4-H Rabbit project members for their achievements. Two counties, Hamblen and Haywood, also reported Radio recognition. None of the counties mentioned Television coverage. Thus, 17 county staffs failed to report any media coverage for the 4-H Rabbit project at all.

Types of show awards provided. Table 13 includes information on types of 4-H Rabbit project show awards reported by county staffs. Nearly one-half (i.e., 12 of 26) county staffs provided Ribbons for 4-H'ers participating in the 4-H Rabbit shows. In addition, 9 counties mentioned use of Cash as an award and 6 reported Trophies. Five counties, namely, Bradley, Hamblen, Jefferson, Knox, McMinn and Unicoi, provided all three forms of show award. Fourteen counties either did not provide such recognition or did not have shows.

Levels of competition available to 4-H'ers. As seen in Table 14, though most counties had some form of local competition (i.e., demonstrations, shows), only 9 of 26 reported 4-H Rabbit project members going on to District level competition. Still fewer, 4 (i.e., Blount, Bradley, Shelby and Unicoi) also had 4-H Rabbit project members going on to State level competition.

Honor Club and All Star membership. By referring to Table 15, it may be seen that 11 4-H Rabbit project members from the 26 counties were reportedly Honor Club members and 3 were All Stars. Three counties, namely, Blount, Bradley and Hamblen had both Honor Club and All Star members among their 4-H Rabbit project members. Nineteen

TABLE 13

TYPES OF SHOW AWARDS PROVIDED TENNESSEE 4-H RABBIT PROJECT MEMBERS BY COUNTIES

Recognition of 4-H Rabbit Project Members		Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Number of rabbit project members in honor club		1	2							4	1													1	2	11		
Number of rabbit project members in all stars		1	1							1																	3	

TABLE 14

LEVELS OF COMPETITION OF TENNESSEE 4-H RABBIT PROJECT MEMBERS BY COUNTIES

Level of Competition	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maurry	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Project members in district competition in any event	X	X	X	X			X						X									X	X	X	X	X	9
Project members in state competition in any event	X	X	X				X																	X			4
Total	0	2	2	1	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	2	1	1	13

TABLE 15

HONOR CLUB AND ALL STAR MEMBERSHIP OF TENNESSEE 4-H RABBIT PROJECT MEMBERS BY COUNTIES

Type of Show Awards	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Ribbons	X	X	X				X		X	X	X	X	X				X					X	X	X	X		12
Cash			X				X		X	X		X	X				X					X	X	X			9
Trophies		X	X						X	X			X				X							X			6
Total	1	2	3	0	0	0	2	0	0	3	0	2	3	0	0	0	3	0	0	0	0	2	2	3	1	0	27

county staffs reported no Honor Club or All Star members among 4-H Rabbit club members.

Four-H Rabbit Project Sponsorship

Like the other areas of 4-H, sponsorship plays an important part in the overall success of the project. Sponsorship is very important from a financial aspect. Oftentimes, adequate literature, demonstration tools and/or recognition are too expensive for the 4-H'er or the County Extension budget. Sponsors help out by donating time, place, money or materials to recognize worthy members and leaders and help ease the financial burden. This encourages greater participation, especially of those with limited income. Sponsors can be anyone, farmers, bankers, parents, associations, 4-H alumni and interested citizens.

Types of sponsors of the 4-H Rabbit project. With regards to sponsors of the 4-H Rabbit project, reference to data in Table 16 shows that the Fair Board is reported by 7 county staffs to be a sponsor of their county's Rabbit project. Rabbit owners and Agricultural companies were reported by 4 county staffs as being sponsors of their county's Rabbit project. Three county staffs indicated that parents of 4-H'ers helped in sponsoring the Rabbit project. Four county staffs reported sponsors other than those listed on the survey. For example, Haywood County staff reported that the International Heifer Project helped in sponsoring their county's Rabbit project. The Davidson County staff indicated that the Fair helps in sponsoring

TABLE 16

TYPES OF TENNESSEE 4-H RABBIT PROJECT SPONSORS BY COUNTIES

Type of Sponsors	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maurry	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Fair board	X	X							X	X		X	X								X			X			7
Rabbit owners			X									X	X						X				X				4
Agricultural company			X									X	X									X	X		X		4
Parents			X												X				X								3
Other		X					X			X							X										4
Total	1	2	3	0	0	1	0	0	1	1	1	1	3	0	1	0	1	0	2	0	0	1	2	1	1	1	0

by providing space and cages to the 4-H'ers. The Chattanooga Rabbit Breeders help sponsor the McMinn County Rabbit project and similarly, the Rabbit Breeders Association helps in sponsoring the Blount County Rabbit project. Both the Knox County staff and the Bradley County staff reported the most different types of sponsors with 3 different ones. Blount, Rhea and Shelby County staffs reported 2, while Anderson, Davidson, Hamblen, Haywood, Jefferson, Madison, McMinn, Scott, Unicoi and Warren County staffs reported only 1 sponsor of their county's Rabbit project.

Levels of Rabbit project sponsorship. Table 17 deals with the level of sponsorship, namely, local, regional, state or national sponsorship reported by the participating county staffs. Local sponsorship of the Rabbit project was reported by 12 county staffs. The next most frequently reported level of sponsorship was at the state level which was reported by 3 staffs. Two county staffs indicated that their Rabbit project was sponsored at a regional level and 1 county staff, Haywood, reported their Rabbit project's sponsorship at the national level. Blount County staff indicated that they received sponsorship from 3 levels, namely, local, state and regional. The Hamblen County Rabbit project had sponsorship at both the local and state level while 13 county staffs reported sponsorship of the project at only 1 level. Eleven reported no sponsors at all.

Types of donations by sponsors to the Rabbit project. Data indicating types of donations by sponsors to the Rabbit project are

TABLE 17

LEVELS OF SPONSORSHIP OF TENNESSEE 4-H RABBIT PROJECT BY COUNTIES

Level of Sponsorship	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Local	X	X	X				X		X	X	X	X	X	X	X				X			X	X	X	X		12
State		X							X															X			3
Regional		X															X									2	
National											X															1	
Total	1	3	1	0	0	0	1	0	0	2	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	0	0

found in Table 18. Eleven county staffs reported sponsors donated money to the Rabbit project while 7 county staffs reported sponsors donated prizes. Six county staffs indicated that sponsors donated their time to the Rabbit project. Three county staffs indicated donations of things other than what was listed on the survey. The Haywood County staff reported the donation of Rabbits to their project, while the Warren County staff had rabbit feed donated to their project. Rabbit producers in Rhea County donated their efforts in helping 4-H'ers find markets for their excess rabbits. Four county staffs reported having sponsors donate at least 3 different types of donations to their Rabbit project, while 5 county staffs indicated sponsors donating 2 different types of donations. Five county staffs had sponsors donate 1 type of donation to their county's Rabbit project.

Use of citizen advisory group in the recruitment of sponsors.

Only 2 county staffs, namely, Knox and Rhea Counties, used a citizen advisory group to help with the recruitment of sponsors.

Selected Agent Feelings

Regarding current Rabbit project literature. Table 19 deals with the 4-H Agents' feelings on the current Rabbit project literature. Extension Agents from 25 of the 26 county staffs included in this study responded to the section dealing with the current Rabbit project literature. The Knox County staff responded "unknown" to the 7

TABLE 18

TYPES OF DONATIONS TO TENNESSEE 4-H RABBIT PROJECT BY COUNTIES

Evaluative Criterion	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
The manual is adequately illustrated		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X		21
The literature is easy to understand	X		X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X		X	X		20
The literature offers step by step instructions			X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X		20
The project manual corresponds with the record book	X		X		X	X		X	X	X	X	X		X		X	X	X	X	X	X	X		X	X		18
The manual is complete as it is		X	X	X	X				X		X	X		X	X			X		X	X	X		X	X		14
Different manuals are needed for different audiences	X	X				X	X	X		X					X	X	X	X	X	X	X		X				13
Other literature is needed for the rabbit project	X	X				X	X			X					X	X	X		X	X	X		X				12
Total	4	4	4	4	5	6	4	5	5	6	4	5	0*	5	6	6	4	5	6	5	7	5	2	4	5	2	.

*Responded "unknown" regarding literature.

TABLE 19

REACTIONS BY EXTENSION AGENTS TO CURRENT TENNESSEE 4-H RABBIT PROJECT
LITERATURE BY COUNTIES

Type of Donation	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Money	X	X	X						X	X		X	X	X	X		X					X	X	X	X		11
Prizes		X	X									X	X				X					X			X		7
Time		X	X										X		X				X				X				6
Other											X								X						X		3
Total	1	3	3	0	0	0	0	0	0	1	1	2	3	0	2	0	2	0	2	0	0	1	2	1	3	0	27

questions dealing with the Rabbit project literature. The question most county staffs (i.e., 21 of 25) responded affirmatively to was the question asking if the Rabbit project manual was adequately illustrated. Twenty county staffs felt that the Rabbit project literature was easy to understand. Similarly, 20 county staffs responded that the literature offered step-by-step instructions. Eighteen county staffs felt that the project manual corresponded with the record book. Slightly over one-half, or 14 of the county staffs, felt that the Rabbit project manual was complete in its "present" form. The county staffs were split almost evenly over whether or not different Rabbit manuals were needed for the different 4-H audiences, with 13 county staffs responding that there was a need for manuals at different levels and 12 staffs responding that there was not a need. In a similar split, 12 county staffs felt that other literature was needed for the Rabbit project, while 13 staffs felt that other literature was not needed. Rutherford County favored the "current" literature the most, and Shelby and Washington the least.

Regarding suggested consolidation of the Tennessee 4-H Rabbit project into one small animal project. Table 20 deals with whether or not the Tennessee 4-H Rabbit project should be incorporated into one general small animal project that would include, for example, guinea pigs, hamsters, etc. The 25 county staffs responding to this question were almost evenly split over this incorporation suggestion.

TABLE 20

REACTION BY EXTENSION AGENTS TO THE PROPOSAL OF COMBINING THE TENNESSEE 4-H RABBIT
PROJECT INTO A SMALL ANIMAL PROJECT BY COUNTIES

As to Incorporation of the Project	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Mauzy	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
Rabbit project should be left by itself	X		X	X	X	X	X			X	X	X	X	X		X							X				13
Rabbit project should be incorporated into a small animal project		X					X	X	X			X		X	X		X		X	X	X	X			X		12
Don't know																		X									

Thirteen county staffs thought that the Rabbit project should remain by itself separate from a small animal project. The major reason given was that the staffs felt there was an important difference between rabbits and other pets in that rabbits and rabbit products are marketable. Also it was indicated that it would be hard to have contests and to judge shows that would include so many different types of animals. Also, 2 county staffs, Maury and Hamblen, were satisfied with their own county's Rabbit project as it was at study time and felt there was no need for a change in the project's structure. However, 12 county staffs felt that the Rabbit project should indeed be incorporated into one general small animal project. The overall feeling was that by including other, more commonly owned pets into a 4-H project, more youth would be made able to participate in the 4-H program.

Regarding the continuation of the 4-H Rabbit project. By referring to Table 21 it can be seen that an overwhelming majority of county staffs (i.e., 22) indicated that they felt there was a continuing need for the 4-H Rabbit project in Tennessee. Only 2 county staffs, namely, Maury and Franklin, felt that there was not a continuing need for the 4-H Rabbit project in Tennessee. Two county staffs, Monroe and Warren, failed to respond to the question. The county staffs recommending the continuation of the Rabbit project supplied many reasons and explanations for their support of the continuation of the project. One of the most frequently mentioned reasons for the continuation of the project was the interest that

TABLE 21

EXTENSION AGENTS FEELINGS ON THE NEED FOR CONTINUING THE 4-H RABBIT PROJECT BY COUNTIES

As to Continuation of the Project	Anderson	Blount	Bradley	Campbell	Cannon	Carroll	Davidson	Dickson	Franklin	Hamblen	Haywood	Jefferson	Knox	Macon	Madison	Maury	McMinn	Monroe	Rhea	Roane	Rutherford	Scott	Shelby	Union	Warren	Washington	Total
There is a continuing need for the project	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	22
There is not a continuing need for the project									X							X											2
Don't know																		X							X		2

is currently shown by 4-H'ers enrolled in the Rabbit project. Some county staffs pointed out the Rabbit projects attributes, namely, that it is relatively inexpensive, that it requires little space and is available to both urban and rural 4-H'ers whereas a lot of animal projects are not. Also, 1 county staff mentioned the responsibility 4-H'ers could gain by enrolling and participating in an animal project such as the Rabbit project. The 2 county staffs that felt there was not a need for the continuation of the Tennessee 4-H Rabbit project felt that there was not as much actual interest in the project as enrollment might lead one to believe and also that until a market is found for rabbits in Tennessee the project will be too expensive for 4-H'ers.

2. STATE SPECIALIST RESPONSES

Questionnaires dealing with their state's Rabbit project were sent to Extension Specialists in 29 states who reported an enrollment of 1,000 or more 4-H'ers in their Rabbit project. Since there was not a listing of state rabbit specialists available, the questionnaires were sent to the poultry specialist involved with 4-H. These poultry specialists are often also responsible for the 4-H Rabbit project. If those receiving the questionnaire did not have the requested information, they forwarded the questionnaire to a specialist who did. Of the 29 Extension specialists contacted, 18 returned a completed questionnaire.

All state specialists reported that the Rabbit project in their state was a recognized statewide project. Also, all state

specialists reported that adult volunteer leaders helped with their 4-H Rabbit project. Ten specialists sent either actual Rabbit project literature they were currently using or a list of literature that was available. Six of the specialists reported having a slide set(s) available for use. The responses of the specialists to the questionnaire will be reported below. The Rabbit project literature that was received from the specialists was reviewed and comments and recommendations as to its benefit to the Tennessee 4-H Rabbit project will be made.

Inclusion of the 4-H Rabbit Project in Other 4-H Projects

Table 22 reveals of the 18 state specialists returning questionnaires, 12 reported the 4-H Rabbit project was not included with any other project such as a small animal project. The remaining 6 state specialists indicated that their 4-H Rabbit project was included with other projects. The New Jersey specialist specified that their Rabbit project was included in a small animal project and the Wisconsin specialist reported that his state's 4-H Rabbit project was sometimes permitted along with other species of animals in "Exploring 4-H." In Arizona the Rabbit project could actually be taken separately or included as a part of the small stock project.

Major Sponsors of the 4-H Rabbit Project

With regards to major sponsors of their state 4-H Rabbit projects, Table 23 shows that 13 specialists reported Rabbit Owners

TABLE 22

METHODS OF OFFERING THE 4-H RABBIT PROJECT AS REPORTED BY STATES

Method of Offering Rabbit Project	Arizona	California	Indiana	Iowa	Kansas	Louisiana	Minnesota	Nebraska	New Jersey	New Mexico	New York	North Dakota	Ohio	Pennsylvania	Texas	Virginia	Washington	Wisconsin	Total
Not included with other projects		X		X	X	X	X	X		X		X	X	X	X		X		12
Included with other projects	X		X						X		X					X		X	6

TABLE 23

TYPES OF 4-H RABBIT SPONSORS BY STATES

Type of Sponsor	Arizona	California	Indiana	Iowa	Kansas	Louisiana	Minnesota	Nebraska	New Jersey	New Mexico	New York	North Dakota	Ohio	Pennsylvania	Texas	Virginia	Washington	Wisconsin	Total
Rabbit owners		X	X	X	X				X	X	X		X	X	X	X	X	X	13
Parents			X			X			X	X	X	X	X			X		X	9
Fair board		X	X				X	X					X				X	X	7
Local farmers							X												1
Others	X	X	X		X		X		X		X				X	X			9

as being major sponsors of their 4-H Rabbit projects. Parents with 9 reported were the second most frequently mentioned sponsors. Seven state specialists indicated that Fair Boards were major sponsors of their state 4-H Rabbit projects. Minnesota was the only state that reported having local farmers as a major sponsor of the 4-H Rabbit project. Nine state specialists indicated that there were other sponsors besides those listed on the questionnaire involved with their state 4-H Rabbit projects. Four state specialists, namely, Kansas, Minnesota, Texas and New Jersey reported their state Rabbit Breeders Associations as being major sponsors. The Arizona state specialist reported the 4-H Foundation, while California reported 4-H Councils as being major sponsors. The California state specialist also indicated that the Santa Fe Rail Road sponsored the state winner. The Heinold Elevator helps sponsor the Indiana Rabbit project. The New York specialist explained that the sponsorship of its Rabbit project varied with each county and the Virginia specialist reported that there was no outside support of its state Rabbit project. The Iowa specialist reported 4, the most different types of sponsorship. Seven states reported 3 different types of sponsorship, while 4 state specialists reported 2 different types of sponsorship. Six state specialists reported only 1 means of major sponsorship.

Special Awards and Recognition in the 4-H Rabbit Project

Data concerning special awards and recognition can be found in Table 24. Specialists in 11 states reported having special awards

TABLE 24

AVAILABILITY OF SPECIAL 4-H RABBIT PROJECT AWARDS OR RECOGNITION AS REPORTED BY STATES

Availability of Special Awards or Recognition	Arizona	California	Indiana	Iowa	Kansas	Louisiana	Minnesota	Nebraska	New Jersey	New Mexico	New York	North Dakota	Ohio	Pennsylvania	Texas	Virginia	Washington	Wisconsin	Total
Have special awards or recognition	X	X	X		X	X	X	.	X		X				X		X	X	11
Do not offer special awards or recognition				X				X		X		X	X	X		X			7

or recognition, while 7 state specialists reported none. Some of the special awards or recognition reported included medals, plaques, certificates and trophies. Louisiana offered the state record book winner a trip to New Orleans. Six states, namely, Texas, Minnesota, California, Arizona, New Jersey and Washington offered a trip to National 4-H Congress.

Level of Competition in the 4-H

Rabbit Project

The level of 4-H Rabbit competition reported by state specialists in their state can be found in Table 25. All state specialists, 17, except for the specialist from Virginia reported having competition at the County level. Almost as many specialists, 15, reported having Rabbit project competition at the State level. Five state specialists indicated having competition at the District level. California and Indiana state specialists responded that their Rabbit projects engaged in competition at the National level. The Virginia state specialist was the only specialist not reporting any level of competition. California and Indiana held competition at the most, 4, different levels. New York, Texas and Wisconsin held competition at 3 different levels. The remaining states, with the exception of Ohio and Pennsylvania who held only county competition, held competition at 2 different levels.

TABLE 25

LEVELS OF COMPETITION IN 4-H RABBIT PROJECT BY STATES

Level of Competition	Arizona	California	Indiana	Iowa	Kansas	Louisiana	Minnesota	Nebraska	New Jersey	New Mexico	New York	North Dakota	Ohio	Pennsylvania	Texas	Virginia	Washington	Wisconsin	Total
County	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	17
State	X	X	X	X	X	X	X	X	X	X	X	X			X		X	X	15
District		X	X								X				X			X	5
National		X	X																2
None																X			1
Total	2	4	4	2	2	2	2	2	2	2	3	2	1	1	1	3	0	2	3

Special Projects and Activities in
the 4-H Rabbit Project

The questionnaire sent to the state specialists had a section requesting that they share any special projects or activities within their 4-H Rabbit project. Ten state specialists responded by giving examples of their special projects or activities. The Indiana specialist offered the most examples of special projects and activities. The specialist reported that Indiana offered a 4-H Rabbit Poster Program, a 4-H Rabbit illustrated talk contest, a 4-H Rabbit Barbecue, a 4-H Rabbit Auction and a 4-H Rabbit Royalty. Three states, Arizona, Washington and Kansas reported that their 4-H Rabbit Showmanship Contests were very popular. The Arizona specialist reported a 300 percent increase in Rabbit project interest due to the showmanship contest. The Arizona specialist also reported having very unique literature. The literature is a series of eight information leaflets that are intended to be used one at a time at eight different educational meetings. These loose leaf information leaflets are designed to be kept in a 4-ring notebook so that the 4-H'er may have them handy for future reference. Two state specialists, New Jersey and New York, reported having a Rabbit Quiz Bowl. The New Mexico specialist shared his state's system of having statewide or district 4-H Key Rabbit Leaders. Every year Ohio reported having one Rabbit club conduct a demonstration at the statewide rabbit meeting. California used a Rabbit Show system where one county conducts a show in which several other counties participate. Also, the Texas specialist selected their practice of having a statewide show as being unique.

Thus, it may be seen that successful 4-H Rabbit project work in states other than Tennessee have contributions to make in the forms of literature, activities and ideas. Wise organization of 4-H Rabbit project experiences should especially benefit boys and girls who otherwise might be unable to participate in animal projects.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The major purpose of this study was to identify the current status of the Tennessee 4-H Rabbit project, and to make recommendations designed to increase the project's educational value to youth enrolled in the project. A secondary purpose was to determine what other states had done with regard to the 4-H Rabbit project.

A search for literature relevant to this study revealed no similar studies on the 4-H Rabbit project. Consequently, it was felt that a brief history on the emergence of 4-H projects would be both necessary and beneficial as a backdrop for the study. For example, projects were found to benefit boys and girls by stimulating their interest and helping them gain new knowledge while developing new skills, and also promoting a responsible and cooperative attitude.

Agricultural Extension Agents working in the 4-H area from the 38 Tennessee counties which reported having at least 1 4-H member enrolled in the Rabbit project in 1983 were surveyed. All 38 4-H Agricultural Extension Agents responded to the survey. Upon analysis of the surveys, it was felt that only counties with three or more 4-H'ers enrolled in the Rabbit project would be able to significantly contribute to the study. Therefore, 12 county surveys were eliminated and 26 county surveys remained in the study. Also, specialists in 29 states that reported having more than 1,000 4-H'ers

enrolled in their state Rabbit projects were sent questionnaires. of 29 contacted, 19 responded.

1. SUMMARY OF FINDINGS

Regarding 4-H Participation in the Rabbit Project, Shows and Demonstrations

The 26 Tennessee 4-H Agricultural Extension Agents involved in this study reported a total of 933 youth enrolled in the Rabbit project. Twelve county staffs reported a total of 111 4-H'ers participating in at least 1 Rabbit show. Only two county staffs reported 4-H'ers from outside of their county participating in their Rabbit shows, while seven county staffs reported having their county's 4-H'ers participate in Rabbit shows outside of their own county. Fourteen county staffs reported 4-H'ers in the Rabbit project giving demonstrations dealing with rabbits. Nine of the county staffs reported that their Rabbit project members gave demonstrations dealing with rabbits to an audience composed of others who were also involved with the Rabbit project. Twelve county staffs reported that their Rabbit project members had given demonstrations dealing with rabbits to other 4-H'ers outside of the Rabbit project.

Ten county staffs reported that their county had at least one Rabbit show. Three of these county staffs reported having two Rabbit shows each. Six county staffs indicated that their Rabbit show(s) were in conjunction with other shows. Five county staffs reported that their Rabbit shows were limited to only 4-H'ers.

Rabbit Producers were the most frequent judges of Rabbit shows, with seven county staffs indicating this. Also reported as judges of Rabbit shows, but less frequently so, were Extension Agents, a University or College Professor, a College Student, a National Rabbit Judge and an American Rabbit Breeders Association Representative.

All county staffs that reported having Rabbit shows indicated that they were held in late Summer/early Fall or in the Spring. Seven county staffs reported having a show in September while five county staffs reported having a Rabbit show in August. April was the next most frequently reported month for holding a Rabbit show with three county staffs reporting this and one county staff indicated having a Rabbit show in May. Of the three county staffs having two Rabbit shows, each held one in September and one during the Spring.

Regarding 4-H Rabbit Project Organization

Six of the 26 county staffs surveyed reported having a Rabbit project group. One of these six was in the process of organizing their group at the time of the study and was unable to respond to questions dealing with their Rabbit project group. The remaining five county staffs reported a total of 60 4-H Rabbit project group members.

The fact that their Rabbit project group met on a monthly basis was reported by three county staffs, and two county staffs reported their Rabbit project group meeting bimonthly. Two county staffs reported no set frequency of Rabbit project group meetings.

The places where these Rabbit project groups met were quite diverse. Two county staffs reported holding the meetings in the County Extension office. Other locations mentioned as meeting places included the homes of 4-H members, at a College or University, a local bank and County Farm Bureau buildings.

The nature of the Rabbit project group meetings was ranked according to the number of different responses given by county staffs. Teaching "How to feed and care for rabbits" was the most frequently reported purpose of the meetings followed by giving demonstrations, guest speakers, work on record books, plan events, social time (interaction), and marketing techniques and production practices.

Regarding 4-H Rabbit Project Leadership

A combined total of 23 Rabbit project volunteer leaders was reported by the county staffs. Nine county staffs reported having at least 1 Rabbit project volunteer leader, while 17 county staffs indicated not having any Rabbit project volunteer leaders. Thirteen leaders helping with their county's Rabbit project were reported by seven county staffs. Nineteen county staffs indicated having no teen leaders helping with their county's Rabbit project. With regards to the person who does the most work with the Rabbit project in each county, the county staffs were split almost evenly with 12 staffs reporting the County Extension Agent doing the most work and 10 staffs reporting the Adult Volunteer Leaders doing the most work. A large majority (i.e., N = 22) of the responding Extension Agents

indicated they had no previous experience with rabbits. Four Extension Agents reported some experience, with three of these Extension Agents then owning at least one rabbit.

Regarding 4-H Rabbit Project Recognition

Nine county staffs indicated Newspaper coverage of 4-H Rabbit project members' achievements, while two county staffs reported Radio recognition. Seventeen county staffs indicated no media recognition for Rabbit project members. Ribbons were the most (i.e., N = 12) frequently reported type of show award given to Rabbit project members. Nine counties reported cash awards and six reported trophies. Five county staffs provided a combination of all these forms of show award. Only nine county staffs reported Rabbit project members going on to District competition and four county staffs indicated having had Rabbit project members compete at the State level. Seven county staffs reported having either 4-H Rabbit project members in the Honor Club or All Stars. Eleven Rabbit project members were in the Honor Club and three were All Star members.

Regarding 4-H Rabbit Project Sponsorship

The Fair Board was the most frequently reported (i.e., N = 7) sponsor of the 4-H Rabbit project. Rabbit Owners and Agricultural Companies were each reported by four county staffs as sponsors of the 4-H Rabbit project. Three county staffs indicated Parents helped sponsor the Rabbit project. Others indicated by individual counties as having helped sponsor the Rabbit project included The International

Heifer Project, the Chattanooga Rabbit Breeders and the Rabbit Breeders Association of Blount County. Two county staffs indicated having three different sponsors of their 4-H Rabbit project. Almost one-half, or 12 county staffs, reported sponsorship was at a local level. Three county staffs reported sponsorship at a state level, and one staff reported sponsorship at the National level. Responses by Extension Agents as to the types of donations by sponsors to their Rabbit project included 11 county staffs reporting money, 7 reporting prizes, and 6 reporting time being donated. Also reported by individual staffs as being donated by sponsors were rabbits, rabbit feed and marketing assistance. Only two county staffs reported the use of Citizen Advisory Groups to help with the recruitment of sponsors.

Regarding Selected Agent Feelings

With regards to the current Tennessee 4-H Rabbit project literature, a large majority (i.e., 72 percent or more) of 4-H County Extension Agents felt that the current literature was adequately illustrated, easy to understand, offered step-by-step instructions and that the project manual corresponded with the record book. Slightly over one-half felt the Rabbit project manual was complete as it was. The county staffs were split almost evenly over whether or not different Rabbit manuals were needed for the different 4-H audiences. They also were almost evenly split over whether or not other literature was needed for the Rabbit project.

With regard to Extension Agent feelings on the suggestions to consolidate the 4-H Rabbit project into one small animal project,

13 county staffs thought that the Rabbit project should remain by itself, citing the problems that differences between rabbits and other small animals would create in carrying out such a project. Twelve county staffs felt that by consolidating the Rabbit project into one small animal project, participation by 4-H'ers would increase.

Twenty-two county staffs felt there was a continuing need for the 4-H Rabbit project, while two staffs felt there was not a need. Those favoring the continuation cited many benefits such as the inexpensiveness of the project, the responsibility gained by the 4-H'ers and the availability of an animal project to both urban and rural 4-H'ers. Those who felt there was not a continuing need for the project felt the actual interest in the Rabbit project was too low in their county.

Regarding State Specialist Responses

All other state specialists contacted reported that their 4-H Rabbit project was a recognized statewide project and that adult volunteer leaders helped with their 4-H Rabbit project. Twelve state specialists reported the 4-H Rabbit project was not included with any other project while six state specialists reported that their project was. Thirteen state specialists indicated that Rabbit Owners were the major sponsors of their Rabbit project. The second most frequent response was given by nine and was Parents followed by Fair Boards with seven specialists responding. Other sponsors reported by specialists included Local Farmers, Rabbit Breeders Associations,

the 4-H Foundation, 4-H Councils, a Rail Road and an Elevator Company. One specialist reported four different types of sponsorship, while seven specialists reported three different types. The remaining 10 specialists reported one or two major sponsors of their Rabbit project.

Eleven state specialists reported having special awards or recognition. Some of the special awards or recognition reported included medals, plaques, certificates, trophies and trips. Rabbit project competition at the county level was reported by all but one state specialist. Fifteen state specialists reported having Rabbit project competition at the State level, with five specialists indicating competition at the District level and two specialists reporting competition at the National level.

Regarding Special Projects and Activities in the 4-H Rabbit Project

Ten state specialists gave examples of their state's special projects or activities in the 4-H Rabbit project. These projects and activities included a 4-H Rabbit Poster Program, a 4-H Rabbit illustrated talk contest, a 4-H Rabbit Barbeque, a 4-H Rabbit Auction, a 4-H Rabbit Royalty, a 4-H Rabbit Showmanship Contest, unique Rabbit project literature, a Rabbit Quiz Bowl, statewide or district 4-H Key Rabbit Leaders and club demonstrations at a statewide rabbit meeting.

2. IMPLICATIONS

The 4-H Rabbit project is not a major project in Tennessee. The Rabbit project has a low enrollment which is slightly over 1,000

4-H'ers, with many counties not reporting any 4-H'ers enrolled in the project. One reason for the low enrollment is the absence of the Rabbit project on the 4-H enrollment card.

A major part of the present study explored three different ways in which 4-H'ers have actually participated in the project: (1) in Rabbit shows, (2) via Rabbit project groups, and (3) through giving demonstrations dealing with rabbits. The most popular method of participating seems to have been in Rabbit shows. The study showed that 4-H'ers were even willing to travel out of their county to participate in Rabbit shows. While there were relatively few 4-H Rabbit project groups reported in Tennessee, several had rather large memberships and most had several purposes for meeting, including the chance to develop skills and gain knowledge about rabbit production. Those participating were willing to give demonstrations to both those in the project and those not in the Rabbit project.

There are many persons and groups available to lend support to the Rabbit project, as evidenced by the many different types of Rabbit show judges, volunteer leaders and sponsors. Local Rabbit Associations seem to be an excellent source of support and expertise. Support of the Rabbit project by 4-H county staff was substantial and encouraging. It appears existing literature was useful, though additional literature may be needed.

Information gathered from other states indicates that the Rabbit project has the potential of being a very popular 4-H project. Numerous ideas were submitted by state specialists for various 4-H

Rabbit project activities and events. A new format of Rabbit showmanship seemed to hold some potential both for increasing actual participation and for teaching skills to 4-H'ers enrolled in the project.

Since strong 4-H'ers interest is demonstrated by enrollment and participation in the Rabbit project and since it adapts itself to needs of youth almost everywhere, and since agents contacted support the continuation of the project, therefore, it is implied that the Rabbit project, properly supported with specialist help, literature and activities could be expected to meet the needs of many additional Tennessee youth of 4-H age.

3. RECOMMENDATIONS

Actual interest in the Tennessee 4-H Rabbit project cannot be accurately gauged until the project is included on the 4-H enrollment card. It is the strong feeling of the author that the addition of the Rabbit project on the enrollment card would create a greater awareness of the project by both Extension Agents and, especially, 4-H'ers. Consequently, enrollment in the Rabbit project should increase significantly, further justifying project improvement through slide shows, improved literature and innovative activities. The development of an overall, statewide plan for the Rabbit project is needed and its construction should be the responsibility of the state specialist in charge of the 4-H Rabbit project. It also will be the responsibility of the specialist to develop, adapt and/or

acquire high quality educational materials and to coordinate Rabbit project activities. The Rabbit project needs a state-level, written long-term plan in order to offer concrete goals and guidelines that will promote progress. These goals and guidelines should be written in such a way that an evaluation of the plan can be made.

The 4-H Extension Agents need information and training dealing with the Rabbit project in order to be more adapt in carrying out their county's Rabbit project. This can be accomplished through the use of a series of circular letters that would help increase the Agents' knowledge of rabbits, and inform them of upcoming events (i.e., shows, meetings) and innovative activities dealing with the Rabbit project. In order for Extension Agents to be successful educators, they must be properly prepared.

An excellent resource of sponsorship and leadership can be found in the various Rabbit Clubs and Rabbit Associations of Tennessee as well as the National Rabbit Breeders Association. Each Rabbit Association and Club in Tennessee could be contacted and recruited for sponsorship and leadership positions. Suitable leaders and sponsors could lead and coordinate 4-H Rabbit project activities and events at County, District or Regional, and State levels.

Many innovative programs and activities were reported by state specialists contacted. As many of these projects and activities as possible should be adapted and adopted for the Tennessee 4-H Rabbit project. This would make the Rabbit project more interesting and beneficial to the 4-H'ers. New programs and activities should be

tested in counties where there is currently an expressed interest in the 4-H Rabbit project. Activities found to be successful in these test counties could then be applied on a statewide basis.

Rabbit shows are a major means for 4-H'ers to actually participate in the Rabbit project. Since only a few counties currently hold Rabbit shows, these counties should make surrounding county staffs aware of their shows and invite 4-H'ers from outside of their county to participate. In some areas, several county staffs could work together to plan and carry out a Rabbit show in which 4-H'ers from all counties could participate. The current format of the Rabbit shows, where the 4-H'er is not present while his animal is being judged, should be changed. A system similar to the one suggested by the Arizona specialist, where the 4-H'ers actually display their animals, should be adopted. The author thinks this might have a similar result to the 300 percent increase in participation reported by the Arizona specialist.

Media coverage, awards, certificates, trips, ribbons and other means of recognition should be increased so as to also increase client exposure and 4-H'er participation in the Rabbit project. Increased participation in the project would suggest the need for development of new or additional literature. It is recommended that different literature be prepared for each specific age group, keeping the level of information at the intelligence and need level of the group.

Project literature for each grade level should have its own subject matter topic and activities. These could be similar to those

developed for other 4-H animal projects. Topics covered might include Breeds of Rabbits, Basic Rabbit Management, Rabbit Meat Production, Rabbit Fur Production, and Laboratory Rabbit Production. Special activities might include Rabbit Barbeque and Exhibiting and Judging Rabbits. It appears that the Tennessee 4-H Rabbit project has the potential of becoming a major 4-H animal project if the recommendations presented are implemented at appropriate times.

Recommendations for Further Study

Further research might be of value to:

1. Study possible markets available for Rabbit project members' surplus stock.
2. Find out from a sample of 4-H'ers enrolled in the Rabbit project what impact their enrollment and participation in the project has had on their development of knowledge, attitudes and skills.
3. Find out from a sample of 4-H'ers enrolled in the Rabbit project what suggestions for improvement they have to make the project more beneficial to 4-H'ers.

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APPENDICES

APPENDIX A

TENNESSEE AGENT QUESTIONNAIRE

THE TENNESSEE AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE
Knoxville, Tennessee

TN. 4-H RABBIT PROJECT SURVEY, 1984

The purpose of this survey is to benchmark work related to the 4-H Rabbit Project, related activities and events, and to provide basis for a feasibility study of its use in TN. counties. Your data will be included with other facts and figures collected from Tennessee and elsewhere. As a result of the study, we should be able to provide more useful and interesting alternatives to 4-H youth in the years ahead.

I. PARTICIPATION (Quantity and Quality)

1. How many 4-H'ers do you currently have enrolled in the Rabbit Project? _____
2. Does your county have a rabbit show(s)? ____Yes ____No
If you answered No to question #2 then proceed to question #9.
3. How many total rabbit shows does your county have a year? _____
4. How many rabbit shows are in conjunction with other shows (poultry, etc)? _____
5. How many of the shows were limited to 4-H'ers only? _____
6. In Adult Open Class (if applies) Rabbit Shows, did you have any 4-H winners? ____Yes ____No
7. Does 4-H provide separate awards for the above 4-H winners in Adult Open Rabbit Shows? ____Yes ____No
8. Did 4-H'ers from other counties participate in this show?
____Yes ____No ____Don't know
9. Did 4-H'ers from your county participate in shows outside your county? ____Yes ____No ____Don't know. If Yes, where? _____
10. How many 4-H'ers from your County participated in at least one Rabbit Show in 1983? _____

11. What month(s) was (were) the show(s) held?

☐ January ☐ February ☐ March ☐ April
☐ May ☐ June ☐ July ☐ August
☐ September ☐ October ☐ November ☐ December

12. Who judged the show(s)?

☐ Extension Agents ☐ Vocational Agriculture Teacher
☐ University or College Professor ☐ Rabbit Producer
☐ Other (Specify _____)

13. Have 4-H'ers enrolled in the rabbit project given demonstrations dealing with rabbits to other 4-H'ers in the rabbit project? ☐ Yes ☐ No ☐ Don't Know.

14. Have 4-H'ers enrolled in the rabbit project given demonstrations dealing with rabbits to other 4-H'ers outside the rabbit project? ☐ Yes ☐ No ☐ Don't know.

II. ORGANIZATION

1. Do you have a 4-H Rabbit project group in your county?
☐ Yes ☐ No

2. If so, how many? _____

3. What is the average size of the group(s)? _____

4. How frequently does the group(s) meet? ☐ Weekly ☐ Twice a month ☐ Monthly ☐ Other (Specify _____)

5. Where are the meetings held? ☐ Grade School ☐ High School ☐ College or University ☐ Homes ☐ Other (Specify _____)

6. Does the club(s) have officers? ☐ Yes ☐ No

7. If so, please check the titles held by the officers:
☐ Group Leader ☐ President ☐ Vice President ☐ Secretary
☐ Treasurer ☐ Other

8. What is the nature of the meetings? (Check appropriate responses)
☐ Exercise of parliamentary procedure
☐ How to feed, care, etc.
☐ Plan events
☐ Give demonstrations
☐ Guest speakers
☐ Social Time (Interaction)
☐ Work on record books
☐ Other _____

9. Is there a Citizen Advisory Group especially for the Rabbit Project? ☐ Yes ☐ No
10. Are any Citizen Advisory Groups involved with the Rabbit Project? ☐ Yes ☐ No

III. LEADERSHIP

1. How many volunteer leaders work with the rabbit project in your county? _____
2. What is the Agents' (your) experience with rabbits? ☐ None
☐ Own rabbits (hobby) ☐ Own rabbits (producer) ☐ Used
to own rabbits ☐ Other (Specify _____)
3. Are there any teen leaders that work with the rabbit project?
☐ Yes ☐ No
4. If so, how many? _____
5. Which adult does the most work with the rabbit project?
☐ Extension Agent ☐ Adult Volunteer Leader ☐ Specialist

IV. RECOGNITION

1. Awards given at rabbit show include: ☐ Ribbons ☐ Trophies
☐ Cash ☐ N/A ☐ Other _____
2. How many rabbit project members are in the Honor Club? _____
3. How many rabbit project members are in the All Stars? _____
4. Have any rabbit project members received recognition for their achievements through the local media? ☐ Newspaper
☐ T.V. ☐ Radio ☐ N/A
5. Have any rabbit project members advanced to district competition in any type of events? ☐ Yes ☐ No
6. Have any rabbit project members advanced in state competition in any type of events? ☐ Yes ☐ No

V. SPONSORSHIP

1. Which of the following help in sponsoring the rabbit program?
☐ Agricultural Company ☐ Local Farmers ☐ Fair Board
☐ Parents ☐ Rabbit Owners ☐ Other _____

2. How do they help in sponsoring the rabbit project? ☐ Money
☐ Prizes ☐ Time ☐ Other (Specify _____)
3. Is the sponsorship: ☐ Local ☐ Regional ☐ State ☐ National
4. Does a Citizen Advisory Group help in the recruitment of sponsors? ☐ Yes ☐ No

VI. YOUR COMMENTS AND RECOMMENDATIONS

1. Are 4-H'ers aware of the rabbit project? ☐ Yes ☐ No
2. Is there too much competition with other animal projects?
☐ Yes ☐ No
3. Is the rabbit project too expensive for the 4-H'ers? ☐ Yes
☐ No
4. Do you have long term plans for your county's rabbit project?
☐ Yes ☐ No
5. In regards to rabbit project literature your county presently has:
 - a. Are different manuals needed for different audiences?
☐ Yes ☐ No
 - b. Is the literature simple to understand for the average 4-H'er? ☐ Yes ☐ No
 - c. Does it offer step-by-step instructions that are easy to follow: ☐ Yes ☐ No
 - d. Does the project manual correspond with the record book?
☐ Yes ☐ No
 - e. Is the project manual adequately illustrated? ☐ Yes ☐ No
 - f. Is the manual complete enough so that no other literature is needed? ☐ Yes ☐ No
 - g. Is other literature needed for the rabbit project?
☐ Yes ☐ No
6. Please rank each of the following planning areas according to their need for improvement. "1" means needs most improvement while "5" means least improvement needed in the rabbit project.

☐ Participation ☐ Organization ☐ Leadership
☐ Recognition ☐ Sponsorship

7. Do you feel that the rabbit project should be incorporated into one general small animal project that would include, for example, guinea pigs, hamsters, etc.?

☐ Yes ☐ No

Please explain your response _____

8. Do you feel there is a continuing need for the rabbit project?
☐ Yes ☐ No.

Please explain your response _____

Any other comments: _____

Title _____

Name _____

County _____

APPENDIX B

RABBIT QUESTIONNAIRE

1. Is the 4-H rabbit project in your state considered to be a recognized statewide project? ___Yes ___No
2. What level of competition does the 4-H rabbit project in your state have? (Please check those that apply)
___County ___District ___State ___National ___No competition
3. Do adult volunteers help with the 4-H rabbit project? ___Yes ___No
4. Are there any special awards or recognitions given to outstanding 4-H'ers in the rabbit project? ___Yes ___No
If "yes," then please list a few and explain them:
a. _____
b. _____
c. _____
5. Who are the major sponsors of the 4-H rabbit project? (Please check appropriate spaces) ___Agricultural companies ___Local Farmers
___Fair board ___Parents ___Rabbit owners ___Other (Please specify): _____
6. Are there any special projects or activities within your 4-H rabbit project that you would like to share? _____

7. Is the 4-H rabbit project included in any other projects (small animals, etc.)? ___Yes ___No. If "yes," then please identify: _____

8. In regards to all 4-H projects in your state, where does the rabbit project rank? Number _____ out of a total _____ 4-H projects.

Name: _____ Title: _____ State: _____

VITA

William K. Dunn was born in the Panama Canal Zone on July 3, 1961. Shortly thereafter, his family moved to Knoxville, Tennessee where he attended Knoxville Catholic High School. Bill earned his Bachelor of Science Degree in Agriculture at The University of Tennessee, Knoxville in June 1983. His major study was Animal Science. Bill remained at The University of Tennessee and earned his Master of Science Degree in Agriculture with major study in Agricultural Extension in March 1985. He served as a Graduate Assistant during this time period.

Bill and his wife Stacy are expecting the arrival of their first child in the early part of June 1985.