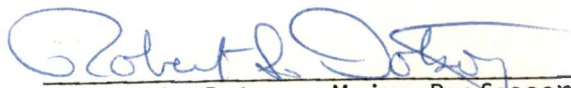


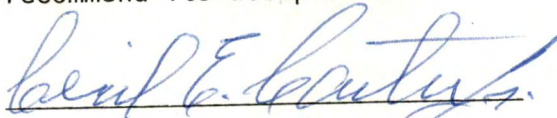
To the Graduate Council:

I am submitting herewith a thesis written by Martha Joe Freeman entitled "An Evaluation of a 1975 National 4-H Leader Forum in Terms of Selected Participant Goals." I 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:



Vice Chancellor
Graduate Studies and Research

Ag-VetMed

Thesis

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AN EVALUATION OF A 1975 NATIONAL 4-H LEADER FORUM
IN TERMS OF SELECTED PARTICIPANT GOALS

A Thesis

Presented for the

Master of Science

The University of Tennessee, Knoxville

Martha Joe Freeman

December 1976

1305124

DEDICATION PAGE

This paper is dedicated to my father, Gordon Lipscomb Freeman, Sr.

To Papa;

Because he tried.

CRANESBURY
EST

ACKNOWLEDGMENTS

So very many people have contributed to this study and all are gratefully thanked. A few people, though, I must mention. To these people I give a special thank you.

To my mother, Martha K. Freeman, Buddy, Butch, Bo, Pat, Jim and Miss Marian for many, many reasons.

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To Louise Kilpatrick, one of the nicest little ladies there ever could be.

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Finally, but not at all leastly, to the Warren Hall Crew, the "Russians," Margaret Carruth, Mrs. Louis White, Clyde Webster, Jane Hunley, and Kitty Duncan for moral support when it was sorely needed.

ABSTRACT

The primary purpose of this evaluative study was to determine the degrees to which 135 leader participants of the National Foundation Leader Forum held October 27-November 1, 1975, at the National 4-H Center in Washington, D.C., felt the Forum had effectively satisfied criteria based on seven participant goals. Secondary purposes were to characterize participants and to make suggestions about future Forums.

A total of 105 leaders acceptably completed the questionnaire administered at the end of the four and one-half day Forum. Few previous studies of the kind could be found. States represented were Indiana, Kentucky, Nebraska, North Dakota, and West Virginia.

Major findings of the study included the following:

1. An average participant was 46 years of age, lived in a rural area and had 8.4 years of experience as a 4-H leader.
2. The largest workshop group of four offered was Citizenship with 33 attending and receiving an average participant reaction rating of "average."
3. The smallest workshop group was Resources with 13 attending and receiving an average rating of "above average."
4. Community Development workshop, with 22 participants, was highest rated, "considerably above average."
5. Teens, second in size with 22 people, was also rated "above average."
6. Goal-related Criterion #1, Degree to which the Forum gave

leaders a chance to see Washington, D.C., and to examine their American heritage, rated highest.

7. Criterion #7, Degree to which Forum taught leaders about 4-H work, rated lowest.
8. All goal-related criteria rated "above average" in accomplishment.
9. Younger and more experienced leaders tended to rate workshops slightly higher, though not consequently.
10. Overall ratings and supporting observations suggested the success of the Forum in largely accomplishing the intended Foundation and leader goals.

Implications were drawn and suggestions made for future Leader Forums.

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

More than five million young people in America were involved in the 1975 4-H program (1:1).^{*} Four-H youths from farms, rural areas, and cities come together to learn and to experience, as they strive to become more fully effective citizens. Although sponsored by the federal, state, and local governments, the Extension Service cannot do all such youth work alone. For help to reach more youths more adequately, 4-H has to turn to volunteers.

Four-H volunteer leaders have been referred to as "the gas that makes the system run." The 4-H program is so structured as to make the volunteer an integral part of the 4-H system. As the 1973 National 4-H Volunteer Leadership Development Committee stated, "Each Extension staff member is pledged to maximize youths' learning through the harnessing of all available human and other resources" (24:2). Four-H's human resources: besides 5,000 agent years, includes over 550,000 volunteer leaders (23:1). A full 60 percent of the input into the total national 4-H program in 1975 came from volunteer sources (18).

Why do these people volunteer to help 4-H? Perhaps because the 4-H program fills a basic need for them. Four-H is pledged to the growth

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

of the individual and volunteer leaders, as well as 4-Hers (27:2). Extension has a basic responsibility to help the volunteer leader grow. Here, then, arises the problem of how best to make this growth possible.

B. TEACHING ADULTS

Because the 4-H program has such a large number of individuals involved, the answers to the question of "how" to prod leaders can be many and varied. But more and more, the answer of training for volunteer leaders is coming to the forefront. As this answer is considered, one is led into the wider arena of adult education. It has been found that one cannot teach adults in the same manner that one teaches children (26:10). Adults come to an educational activity of their own free choice and, in the case of the Leader Forums, many pay to come. Because of this quality, the learning activity must be structured so that the adult is challenged to enjoyable learning (11:8).

Another point to consider in adult learning is that these students bring many more sharable and relatable experiences than do younger students (13:vii). This gives us the added potential of making the student the teacher.

As one of the recognized organizations to teach adults (13:ix), Extension is making great strides in the field of adult education with its training of volunteer leaders. Several different and changing approaches are being used. If one were to review all the methods being used, it would constitute the writing of a volume within itself. Basically, the methods Extension uses to train volunteer leaders can be divided into two

categories; home study and organized study groups.

In the area of home study, the vinyl phonograph records (7) put out by the University of Illinois are an innovative and interesting approach. The small vinyl record contains important instructions in 4-H leadership for new leaders. It may be played in the home on the leader's own phonograph. Several states, Michigan (9), Nebraska (21), and California (5), to mention a few, have booklets or a series of booklets dealing with volunteer leadership training. These can all be used for self-taught study sessions at home.

Many of the booklets or series of booklets that can be studied at home are also constructed so that they can be used in a group situation outside the home. Thus, one frequently finds an overlapping of the two methods.

The other distinctive grouping of volunteer training is organized study groups of volunteer leaders outside the home. The meetings may employ some methods of group interaction where people within the group can help and reinforce each other. They can be community, county, district, state, regional, or national in scope, depending upon the wishes of the volunteer leaders. The needs of the leader and the wishes of the 4-H professionals in the leader's states can also enter into such decisions.

Why all this bother with volunteer training? Again, it is noted, Extension's responsibility to the volunteer is generally seen to be the supplying of training, so the volunteer may be of maximum aid to the professionals and to the members. Volunteers cannot really help 4-H unless Extension is first willing to help the volunteer (24:2). One form of organized study available for the volunteer is provided through Leader

Forums by the National 4-H Foundation.

The National 4-H Foundation was established in 1949 for the purpose of giving help and support to the 4-H program (2:3). One way the Foundation endeavors to help the 4-H program is by conducting training sessions for volunteer leaders at the National 4-H Center and by helping with training sessions at other regional locations.

C. PURPOSES OF STUDY

The original intent of this study was to evaluate a Leader Forum held by the National 4-H Foundation, October 27-November 1, 1975, at the National 4-H Center. A true comprehensive evaluation of a Leader Forum might entail a longer and more detailed instrument than was eventually used, and possibly involve a follow-up study. This evaluation, then, is concerned only with selected parts of the October 27-November 1, 1975, Leader Forum.

The evaluation had to do specifically with the goals that the 135 Forum participants stated at the beginning of the week's experience. Seven of the goals that were the most frequently mentioned were incorporated into a questionnaire that became the primary instrument for the basis of this study.

The evolved primary purpose of this study was to measure the effectiveness of the Leader Forum of October 27-November 1, 1975, in terms of eight criteria related to seven participant-selected goals, namely the

1. Degree to which Forum gave leader a chance to see Washington,

D. C., and to examine their American heritage.

2. Degree to which leader gained 4-H ideas from other leaders.
3. Degree to which Forum helped leader to improve communication skills with other leaders.
4. Degree to which Forum helped leader to improve communication skills with other leaders.
5. Degree to which Forum provided the leader with new approaches to leadership development.
6. Degree to which Forum helped leader improve communication skills with 4-Hers.
7. Degree to which Forum taught leader about 4-H work.
8. Degree to which workshops met participants' expectations.

A secondary purpose was to study characteristics of participants of the Leader Forum and to make suggestions for improving future forms.

D. BRIEF HISTORY OF LEADER FORUMS

What are National 4-H Center Leader Forums and how did they come to be held in Washington, D.C.? Training for adults, 4-Hers and Extension professionals was a part of the Foundation's plan (2:3), but it actually took a 4-H leader to get it all started.

Mrs. Ethel M. Cross, a volunteer leader in Hampden County, Massachusetts, along with several others, raised the question at a countrywide volunteer leaders' meeting. The idea of staying at the 4-H Center while visiting Washington and the wish for leader training while there, were conveyed to Mr. Merle Howes of the Massachusetts State 4-H Staff. Mr. Howes contacted Mr. W. W. Eure, then Program Director and Manager of the

National 4-H Club Center. In late 1959 the first planning steps were taken for the first National 4-H Leader Forum to be held at the National 4-H Center.

By January 1960 the format was being discussed. Suggestions did include touring the Washington area and having leadership training at the Center. Mr. Eure contacted Mr. Ed Aiton of the United States Department of Agriculture, Extension Service (ES-USDA) to secure his help with programming. Since that time Leader Forums have been a joint effort of the Foundation, ES-USDA, state and county Extension people.

In May 17-21, 1960, the first Interstate Volunteer Leader Forum was held at the National 4-H Center. Twenty-seven volunteer leaders from Massachusetts and from Connecticut attended (3:4). The program, as proposed, consisted of touring the city and receiving additional educational experiences at the Center under the direction of the National 4-H Foundation and the ES-USDA staff (See Appendix A).

Following the 1960 Forum a short evaluation was done by the Massachusetts group and the changes suggested were as follows:

1. More continuity was needed in the program. Hopping around from area to area and topic to topic was not felt to be very effective.
2. Better coordination of tours to meet the plan of the day and the physical conditions of the participants was desired.
3. Need was expressed for the Foundation people to communicate with group leaders before the program gets under way on the first day.
4. It was felt that a heterogeneous group would have been better (i.e., more and more distant state groups should be involved)

(See Appendix B).

The problems above are, interestingly enough, some of the same ones that Leader Forum planners continue to struggle with at the time of this writing. Such suggestions, like that of having a more heterogeneous group, had become a regular part of the planning for every general Leader Forum by the time of the study.

The first Leader Forum was, on the whole, judged a success. It was decided that more should follow.

In 1961 the Foundation began the practice of offering dates to the states on which the Forums would be held. The option of a state planned and scheduled program was left open if the coordinator could guarantee 25 or more participants (See Appendix C).

While 100 4-H leaders were expected in 1961, 225 actually arrived for training (3:5). The idea of leader training in Washington at the National 4-H Center had been accepted. A new way to give a "shot in the arm" (See Appendix D) to local programming had been found. By 1962, the program had more than doubled, with 500 leaders from 18 states attending a total of six Forums at the National 4-H Center (4:4).

As the program grew, changes were made. One of these changes was to introduce a workshop format in 1963. This has been used with some consistency since that time.

More and more leaders began to attend the Leader Forum in Washington. Many leaders had to travel long distances to attend. The idea of regional leader forums was brought up.

The first Forum to be held away from the Center was the Western Regional Forum of 1966 (22:2). This Forum was held in California, and was

sponsored, in part, by a gift from the J. C. Penney Company (22:2). One hundred seventy-eight leaders and 31 Extension agents from 12 states attended (22:2). The Western Regional was planned by a committee selected from the states involved and assisted by ES-USDA and the Foundation. Continuing today, this Leader Forum is unique in that it rotates from state to state (22:2).

J. C. Penney agreed to give further financial assistance and the first Southern Leader Forum was held at the Rock Eagle 4-H Center in Eatonton, Georgia, in 1968 (12:3). Over 200 local 4-H leaders from 13 southern states, the Virgin Islands, and Puerto Rica attended (12:3). Since that time the Southern Regional has remained at Rock Eagle and is a joint effort between the Georgia 4-H staff, the 4-H Foundation, ES-USDA and the states involved.

The Forums have changed some in format over the course of their history. As one looks at the programs through the years the influence of the different directors can be seen, yet the basic needs and purposes of the Forums seem to be unchanged. People want to see Washington and explore their heritage, so that is still an integral part of every Forum. Leaders want to swap ideas and to visit with other leaders, so these items too are included in present day Forums. The basic aim of the Leader Forums is to improve leadership on the county and state levels by training such leaders in ways that help them better fulfill their potentials. Thus, formats and the wording of the goals may have changed, but the general purposes of the Leader Forums appear to have remained the same.

E. FORUMS TODAY

What is a Leader Forum today? According to a brochure distributed by the Foundation, the forum experience is a way to

. . . strengthen youth leadership with an in-depth experience at the National 4-H Center in Washington, D.C. An exciting five days of seeing, listening, learning, and sharing. . . (10)

Leader Forums can vary to suit the group and the situation, now as in the past. Some forums can be especially structured for one group as that tailored for the 1975 "Salute to America" group from Michigan. They wanted ideas to be used in implementing an American Revolution Bicentennial Agency grant. Other groups have wanted special interest weeks. In early September, 1975, the Center scheduled such a week dealing with the Bicentennial and looking at Washington historically.

Since Forums vary somewhat, a description of the Forum that was evaluated will be given. However, one must keep in mind that, generally speaking, Forums do not vary greatly from one to another (See Appendix F).

The Forum being tested in the present study employed a relatively new format. The aim was to better integrate the Washington experience with the overall goal of profitable leader training. The general idea was to balance the in-depth workshops with the field trips to the surrounding points of interest.

Bearing all this in mind, we will proceed to set the stage for a evaluation of one Leader Forum in terms of the participant goals.

CHAPTER II

REVIEW OF LITERATURE

Since a preliminary survey of related literature indicated a relative dearth of relevant previous studies, much of the material for this chapter came from interviews with ES-USDA staff, the Dvorak study, and some general materials in the field of adult education. The chapter will be divided into two main parts, a review of general materials relating to the study and a section on the Dvorak Leader Forum Evaluation.

A. GENERAL INFORMATION

Research Method

Since the present study utilized the survey approach, it might be well to define "survey." Kerlinger (15:410) defined a survey as a study of large and small populations or universes by selecting and studying samples chosen from the populations to discover the relative incidence, distribution and interrelationships of sociological and psychological variables.

With knowledge of what the survey method is and how it can be used, one would then consider measurement. Many scales and types of measurement could be used in a survey. According to Dr. Milton Boyce (6), personal experience has shown that 4-H leaders tend to deal best with numbered scales. Numbers are something which leaders can identify. Numerals also are useful in that basically they have no meaning until the researcher gives it to them (15:427).

With further regard to measurement, the need to investigate the use of a rating scale also emerges. Scales "require less time, are generally interesting, and they have a wide range of application" (15:549). But in the use of the rating scales, one must be fully aware of the "Halo effect." If the answer to the first question is positive, then the next few questions may rate a higher score because the person feels so good about question one. The reverse also is true (15:248).

Age

The Kuhlen study (16:8) indicates that motivation changes with age. Does learning ability also make a drastic change as the student grows older? As cited by Kelvins in his 1928 book, Adult Learning, Thorndike observed that the ability to learn declined very little with age (14:8). The key, here again, was that regardless of the age of the learner, the important thing was that he/she be interested in what they were trying to learn. In statements made by Peter E. Siegle, Research Assistant, Center for the Study of Liberal Education for Adults, Chicago and by Irving Lorge, Executive officer, Institute of Psychological Research, Teachers College, Columbia University, it is clear that both agree that age is not a major determinant in learning ability. Mr. Lorge does note that at 55 years of age a slow down in learning ability may occur (26:10).

Experience

Age and experience can be plus factors. The more varied experiences one has, the better basis they have for what is termed as "associative learning" (20:16). Morgan, Holmes, and Bundy list the Law of Association as one of their laws of learning (20:16). Virginia B. Warren concurs that

associative learning is a plus to adult learners (20:10).

Workshops

Warren (26:11) agrees with Morgan, Holmes and Bundy (19:15) that to learn by doing is an effective way to teach adults. The handbook, "Training Volunteer Leaders:" concurs with this (25:7).

Group Participation is a good tool to use in teaching adults according to Lowry (17:14), but a word of caution must come from McKeachie, "It seems likely that what is effective for one student may be ineffective for another" (19:114).

Purposing

One of the key factors in adult education is motivation. The participants in this study were asked to pick out their goals for the week in hopes that this would help with motivation. Morgan, Holmes and Bundy (20:14) state, "the desire to learn is essential to effective learning." In his Book, Continuing Your Education, Houle goes along with the idea of motivation, carrying it unto the sphere of actual learning. He notes that "... the greatest majority of people taking part in various learning activities do so primarily because they want to reach a goal" (11:8).

B. DVORAK STUDY

Charles F. Cvorak, a Program Leader in Youth Development with the Extension Service of New York did a study of the March 6-11, 1972, Leader Forum.

Mr. Dvorak's aim was threefold: (1) to coordinate the Forum,

(2) to ascertain why leaders attended, and (3) to determine the educational effectiveness of the Leader Forum as a tool for teaching 4-H leaders (8:1).

Coordinating the Forum

With the aid of the Extension Service, United States Department of Agriculture (ES-USDA) and National 4-H Foundation staff, Mr. Dvorak planned and directed the March 6-11, 1972, Leader Forum at the National 4-H Center in Washington, D.C.

Why Leaders Attended

Mr. Dvorak (8) asked each leader to fill out a form with their major goals or reasons for attending that particular Forum. The first seven goals are as follows:

1. To see Washington, view historic points of interest, and understand government.
2. To share their ideas with others.
3. To meet and talk to people from other states.
4. To improve leadership skills (i.e., understand leader responsibility and expectations).
5. To learn more about 4-H programs.
6. To visit the National 4-H Center.
7. To learn to better understand youth (8:5).

Educational Effectiveness

The educational effectiveness of the Forum was measured by two methods. Pre- and post-tests were given to see if leaders understood certain concepts and to determine if the goals of the Forum had been met.

It was found that the concepts of "youth development" and "program planning" were well-known to the leaders, while "teaching aids," "education," "interpersonal understanding" and "citizenship" were better understood after the week was over (8:9).

A six-month follow up then was used to see if goals had been met. Dvorak concluded that the Forum's goals had been reached to a considerable degree by the participants.

The following two conclusions were drawn by Dvorak:

1. In the future, evaluations should be shorter in length in the amount of participant time taken away from the Forum.
2. It is important to consider "why" leaders attend the Forums in Washington (i.e., Do a large percent of the participants come to see the city as well as gain knowledge during the forum?) (8:9).

CHAPTER III

METHODS OF PROCEDURE

A. POPULATION AND SAMPLE

Since the intent of the study was to evaluate one of the Leader Forums held at the National 4-H Center during the fall of 1975, namely the one planned and conducted during the week of October 27 - November 1, the population consisted of all 135 Forum Participants from Indiana, Kentucky, Nebraska, North Dakota, and West Virginia attending that particular Forum. One hundred and five participants completed the evaluative questionnaire developed for the Forum. The questionnaire was based on seven participant goals identified by participants at the outset of the Forum (i.e., the first night). Thus, the 105 completing questionnaires constituted the sample of the study, a 78 percent response.

B. ORGANIZATION OF THE RESEARCH

Participant Goals

The first part was a clarification of participant goals. Participants were asked to record their goals on 3 inch by 5 inch cards.

Questionnaire

The top seven participant goals (i.e., by number of time mentioned) were coupled with the Forum's goals (i.e., as set by the Forum's director) as a basis for the questionnaire. Three other variables also were included.

"Take Home" Plan

The third part of the format consisted of a "Take Home" plan to be worked on throughout the week and then to be taken home for implementation at the end of the Forum.

C. GOAL IDENTIFICATION

At the start of the Forum, on Monday night, each Forum participant was given a pencil and two or three blank 3 inch by 5 inch cards. The participants were asked to write down their two or three highest objectives or goals for this Forum, one objective per card. These cards were turned in on Monday night. On Tuesday morning, the cards were tabulated and the top four objectives (i.e., in terms of numbers of times listed) were listed in rank order and distributed to the workshop leaders.

D. DATA COLLECTION INSTRUMENTS

Evaluative Questionnaire

In developing the evaluative questionnaire (see Appendix E), it was decided to have several questions relating to the structure of the Forum, in general, and one specifically related to the leader's workshop participation. Also to be included were questions concerning, the age, place of residence, and number of years of 4-H leadership experience of the participants.

Since previous studies had shown forum participants to be interested in seeing Washington, D.C. (8:9), a question on the Washington experience was included.

The top objectives were taken from the summary of the cards completed Monday evening, and coupled with the program objective (see Appendix F) to form the questionnaire. Surprisingly, the same program objectives were chosen by the leaders (i.e., participants) that the Forum planners had outlined for the Forum. Space was left below for comments on the individual questions and a space at the end for general comments also was provided.

The completed instrument was administered Friday night at the final banquet. The participants were provided with gift pens and asked to fill out their questionnaires during the interval between dinner and the time for the after dinner program to start. As noted before, 105 of the 135 participants returned acceptably completed questionnaires.

"Take Home" Plan

It was felt that the leaders would be more inclined to use the knowledge they gained at the Forum if they took home some plan for implementing their new skills. With this in mind, a "Take Home" plan was devised by Mrs. Louise Kilpatrick, Forum Consultant, and the researcher.

The plan consisted of four parts or sections. Section one called for the individual to list an objective or goal that they wanted to accomplish upon returning home. The subsequent parts consisted of the audience they would work with, how they would accomplish their goal, and a given time span within which to work (see Appendix G). The idea was to give the Forum participant some actual experience in planning and to develop a base for the use of their new knowledge at home.

Several weeks before the actual test week, a practice trial run was made using the "Take Home" plan. The plan was introduced at the start

of the week and emphasized throughout the week. A relatively large number of the trial week participants returned plans at the end of the week to be viewed by the Forum coordinators before leaders took them home. This gave the coordinators a chance to see what the participants had gained from the week's experience or determine where their interests at home might be.

During the actual week of this study, the "Take Home" plan forms were given to the workshop leaders to hand out and to explain. Unfortunately, the importance of the "Take Home" plan was not stressed enough to the workshop leaders and, consequently, it was not given proper emphasis in the workshops.

On the last afternoon of the Forum, additional blank forms for the "Take Home" plan were handed out to the participants and they were asked to discuss the plans among themselves and to complete them. The plans were then taken up and two copies made. The originals were returned to the owners and a copy of each was retained by the Foundation, the secondary copy being sent to the state office of each participant.

It was hoped that with a readable, workable plan the leaders might be more inclined to implement their newly acquired knowledge at home.

E. HANDLING OF DATA

Questionnaire

The completed questionnaires were taken up and sorted in various ways. Each question was recorded and data tabulated for each question. Data were presented mainly as single numbers and percents.

Ratings given by respondents were summed and averages calculated based on the five-point scale where a rating of "1" was low and high was "5."

A rating of "considerably below average" was given those items with means of from 1.00 to 1.49, "below average" was given those with means in the range from 1.50 to 2.49, "average" was 2.50 to 3.49, "above average" was 3.50 to 4.49 and 4.50 to 5.00 was referred to as "considerably above average." Main discussion concerned items where groups differed by one or more rating categories.

The questionnaire comments were then studied to get a general idea of why some of the participants responded as they did. Since the questionnaire did not identify the home state of the participants, this information was not available for the study.

"Take Home" Plan

It was hoped that the "Take Home" plan could be used to help evaluate what the participants received from the Forum and to give them added encouragement to try out their new ideas at home. This was not to be the case since relatively few plans were turned in during the week of the Forum. "Take Home" plans were not, then available for the study.

CHAPTER IV

FINDINGS OF THE STUDY

During the week of October 27-November 1, 1975, 105 of the 135 participating in the Leader Forum held at the National 4-H Center in Washington, D.C. completed the questionnaire consisting of seven main items. A discussion of the information obtained from the 105 questionnaires is presented below under headings of Respondent Characteristics, Workshops and Respondent Characteristics, Workshop Ratings, Participant Goal Accomplishment Ratings, and Observations.

A. RESPONDENT CHARACTERISTICS

Regarding Age and Place of Residence

Tables I and II compare age groups with place of residence of the Forum participants. As seen in Table I, it can be noted that of the 105 participants who acceptably completed their questionnaires, the largest number, 49 were 36 to 50 years old, followed by 33 in the over 50 age group, and 23 in the 35 years and under age group. More of the participants, 68, lived in Rural areas than was true for any of the other residence categories. This group was followed by Small Town residence with 20, Urban with 8, Suburban with 7, and 2, Not Indicated.

Thus, as might be expected, the majority of all age categories came from Rural areas, the largest percent, 72, of whom were in the 35 to 50 years age category.

Table II shows that the average age for all participants was 46 years, ranging from 42 years for those of Suburban residence to 53 for those not indicating a place of residence. Small Town residents, 30 per-

TABLE I

NUMBERS AND PERCENTS OF LEADER FORUM PARTICIPANTS BY AGE GROUPS
ACCORDING TO PLACES OF RESIDENCE AND TOTALS

Age Group (in years)	Place of Residence											
	Total		Rural		Small Town		Urban		Sub-urban		Not In- dicated	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
35 and Less	23	100	12	52	7	30	2	9	2	9	0	0
36-50	49	100	35	72	6	12	3	6	4	8	1	2
Over 50	<u>33</u>	<u>100</u>	<u>21</u>	<u>64</u>	<u>7</u>	<u>21</u>	<u>3</u>	<u>9</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>3</u>
Totals	105	100	68	65	20	19	8	8	7	6	2	2

TABLE II

PERCENTS OF LEADER FORUM PARTICIPANTS BY PLACES OF RESIDENCE
ACCORDING TO AGE GROUPS, TOTALS AND AVERAGES

Age Group (in years)	Place of Residence					
	Total (N=105)	Rural (N=68)	Small Town (N=20)	Urban (N=8)	Suburban (N=7)	Not Indicated (N=2)
PERCENTS						
35 and Less	22	18	35	25	29	0
36-50	47	51	30	38	57	50
Over 50	31	31	35	37	14	50
Totals	100	100	100	100	100	100
Average	46 yrs.	47 yrs.	45 yrs.	47 yrs.	42 yrs.	53 yrs.

cent, had the highest percent or 35 years of age and under, and Rural, 18 percent, the lowest. Other than the one participant not indicating, Urban respondents had the highest percent, 37, over 50 years of age, while Suburban, 14 percent, had the lowest.

Regarding Age and Years as a 4-H Leader

Tables III and IV give information concerning age groups and number of years experience as a 4-H leader. More total leaders, 47 of 105, had 5 years or less of 4-H leader experience, than was true for any other experience category. The 28 leaders with 6-10 years of experience comprised the second largest group, followed by 21 in the 11-20 years of experience group. The over 20 years leader experience group had 8 participants. One did not indicate.

The majority, 87 percent, of the 35 years and under age category were leaders with 5 or less years of experience, and as might be expected, no one in this age category had over 10 years of 4-H leadership experience. Thus, all who had 11 or more years of leadership experience was over 35.

As seen in Table IV, the experience group with the lowest participant average age was the group with 5 or less years of leadership experience, and their average age was 39 years. As one might imagine, the average tended to rise as the level of experience did. The leaders with 6-10 years leadership had an average age of 49, the 11-20 year group was, on the average, 52 years old and those with over 20 years of experience averaged 60 years of age. The one person not indicating years of experience had an estimated age of 63 years.

The 36-50 years age group contained the largest percents of all experience categories for those intervals of 20 or less years of experience, while the largest percent of those in the over 20 years of 4-H leadership

TABLE III

NUMBERS AND PERCENTS OF PARTICIPANTS BY AGE GROUPS ACCORDING TO
NUMBERS OF YEARS AS A 4-H LEADER, AVERAGE AGES AND TOTALS

Age Group (in years)	Estimated Average No. Years Leadership Experience	Number of Years Experience as a 4-H Leader					Not Indicated No. %
		Total No. %	5 or Less No. %	6-10 No. %	11-20 No. %	Over 20 No. %	
35 and Under	3.7	23 100	20 87	3 13	0 0	0 0	0 0
36-50	7.9	49 100	22 45	14 28	12 25	1 2	0 0
Over 50	13.2	33 100	5 15	11 33	9 27	7 21	1 14
Totals	8.4	105 100	47 45	28 27	21 20	8 7	1 1

TABLE IV

PERCENTS OF PARTICIPANTS BY NUMBERS OF YEARS EXPERIENCE OF 4-H
LEADERSHIP ACCORDING TO AGE GROUPS, AVERAGE
AGES AND TOTALS

Age Group (in years)	Number of Years Experience as a 4-H Leader					Not Indicated (N=1)
	Total (N=105)	5 or Less (N=47)	6-10 (N=28)	11-20 (N=21)	Over 20 (N=8)	
35 and Less	22	43	11	0	0	0
36-50	47	47	50	57	13	0
Over 50	31	10	39	43	87	100
Totals	100	100	100	100	100	100
Estimated Average Age	46 yrs.	39 yrs.	49 yrs.	52 yrs.	60 yrs.	63 yrs.

experience category, 87 percent, were persons over 50 years of age.

Regarding Years as a 4-H Leader and Place of Residence

Tables V and VI deal with the number of years of experience as a 4-H leader related to the place of residence of the participants. The majority of all experience groups lived in rural areas. The largest percent, 77, of any group in a Rural area contained the leaders with 11-20 years of experience. No leader with 11 or more years of 4-H leadership experience lived in a Suburban area, while three-eighths of the Urban leaders had 11 years or more of leadership experience.

As seen in Table VI, when considering average years of 4-H leadership experience according to place of residence (i.e., excluding the group not indicating) one notes that the Urban leaders had the highest average, 11.4, for years of leadership experience, while the Suburban leaders had the lowest at 4.7 average years of 4-H leadership experience. The average years of leadership experience for all groups was 8.4 years. The largest percents of the Rural, 43, and Small Town leaders, 65, had 5 and under years of experience, while the largest percent of the Urban leaders, 50 percent, had 6-10 years experience and the 11-20 years experience category accounted for the second highest percent, 25, of the Urban leaders. All the indicated Suburban leaders had 10 years or less of 4-H leadership experience.

B. WORKSHOPS AND RESPONDENT CHARACTERISTICS

After considering only the first three variables (i.e., age, place of residence, and leader experience), it would seem useful to consider the same three in conjunction with the workshops chosen by each participant. Participants had four workshop options. Workshop groups included "Leader-

TABLE V

NUMBERS AND PERCENTS OF PARTICIPANTS BY PLACES OF RESIDENCE ACCORDING
TO NUMBER OF YEARS EXPERIENCE AS A 4-H LEADER

No. of Yrs. Experience As 4-H Leader	Place of Residence										Not Indicated	
	Total	Rural		Small Town		Urban		Suburban				
	No. %	No.	%	No.	%	No.	%	No.	%	No.	%	
5 or Less	47 100	29	62	13	28	1	2	3	6	1	2	
6-10	28 100	18	64	3	11	4	14	3	11	0	0	
11-20	22 100	17	77	3	14	2	9	0	0	0	0	
Over 20	7 100	4	58	1	14	1	14	0	0	1	14	
Not Indicated	1 100	0	0	0	0	0	0	1	100	0	0	
Totals	105 100	68	65	20	19	8	8	7	6	2	2	

TABLE VI

PERCENTS OF PARTICIPANTS BY NUMBER OF YEARS EXPERIENCE
AS A 4-H LEADER ACCORDING TO PLACES OF RESIDENCE,
AVERAGE AGES, YEARS EXPERIENCE AND TOTALS

No. of Years of Experience as 4-H Leader	Place of Residence					Not Indicated (N=2)
	Total (N=105)	Rural (N=68)	Small Town (N=20)	Urban (N=8)	Suburban (N=7)	
	Percents					
5 or Less	45	43	65	13	43	50
6-10	27	26	15	50	43	0
11-20	21	25	15	25	0	0
Over 20	6	6	5	12	0	50
Not Indicated	1	0	0	0	14	0
Totals	100	100	100	100	100	100
Average Years Experience	8.4	8.4	6.8	11.4	4.7	14.3

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ship for Citizenship" (Citizenship), "Leadership for Teen Development" (Teens), "Community Development," and "Volunteer Leadership Resources" (Resources). Ten respondents did not identify a workshop choice and these made up the "Not Indicated" category.

The largest number of participants was in the Citizenship workshop, 33 participants, the next largest group, 27, attended the Teens workshop. Of the 105 participants in the Forum tested, 57 percent, were in these two workshop groups. Community Development had 22, and 13 were in the Resources workshop (see Table VII).

Regarding Respondent Age and Workshop Group

Tables VII and VIII present data concerning participant ages and workshop groups selected. The percent of participation in all age categories 50 years or under was highest in Citizenship, 69 percent, and lowest in Resources, 17 percent. There was a departure from this, with the 23 participants who were over 50 years of age (see Table VII). Twenty-four percent of this age category enrolled in the Teens workshop, while Citizenship and Resources claimed 21 percent each of this age group.

As one continues to look at the relationship of workshop selection and age, it is natural to consider the average age of the participants in each workshop (see Table VIII). The workshop with the oldest average age was Resources, 51 years, and the youngest average was 44 years and it belonged to Citizenship workshop. One notices that all average ages were within a seven-year range including the Not Indicated category with the average age of all workshop participants being 46 years.

The lowest percents of participants in all workshop groups were from the 35 years and under age group. The 36-50 age group sent the high-

TABLE VII
NUMBERS AND PERCENTS OF PARTICIPANTS IN WORKSHOP GROUPS ACCORDING TO AGES AND TOTALS

Age Category (in years)	Workshop Group					
	Total No. %	Citizenship No. %	Teens No. %	Community Development No. %	Resources No. %	Not Indicated No. %
35 and Under	23 100	7 30	7 30	4 18	2 9	3 13
36-50	49 100	19 39	12 25	12 25	4 8	2 4
Over 50	33 100	7 21	8 24	6 18	7 21	5 15
Totals	105 100	33 31	27 26	22 21	13 12	10 10

TABLE VIII

PERCENTS OF FORUM PARTICIPANTS BY AGE GROUPS ACCORDING TO
WORKSHOP GROUPS, AVERAGES AND TOTALS

Age Category (in years)	Workshop Group					
	Total (N=105)	Citizen- ship (N=33)	Teens (N=27)	Community Development (N=22)	Resources (N=13)	Not Indicated (N=10)
	Percents					
35 and Under	22	21	26	18	15	30
36-50	47	58	44	55	31	20
Over 50	31	21	30	27	54	50
Totals	100	100	100	100	100	100
Average Age	46 yrs.	44 yrs.	45 yrs.	46 yrs.	51 yrs.	48 yrs.

est percents to Citizenship, 58 percent, Teen, 44 percent, and Community Development, 55 percent, while the highest percent of the Resources workshop participants, 54, were over 50 years of age.

Regarding Respondent Place of Residence and Workshop Group

As one continues to look at workshop selections, in relationship to the first three variables, Tables IX and X present data relating place of residence to workshop choice. As presented in Table IX, the Citizenship workshop group had the highest percent of participation of any workshop in the Rural, 31 percent, and Suburban, 57 percent, categories. Thirty percent of the Small Town participants, went to each, the Citizenship and Teens workshops. No Suburban participant took part in the Teens workshop and only one attended the Community Development workshop. The emphasis of the Suburban groups was on Citizenship, 57 percent, and Resources, 29 percent. Teens, Community Development, and Resources each had 25 percent of the Urban participants. It also is interesting to note that approximately one-fourth of the participants from both Urban and Rural areas chose Community Development.

With the exception of the Not Indicated category, the highest percent of all workshop participants, 65 percent, were from Rural place of residence as is seen in Table-X.

Small Town participants made up the second highest percent, 19, for the total, with a range from 8 percent for Resources to 22 percent for Teens, excepting the Not Indicated group, 50 percent. Fifteen percent each of Urban and Suburban participants also chose the Resources Workshop.

Urban participants made up the smallest percent of the Citizenship

TABLE IX
NUMBER AND PERCENTS OF PARTICIPANTS IN WORKSHOP GROUPS
ACCORDING TO PLACES OF RESIDENCE AND TOTALS

Place of Residence	Workshop Group						Not Indicated
	Total No. %	Citizenship No. %	Teens No. %	Community Development No. %	Resources No. %		
Rural	68 100	22 31	18 27	16 24	8 12	4 6	
Small Town	20 100	6 30	6 30	2 10	1 5	5 25	
Urban	8 100	1 12.5	2 25	2 25	2 25	1 12.5	
Suburban	7 100	4 57	0 0	1 14	2 29	0 0	
Not Indicated	2 100	0 0	1 50	1 50	0 0	0 0	
	105 100	33 31	27 26	22 21	13 12	10 10	

TABLE X

PERCENTS OF PARTICIPANTS' PLACES OF RESIDENCE ACCORDING TO
WORKSHOP GROUPS AND TOTALS

Place of Residence	Workshop Group					Indicated
	Total (N=105)	Citizenship (N=33)	Teens (N=27)	Community Development (N=22)	Resources (N=13)	
	Percents					
Rural	65	67	67	72	62	40
Small Town	19	18	22	9	8	50
Urban	8	3	7	9	15	10
Suburban	7	12	4	5	15	0
Not Indicated	2	0	0	5	0	0
Totals	100	100	100	100	100	100

group, 3 percent, while Suburban percents were the lowest in both Teens, 4 percent, and Community Development, 5 percent.

Both of the people not indicating a place of residence participated in the Community Development workshop, making up 5 percent of this workshop group.

Regarding Respondent Number of Years of 4-H Leadership Experience and Workshop Group

Reference to Tables XI and XII permits comparison of the number of years of 4-H leadership experience and the leader's choice of workshop. After a study of Table XI, it becomes apparent that more of those less experienced (i.e., 5 years and less) tended to participate in the Citizenship workshop, 36 percent, and Teens, 26 percent, as their first choices. No other experience category had such a large percent of their group in Citizenship. However, the 11-20 years of experience group, 27 percent, and the over 20 years of experience group, 29 percent, had the same percents in Citizenship and Teens also.

Interestingly enough, the largest percent of the 6-10 years of experience category chose the Community Development workshop, 32 percent. The Resources workshop was the last choice of all the experience groups, excepting the 11-20 years of experience group, which had the same percent of their numbers represented, 27 percent, that they had in Citizenship and Teens. The last choice for the 11-20 year group was Community Development. Another point to note is that no one in the over 20 years of experience category chose to attend the Resources workshop, though one in the group did not indicate the workshop selected.

TABLE XI
NUMBERS AND PERCENTS OF PARTICIPANTS IN WORKSHOP GROUPS ACCORDING TO NUMBERS
OF YEARS EXPERIENCE AS A 4-H LEADER AND TOTALS

Number of Years Experience as a 4-H Leader	Workshop Group							
	Total		Citizenship		Teens		Community Development	
	No.	%	No.	%	No.	%	No.	%
5 and Under	47	100	17	36	12	26	9	19
6-10	28	100	8	28	7	25	9	32
11-20	22	100	6	27	6	27	2	9.5
Over 20	7	100	2	29	2	29	2	29
Not Indicated	1	100	0	0	0	0	0	0
Totals	105	100	33	31	27	26	22	21
							13	12
							10	10

TABLE XII

PERCENTS OF PARTICIPANTS BY NUMBERS OF YEARS EXPERIENCE IN 4-H
LEADERSHIP ACCORDING TO WORKSHOP GROUPS, AVERAGE
YEARS EXPERIENCE AND TOTALS

No. of Yrs. Experience As A 4-H Leader	Workshop Group					
	Total (N=105)	Citizen- ship (N=33)	Teens (N=27)	Community Development (N=22)	Resources (N=13)	Not Indicated (N=10)
	Percents					
5 and Under	45	52	44	41	23	60
6-10	27	24	26	41	23	10
11-20	21	18	22	9	46	20
Over 20	6	6	8	9	0	10
Not Indicated	1	0	0	0	8	0
Totals	100	100	100	100	100	100
Estimated Average Yrs. Experience*	8.3	7.7	8.6	8.0	9.7	8.0

*"Not Indicated" excluded.

The average number of years of experience for leaders in all workshops was 8.3 years (see Table XII). When looking at individual workshops, the participants in the Resources workshop had the most years of experience, with 9.7 as an average. The Citizenship workshop had the lowest average years of experience, 7.7 years.

Teens had 8.6 average years and Community Development averaged 8.0.

The largest percent of all workshop participants, 45 percent, had 5 years or under of leadership experience. Excepting those Not Indicated, 60 percent, the workshop groups for this experience group ranged from 23 percent for Resources to 52 percent for Citizenship.

In the 6-10 year experience group, percents ranged from 23 percent for Resources to 41 percent for Community Development; while for the 11-20 year experience group, the range was from 9 percent in Community Development to 46 percent in Resources. Nine percent of those with over 20 years of experience did select Community Development.

C. WORKSHOP RATINGS

Each participant was asked to give a numerical rating (1 was low and 5 was high) to each goal-related response item. The seven individual ratings were then averaged to give an overall rating for each participant. The overall averages were then assigned certain values. A rating of 1.00 to 1.49 was "considerably below average," 1.50 to 2.49 was given a rating of "below average," 2.50 to 3.40 was "average," 3.50 to 4.49 was "above average," and a rating of 4.50 to 5.00 was "considerably above average."

Regarding Workshop Group and Age

The age of a person appeared to have at least some bearing on their ratings of the workshops they selected (see Table XIII). On the average,

The first important factor in determining the behavior of the system was the nature of the input. When the input was a constant, the system behaved in a predictable manner. When the input was a function of time, the system behaved in a more complex manner. The system was found to be stable for all inputs of the form $f(t) = e^{st}$, where s is a complex number with a negative real part.

The system was found to be stable for all inputs of the form $f(t) = e^{st}$, where s is a complex number with a negative real part. The system was found to be stable for all inputs of the form $f(t) = e^{st}$, where s is a complex number with a negative real part. The system was found to be stable for all inputs of the form $f(t) = e^{st}$, where s is a complex number with a negative real part.

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all age groups rated the four workshops 4.01, "above average," in accomplishment. Older participants (e.g., over 50 years, 3.92) had slightly lower ratings, on the average, than the younger ones (e.g., those 35 years and under, 4.17).

It is interesting to note that all four workshop groups and the Not Indicated group were scored an "above average" rating, the total range running from 4.25 for Community Development, to 3.79 for Citizenship (i.e., excluding the Not Indicated group which scored a low 3.59). All the rating scores for Community Development and Teens were in the "above average" category. The 35 years of age and under group rated the Resources workshop "considerably above average" (4.69), all other ratings being "above average." Citizenship was not well received by the over 50 years of age group, as they rated it only "average" (3.47). The Not Indicated group also was given an only "average" score by both those in the 35 years and under group and those in the 50 years and older group. The Not Indicated group, or those who failed to designate the workshop they attended, had the sharpest deviation from the norm with a 3.59 average rating.

Regarding Workshop Group and Place of Residence

In Table XIV, it should be noted, that there are two Not Indicated categories, each representing the fact that on certain questions the relevant information was not provided by the participant.

As earlier in Table XIII, the Resources workshop again received a "considerably above average" rating. This was given by the Suburban leaders, 4.50, and by those leaders who failed to give a place of residence (i.e.,

TABLE XIII

AVERAGE PARTICIPANT RATINGS AND TOTAL AVERAGE RATINGS GIVEN
TO WORKSHOP GROUPS ACCORDING TO AGES AND TOTALS

Workshop Group	Age Category (in years)			
	Total (N=105)	35 and Under (N=23)	36-50 (N=49)	Over 50 (N=33)
	Average Rating*			
Community Development (N=22)	4.25	3.97	4.35	4.32
Teens (N=27)	4.21	4.38	3.97	4.13
Resources ^a (N=13)	4.16	4.69	3.81	4.21
Citizenship ^b (N=33)	3.79	4.34	3.72	3.47
Not Indicated ^c (N=10)	3.59	3.42	3.81	3.48
Total Average	4.01	4.17	3.97	3.92

*In the rating scale used: 1.00-1.49 was "considerably below average"; 1.50-2.49 was "below average"; 2.50-3.49 was "average"; 3.50-4.49 was "above average"; and 4.50-5.00 was "considerably above average."

^aRatings of participants in different age groups fell in different rating categories.

^bGroups fell in different rating categories.

^cGroups fell in different rating categories even when "not indicated" was deleted.

TABLE XIV

AVERAGE PARTICIPANT RATINGS AND TOTAL AVERAGE RATINGS GIVEN WORKSHOP GROUPS ACCORDING TO PLACES OF RESIDENCE AND TOTALS

Workshop Group	Residence Category					
	Total (N=105)	Rural (N=68)	Small	Urban	Suburban	Not
			Town (N=20)	(N=8)	(N=7)	Indicated (N=2)
Average Rating*						
Community Development (N=22)	4.25	4.31	4.38	3.69	3.63	0.00
Teens (N=27)	4.21	3.70	3.73	4.19	0.00	4.25
Resources (N=13) ^{ab}	4.16	4.12	3.63	4.00	4.50	5.00
Citizenship (N=33)	3.79	3.61	4.08	3.86	4.31	0.00
Not Indicated (N=10) ^a	3.59	3.95	3.35	3.38	0.00	0.00
Total Average	4.01	4.01	3.89	3.85	4.20	4.43

*On a 5 point scale, 1.00-1.49 was "considerably below average"; 1.50 to 2.49 was "below average"; 2.50 to 3.49 was "average"; 3.50 to 4.49 was "above average"; and 4.50 to 5.00 was "considerably above average."

^aGroups fell in different rating categories.

^bGroups fell in different rating categories even when "not indicated" was deleted.

Not Indicated, 5.00). Of course only one leader was in the Not Indicated residence category.

Again, as noted earlier in Table XIII, the Not Indicated workshop category deviated most sharply from the norm with two residence groups giving only "average" ratings, (i.e., Small Town, 3.35, and Urban 3.38).

Regarding Workshop Group and Number of Years of 4-H Leadership Experience

Table XV shows the number of years of leadership experience by the rating given the workshop group selected.

Community Development and Teens both received average ratings of above 4.00 for all levels of 4-H leadership experience. The Community Development workshop was rated "considerably above average," 4.50, by those leaders with 11-20 years of experience, while all others rated it only "above average." Those with over 20 years of experience gave "above average" ratings, 4.13, to both the Community Development and the Teens workshops.

Resources received a "considerably above average" rating, 4.77, from leaders with 5 years of 4-H leadership experience and under.

Excluding the Not Indicated workshop category, it is in the Citizenship workshop that one encounters an only "average" rating, given by those leaders with 11-20 years of experience, 3.17. There was considerable variance in this experience group. This can be seen by the wide fluctuation in rating scores. A rating of only "average" also was given to the Not Indicated workshop group, 3.44. Resources, 3.62, and Teens, 4.29, both scored "above average" in ratings, while a "considerably above average" rating was given to the Community Development workshop, 4.50, by those with 11-20 years experience as a 4-H leader.

TABLE XV

AVERAGE PARTICIPANT RATINGS AND TOTAL AVERAGE RATINGS GIVEN
WORKSHOP GROUPS ACCORDING TO NUMBERS OF YEARS
EXPERIENCE AS A 4-H LEADER AND TOTALS

Workshop Group	Years Experience Category					Not Indicated (N=1)
	Total (N=105)	5 Years & Under (N=47)	6-10 (N=28)	11-20 (N=22)	Over 20 Years (N=7)	
	Average Rating*					
Community Development (N=22) ^b	4.25	4.35	4.17	4.50	4.13	0.00
Teens (N=27)	4.21	4.07	4.15	4.29	4.13	0.00
Resources (N=13)	4.16	4.77	4.46	3.62	0.00	4.14
Citizenship (N=33) ^b	3.79	3.89	4.05	3.17	4.19	0.00
Not Indicated (N=10) ^b	3.59	3.35	3.50	3.44	4.88	0.00
Total Average	4.01	4.05	4.12	3.75	4.24	4.14

*On a 5 point scale, 1.00-1.49 was "considerably below average"; 1.50-2.49 was "below average"; 2.50-3.49 was "average"; 3.50-4.49 was "above average"; and 4.50-5.00 was "considerably above average."

^aGroups fell in different rating categories.

^bGroups fell in different rating categories even when "not indicated" was deleted.

The Not Indicated workshop group also shows much fluctuation; a score of only "average" was given by those with 5 years of experience or under and also those with 11-20 years of experience, 3.44, while an "above average" score was given by the leaders with 6-10 years of experience, 3.50, and a "considerably above average" score given by those with over 20 years of leadership experience from some workshop not specified.

D. PARTICIPANT GOAL ACCOMPLISHMENT RATINGS

Regarding Participant Goal Ratings Versus Age

By referring to Table XVI, the individual participant goal accomplishment items and the effects of age on ratings given to each item may be seen. It is interesting to note that participants feel all seven goals were met to an "above average" level, the range running from 4.46 on Item #1, Degree to which this Forum showed the participant the city of Washington and helped him/her to examine their American Heritage, to 3.50 on Item #7, Degree to which this Forum was able to increase the leader's knowledge about 4-H and 4-H related programs. Other items, in descending order of participant ratings were, Item #2, Degree to which the leader was able to gain ideas from other leaders, 4.15; Item #3, Degree to which leader was able to share 4-H ideas and experiences with others, 4.08; Item #4, Degree to which the Forum helped the leader to improve communication skills with other leaders, 4.06; Item #5, Degree to which the Forum provided the leader with new approaches to leadership development, 4.01; and Item #6, Degree to which this Forum helped the leader to improve communications skills with 4-Hers, 3.87.

Overall, younger participants did tend to have slightly higher

TABLE XVI

AVERAGE PARTICIPANT RATINGS AND TOTAL AVERAGE RATINGS
GIVEN THE LEADER FORUM PARTICIPANT GOAL ACCOMPLISHMENT
ITEMS BY AGE GROUPS AND TOTALS

Participant Goal Accomplishment Item	Age Category			
	Total (N=105)	35 Yrs. & Under (N=23)	36-50 Yrs. (N=49)	Over 50 Yrs. (N=33)
	Average Rating*			
1. Degree to which Forum gave chance to see Washington, D.C., and examine American Heritage. ^a	4.46	4.61	4.49	4.31
2. Degree to which Leader was able to gain ideas from others	4.15	4.23	4.13	4.12
3. Degree to which Leader was able to share 4-H ideas and experiences with others	4.08	4.26	4.04	4.00
4. Degree Forum helped Leader to improve communication skills with other leaders	4.06	4.09	4.17	3.55
5. Degree with which Forum provided the Leader with new approaches to leadership development.	4.01	4.30	3.88	4.00
6. Degree this Forum helped Leader to improve communication skills with 4-Hers.	3.87	4.18	3.82	3.73

TABLE XVI (Continued)

Participant Goal Accomplishment Item	Age Category			
	Total (N=105)	35 Yrs. & Under (N=23)	36-50 Yrs. (N=49)	Over 50 Yrs. (N=33)
. Average Rating				
7. Degree this Forum taught Leader about 4-H work. ^a	3.50	3.55	3.30	3.70
Total Average	4.01	4.17	3.97	3.92

*On a 5 point scale, 1.00-1.49 was "considerably below average"; 1.50-2.49 was "below average"; 2.50-3.49 was "average"; 3.50-4.49 was "above average"; and 4.50-5.00 was "considerably above average."

^aGroups fell in different rating categories.

average ratings for the seven items than older ones (i.e., 4.17, 3.97, 3.92 respectively).

Regarding Participant Goal Ratings and Place of Residence

When one considers the place of residence in relationship to the response items by ratings, some differences can be detected from one residence group to another (see Table XVII). On the average, when those not indicating place of residence are excluded and others compared, Urban respondents gave the highest overall rating, while Suburban participants had the low, 3.85. All groups averaged in the "above average" rating level. The Not Indicated place of residence category accounted for differences on all items. Other differences in rating categories were noted on Items #1, with a "considerably above average" rating by Suburban participants and "above average" for other indicated; #3, with "considerably above average" ratings by Suburban and "above average" by others who indicated place of residence; and #7, with "above average" ratings for Rural and Suburban and "average" for Small Town and Urban. All other ratings (i.e., excepting "Not Indicated") were in the "above average" class.

Regarding Participant Goal Accomplishment Items and Number of Years of

4-H Leadership Experience

The relation of number of years of 4-H leadership experience and goal accomplishment ratings of the seven goal-related response items is presented in Table XVIII. On the average, when those Not Indicating years of leader experience are excluded and others compared, those with more than 20 years of experience gave the highest overall ratings, 4.24, while those with 11-20 years experience had the lowest, 3.75. All groups aver-

TABLE XVII

AVERAGE PARTICIPANT RATINGS AND TOTAL AVERAGE RATINGS GIVEN
THE LEADER FORUM PARTICIPANT GOAL ACCOMPLISHMENT ITEMS
BY PLACES OF RESIDENCE AND TOTALS

Participant Goal Accomplishment Item	Residence Category					
	Total	Rural	Small	Urban	Sub-	Not
	(N=105)	(N=68)	Town (N=20)	(N=8)	Urban (N=7)	Indicated (N=2)
	Average Rating*					
1. Degree to which Forum gave a chance to see Washington, D.C., and examine American Heritage. ^{ab}	4.46	4.45	4.45	4.38	4.71	4.50
2. Degree to which Leader was able to gain 4-H ideas from others. ^a	4.15	4.15	4.00	4.00	3.86	5.00
3. Degree to which Forum helped Leader to improve communication skills with Leaders. ^{ab}	4.05	4.08	3.85	3.88	4.71	4.50
4. Degree to which Leader was able to share 4-H ideas and experiences with others. ^a	4.06	4.02	4.00	3.57	4.43	4.50
5. Degree to which Forum provided the Leader with new approaches to leadership development. ^a	4.01	4.04	3.70	4.13	4.14	5.00
6. Degree to which Forum helped leader to improve communication skills with 4-Hers.	3.87	3.82	3.84	3.86	3.71	4.50

TABLE XVII (Continued)

Participant Goal Accomplishment Item	Residence Category					
	Total (N=105)	Rural (N=68)	Small	Urban	Sub-	Not
			Town (N=20)	(N=8)	Urban (N=7)	Indicated (N=2)
	Average Rating					
7. Degree to which this Forum taught the Leader about 4-H work. ^{ab}	3.50	3.52	3.40	3.13	3.86	3.00
Total Average	4.01	4.01	3.89	4.20	3.85	4.43

*On a 5 point scale, 1.00-1.49 was "considerably below average"; 1.50-2.49 was "below average"; 2.50-3.49 was "average"; 3.50-4.49 was "above average"; and 4.50-5.00 was "considerably above average."

^aGroups fell in different rating categories.

^bGroups fell in different rating categories even when "not indicated" was deleted.

TABLE XVIII

AVERAGE PARTICIPANT RATINGS AND TOTAL AVERAGE RATINGS GIVEN
LEADER FORUM PARTICIPANT GOAL ACCOMPLISHMENT ITEMS
BY NUMBERS OF YEARS AS A 4-H LEADER AND TOTALS

Participant Goal Accomplishment Item	Years Leader Experience Category					
	Total (N=105)	5 and Less (N=47)	6-10 (N=28)	11-20 (N=22)	More Than 20 (N=7)	Not Indicated (N=1)
. Average Rating*						
1. Degree to which Forum gave a chance to see Washington, D.C., and examine Amer- ican Heritage. ^{ab}	4.46	4.37	4.68	4.41	4.43	5.00
2. Degree to which leader gained 4-H ideas from other leaders. ^a	4.15	4.16	4.18	3.91	4.43	5.00
3. Degree to which Leader was able to share 4-H ideas and experiences with other leaders. ^a	4.08	4.11	4.15	3.82	4.29	5.00
4. Degree to which Forum helped Leader to improve commun- ications skills with other leaders. ^a	4.06	3.98	4.30	3.77	4.43	5.00
5. Degree to which Forum provided the Leader with new approaches to lead- ership development. ^{ab}	4.01	4.04	4.07	3.68	4.57	4.00

TABLE XVIII (Continued)

Participant Goal Accomplishment Item	Years Leader Experience Category					
	Total (N=105)	5 and Less (N=47)	6-10 (N=28)	11-20 (N=22)	More Than 20 (N=7)	Not Indicated (N=1)
. Average Rating						
6. Degree to which Forum helped Leader to improve communi- cation skills with 4-Hers. ^a	3.87	3.96	4.00	3.59	3.83	3.00
7. Degree to which Forum taught the Leader about 4-H work. ^{ab}	3.50	3.72	3.44	3.09	3.71	2.00
Total Average	4.01	4.05	4.12	3.75	4.24	4.14

*In a 5 point scale, 1.00-1.49 was "considerably below average"; 1.50-2.49 was "below average"; 2.50-3.49 was "average"; 3.50-4.49 was "above average"; and 4.50-5.00 was "considerably above average."

^aGroups fell in different rating categories.

^bGroups fell in different rating categories even when "not indicated" was deleted.

aged in the "above average" rating level. The Not Indicated group accounted for differences on all items. Other differences in rating categories were noted on Items #1, with a "considerably above average" rating for those with 6-11 years experience, and "above average" for others indicated; and #7, with "above average" ratings for those with 5 years experience or less and for those with more than 20 years, and "average" for those with 6-10 years and for those with 11-20 years. One individual Not Indicating years of experience rated Item #7 "below average."

Regarding Participant Goal Accomplishment Items and Workshop Choices

Table XIX shows participant goal ratings in terms of workshop participation. On the average when those Not Indicating workshop group categories are excluded and others compared, Community Development, 4.25, was the highest overall rating, while Citizenship participants had the lowest total, 3.79. All groups averaged in the "above average" rating category. The Not Indicated workshop group accounted for differences on all items excepting Items #1, 2, 3, 6, and 8. The new evaluation response item, Item #8, Degree to which workshop met participant's expectations, averaged, 4.05, "above average," ranging from 4.50, "considerably above average," for Community Development to 3.47, "average," for Citizenship. Other differences in ratings were noted on Items #1, with a "considerably above average" rating for Community Development and "above average" for all others; #3, with a "considerably above average" rating for Teens and "above average" for all others; #5, with a "considerably above average" rating for Community Development and "above average" for others, excepting Not Indicated, which dropped to only "average;" #7, with "above average" for Teens, Community Development, and Resources, and "average"

TABLE XIX

AVERAGE PARTICIPANT RATINGS AND TOTAL AVERAGE RATINGS GIVEN
LEADER FORUM PARTICIPANT GOAL ACCOMPLISHMENT ITEMS
BY FORUM WORKSHOP GROUPS AND TOTALS

Participant Goal Accomplishment Item	Workshop Group					
	Total (N=105)	Citiz- enship (N=33)	Teens (N=27)	Commun- ity Develop- ment (N=22)	Resources (N=13)	Not Indicated (N=10)
. Average Rating*						
1. Degree to which Forum gave a chance to see Washington, D.C., and to examine American Heritage. ^b	4.46	4.45	4.48	4.73	4.42	3.90
2. Degree to which Leader gained 4-H ideas from other leaders.	4.15	4.03	4.11	4.41	4.42	3.60
3. Degree to which Forum provided the Leader to share 4-H ideas & experiences with other Leaders. ^b	4.08	3.97	4.90	4.23	4.08	3.80
4. Degree to which Forum helped Leader to improve communication skills with other Leaders. ^a	4.06	4.06	4.35	4.14	4.08	3.10
5. Degree to which Forum provided the Leader with new approaches to leadership development. ^{ab}	4.01	3.70	4.04	4.55	4.38	3.30

TABLE XIX (Continued)

Participant Goal Accomplishment Item	Workshop Group					
	Total (N=105)	Citiz- enship (N=33)	Teens (N=27)	Commun- ity Develop- ment (N=22)	Resources (N=13)	Indicated (N=10)
	Average Rating*					
6. Degree to which Forum helped Leader to improve communication skills with 4-Hers.	3.87	3.50	4.33	3.76	3.92	3.90
7. Degree to which Forum taught Leader about 4-H work. ^{ab}	3.53	3.16	3.56	3.71	3.69	3.40
8. Degree to which workshop met participants' expectations. ^b	4.05	3.47	3.93	4.50	4.31	3.75
Total Average	4.03	3.79	4.21	4.25	4.16	3.59

*On a 5 point scale, 1.00-1.49 was "considerably below average"; 1.50-2.49 was "below average"; 2.50-3.49 was "average"; 3.50-4.49 was "above average"; 4.50-5.00 was "considerably above average."

^aGroups fell in different rating categories.

^bGroups fell in different rating categories even when "not indicated" was deleted.

for Citizenship and Not Indicated.

E. OBSERVATIONS

The following are general observations made during the week of October 27-November 1, 1975, regarding some general aspects of the Leader Forum that were not covered by the questionnaire.

Regarding Group Arrivals

One state group arrived later than the scheduled time, thus posing the problem of whether or not to start the program on time and let that group miss the opening.

Due to the late arrival, an additional problem also arose of not having time for a short meeting between the Forum coordinator and the missing state's leader. The major reason for each such conference was to insure that the group and the Center staff had the same objectives for the Leader Forum. If goals differed, last minute adjustments could have been made before the Leader Forum programs were handed out and general announcements made. The pre-Forum conference also was to be a time for the program coordinator to get to know the state leaders and to establish a working rapport with them.

Regarding Monday Night

The keynote address was well received. A few objections were made regarding mention of an Eastern philosophy. A few people also expressed their desire to see Washington that first night, rather than waiting until Tuesday evening as actually scheduled.

The four workshops were introduced and people seemed pleased with

the variety of choices offered. Some comments indicated that the introductions might have been a little more comprehensive.

Regarding Workshops

People were generally pleased with the new format of four workshop options. The workshop field trips on Thursday afternoon were particularly well received, especially the Citizenship workshop's trip to the State Department to hear the Great Seal Lecture. However, a few people did remark that they felt they had been in class too much and possibly lacked the time to see the city that they might have desired.

Regarding Idea Sharing

Advance notice had been given to each state prior to the Forum that opportunities would be provided for leaders to share ideas and workable projects, as well as information on their home states and their own favorite approaches to 4-H in general. In some instances, this was not understood or was not passed on to the individual leaders attending. Several leaders were heard to comment that they wished they had brought certain slides, pictures, or other visuals to help them in their sharing of ideas. However, idea sharing was a reportedly enjoyable portion of the Forum.

Regarding Tuesday Night

Overall comments regarding reactions to the night view of Washington were good. Most leaders enjoyed the planned, indepth look at Washington, D.C. Emphasis on historical facts and anecdotes appeared to be preferred, rather than recitals of places and dates. Perhaps because of this, presentations of less experienced field trip interpreters were not

as well received as those of the more experienced.

Regarding Transportation

States with their own chartered buses or who had the Center charter local buses had relatively few transportation problems. Problems did arise with state groups from states nearer to Washington who chose to travel in cars and, thus, save on expenses.

Because of lack of manpower, space and for other reasons, individual field trip interpreters could not be provided for each car. However, individuals traveling in cars were given the options of riding on a chartered bus with participants from another state, following the scheduled night view routes or just looking on their own without interpretation or taking part in the planned program that evening at all.

Another problem for the private car travelers was parking, especially on the trip to Capitol Hill. Parking in downtown Washington is known to be very limited and tends to be distant and inconvenient.

People with cars did have an advantage in that they could easily leave the Center to do necessary shopping, or to go out for entertainment after the planned programs were completed each evening.

Regarding the White House

Many states failed to realize that for many of their leaders a visit to the White House was one of the intended purposes for attending the Forum. Interestingly enough, this desire to visit the White House varied from group to group.

Ideally, states could have viewed the Presidential Mansion on Wednesday morning or on Saturday before they left for home.

Many state groups did not allow for such time and some participants were disappointed that they could not view the home of the President. Consequently, a number of leaders had to make the decision to miss a portion of the planned program if they wished to view the White House.

It must be noted again that not all people wanted to see the Presidential Mansion. It took, on the average, two to three hours to secure a ticket and take the tour. For these reasons, the Center staff chose not to schedule a White House tour as part of the Leader Forum Program.

Regarding Friday

Friday morning consisted of workshop completion and several leaders voiced the opinion that the time could have been better spent in sightseeing or resting. Much the same was true of some reactions to Friday afternoon's program when a session was planned to help leaders organize what they had gained during the week into a plan for putting the new knowledge to work back home. Those who did attend Friday afternoon, generally made positive remarks about the value of the session, but apparently the timing was wrong for many. Several people preferred to stay in their rooms and pack. Others left to do more sightseeing or to shop in the area.

Friday evening consisted of a banquet that was planned by the leaders and was followed by a "Shindig." The banquet received very favorable remarks. The planners of the "Shindig" expressed wishes that they had known of their responsibilities in advance so they could have been better prepared. On the whole, participants felt the "Shindig" planners did a commendable job of improvising, and the evening was considered a success.

General

Overall comments to the Forum planners were positive. Leaders enjoyed the workshops and the sightseeing that was done. The leaders who seemed to feel best about their field trip experiences were the ones whose states had chosen to arrive a day earlier so additional time could be available for viewing things in the Washington area. In the past, more time had been allocated to viewing the city and surrounding areas, but with the new format this had been changed. Participants from some of the states were not aware of the change and a few people were disappointed. However, the majority seemed to be well pleased with the new format.

CHAPTER V

SUMMARY AND IMPLICATIONS

A. SUMMARY

With more than five million young Americans involved in the 4-H program in 1975 (1:1), it is important that enough adults be trained to work with these primarily leader-led, 4-H youth. One source of adult help consists of professional 4-H agents and the other source is volunteer leaders.

By recruiting volunteer leaders, Extension also accepts the responsibility of training them to better fulfill their new roles.

One method of training is a National 4-H Leader Forum held at the National 4-H Center in Washington, D.C. The first of such Forums was conducted in 1960 and they have continued through today. Several Forums are held each year.

The purposes of this study were to evaluate the October 27-November 1, 1975, Forum in terms of seven participant selected goals, including:

1. Degree to which Forum gave leader a chance to see Washington, D. C., and to examine their American Heritage.
2. Degree to which leader gained 4-H ideas from other leaders.
3. Degree to which Forum provided the leader the chance to share 4-H ideas and experiences with other leaders.
4. Degree to which Forum helped leader to improve communication skills with other leaders.
5. Degree to which Forum provided the leader with new approaches to leadership development.
6. Degree to which Forum helped leader to improve communication

skills with 4-Hers.

7. Degree to which Forum taught leader about 4-H work.

8. Degree to which workshops met participants' expectations.

Also, it was purposed to characterize participants attending the Leader Forum and to make suggestions for improvement of future Forums.

In reviewing the literature concerning leader training at the National 4-H Center, it was discovered that only one prior definitive study had been done, namely the Dvorak study of a Forum held in 1972. Dvorak recommended that a relatively short and simple evaluation form be developed for use, and that leader goals be considered when developing the evaluation form.

In the present study, the 135 participants were asked to place their personal goals for the Leader Forum on 3 inch by 5 inch cards on the first night of the Forum.

The goals were tabulated and the seven most frequently given ones were combined with the generally held goals of the Forum planners and used in a questionnaire that was given out and completed the final evening during the banquet. The questionnaire also collected personal data concerning age, place of residence, and number of years of 4-H leadership experience of each participant. One hundred and five useable questionnaires were returned.

The degree of attainment of each of the seven goals was scored by each participant on a scale from 1, relatively low, to 5, relatively high. These rating scores were summed and averaged and arbitrarily assigned values. Ratings 1.00 through 1.49 were considered "considerably below average," those 1.50 through 2.49 were "below average," those 2.50 through 3.49 were "average," those 3.50 through 4.49 were "above average," and

those 4.50 through 5.00 were "considerably above average." The data were then tabulated and interpreted.

Major Findings of the Study

Characteristics of respondents. Nearly one-half of the Forum participants, 47 percent, were 36 to 50 years old, with the overall average age being 46 years. More people lived in Rural areas, 60 percent, and Small Towns, 19 percent, than in other residence categories and fewer lived in Suburban, 6 percent, and Urban, 8 percent, areas.

Leaders with 5 or less years of leadership experience comprised the largest percent, 45, for the total, but the average number of years of leadership experience for all participants was 8.4 years. Older leaders, in general, tended to have more years of leadership experience than younger participants, but this could have been expected (e.g., 3.7 average years leadership experience for participants aged 35 years or less, compared to 13.2 average years experience for people over 50 years of age).

It was most interesting to note that the Urban leaders participating had the highest average years of 4-H leadership experience, 11.4 years, of any group, while Suburban leaders had the lowest, 4.7 years. Rural leaders averaged 8.4 years and Small Town, 6.8 years.

Workshops and respondent characteristics. Thirty-three of the 105 participants chose the Citizenship workshop, 27 chose Teens, 22 selected Community Development, and 13 were in the Resources workshop. Ten did not indicate their workshop choice.

The 36 to 50 years of age category made up the largest percent for all the workshop groups excepting Resources, where more than one-half, 54 percent, were over 50 years of age.

The range in average ages for participants in the different workshops who indicated ages was from 44 years for those in Citizenship to 51 years for Resources participants.

Rural, Small Town, and Suburban participants sent the largest percents of their groups, 31, 30, and 57 respectively, to the Citizenship workshop, while the Urban category had its lowest percent of participants, 12.5, indicated in that workshop. Urban and Suburban, both, had about one-fourth of their groups in Resources, while it was represented by the fewest for both Small Town, 5 percent, and Rural, 12 percent, participants.

Due to the relatively large number of Rural participants, this group made up the largest percent of participants indicated in all four workshop categories. Small Town participants had the second largest participation in all workshop categories excepting Resources, while Urban and Suburban participants made it their second choice.

The highest percent of participants, 31 percent, was in the Citizenship workshop and the lowest, 12 percent, was in Resources. Regarding years of experience as a 4-H leader and workshop groups, majorities and highest percents of those in all groups, excepting Resources, reported being leaders for less than 11 years, the average being about 8 years. Those in Citizenship reported the lowest average number of years of 4-H leader experience with 7.7 years and those in Resources reporting the highest average with 9.7 years.

Workshop ratings. In terms of average participant ratings, Community Development emerged as the workshop with the highest ratings, followed by Teens, Resources, and Citizenship, in that order, all being rated "above average." Younger leaders rated Resources and Citizenship work-

shops in higher rating categories than older leaders, on the average, though even the lowest rating was "average."

Of those indicating, Suburban leaders rated their workshops the highest and Urban, the lowest, though all rated them "above average" in value. Leaders having different amount of 4-H leader experience rated Community Development, Resources and Citizenship, of those indicated and in order, in different rating groups with no apparent trend.

Participant goal accomplishment ratings. Of the seven, the leader goal that was felt to have been met to the highest degree by all participants was Item #1, Degree to which this Forum gave the leader a chance to see Washington, D.C., and examine their American Heritage.

The leader goal that was felt to have been met to the lowest degree by all the participants was Item #7, Degree to which this Forum taught the Leader about 4-H Club work.

Younger leaders tended to rate goal accomplishment on the seven goal-related items higher than older leaders. An exception was found on Item #7 where the reverse was true. Overall, Suburban leaders gave all goals higher average accomplishment ratings than did the leaders in the other residence categories and the Urban leaders gave the lowest, though all average ratings were "above average" for accomplishment. Participants agreed that the degree to which the Forum taught the Leader about 4-H work was the weakest goal area.

On the average, the more experienced leaders (i.e., over 20 years of experience) rated all the response items higher than those in other experience categories and those leaders with 11-20 years of experience rated them the lowest. All goals, excepting Item #7, were rated at least "above average" by all groups. Two groups indicated #7 as average.

Leaders were asked to evaluate the degree to which the workshop they attended met their expectations in general, Item #8. Those attending Community Development rated it highest, "considerably above average," while those in Resources and Teens gave "above average" ratings and those in Citizenship gave only an "average" rating to their workshop.

Observations. One group arrived late, upsetting the Forum schedule and not allowing time for an important pre-Forum conference between the Forum coordinator and the state coordinator.

Monday night was, on the whole, considered a success. A more comprehensive statement of purposes and goals in the future for each workshop was recommended by the leaders.

The new workshop format received favorable comments, as did the inclusion of opportunity for more idea sharing in the program. The wish was expressed that leaders be informed, in advance, that they could bring slide, project materials, etc., to share.

The view of Washington by night was very popular. The people who traveled in private cars were not as pleased as those on buses, because they lacked field trip interpreters. All in all, the field trip interpreters were felt to have greatly enhanced the night's experience.

Persons traveling in private cars did have some advantages in mobility, but found parking to be a problem in the downtown area.

The White House was felt to be a must by some participants, while being seen as not too appealing to others. This difference in interest, coupled with the long wait to get in (i.e., from 2 to 3 hours), made the visit to the White House difficult to schedule.

Some participants felt the Friday program needed to be reorganized.

People apparently lacked interest and enthusiasm for finishing up workshops and preferred to make "Take Home" plans in the morning and be released in the afternoon. Friday night, planned by the leaders, was favorably commented on, especially the banquet portion. However, the problem of not having had enough advance notice arose with those responsible for the "Shindig." Many wished they had brought books and records from home, or had had a chance to work on recreation ideas before coming.

Overall comments were favorable. Leaders who appeared to be happier, seemingly, were those who had an extra day of sightseeing to compensate for the change (i.e., deletion of some sightseeing) in the program's format from prior ones. This, of course, excluded those from nearby states.

B. IMPLICATIONS AND SUGGESTIONS

Based on the findings of this study and the researcher's own involvement in the Leader Forum studied, it is clear that the Forum was successful. However, the following implications and suggestions may be made:

1. Since it was found that Item #7, Degree to which this Leader Forum taught the leader about 4-H club work, was one of the weakest areas of the Leader Forum studied, it is suggested that the different relationships within 4-H work at the National level be stressed, emphasizing the supportive roles of ES-USDA, the National 4-H Club Foundation, and the National Service Committee. Perhaps a small part of the morning program each day could be devoted to the role of each of the above-mentioned supporters.

2. Item #6, Degree to which this Forum helped the leaders improve their communication skills with 4-H'ers, also was rated relatively low.

This failing might, in actuality, not exist since many leaders remarked that they would have to return home and try out their new skills before they could make a true evaluation on this item. A thorough follow-up study should have been conducted in order to get a truer evaluation on this item. If it were shown that communication skills had been a weakness of the Forum, then it might be suggested that communication skills with 4-Hers could be stressed more during future Forum individual workshops, or that special night programs on communication skills might be provided.

3. Lack of advance information to the individual participants proved to be somewhat of a problem. The 1975 Forum involved a new format, but participants from some states assumed that there had been no change and had only hurriedly skimmed their advance information sheets. This resulted in some lack of preparation and a few misconceptions.

Hopefully, by now, the states realize that there is a new format and that there are new and different things that the leaders attending will need to know and consider in advance. This also should have been expedited by the return of participating leaders who relayed the message to future participants. During the Forum tested, a Leader Forum Information Booklet was being revised and with the availability of this booklet the problem should decrease.

There did seem to be a gap in the communication chain between the State Offices and the individual leaders. Since the Foundation is obliged to deal with the State Offices on many items, this problem may take some time to resolve, though the booklet should improve the communication situation.

4. The "Take Home" plan was not very effective in the form tested.

The plan is something concrete that leaders can take home for direction. The plan's potential utility should be stressed early. Some specific suggestions are listed below.

- a. Introduce the plan the first night of the Forum. Present it as a very useful part of the Forum that will enable the leader to do a better job on his/her return home. Give the participants a copy to work with and explain that the Friday morning session will involve completion of the plans.
- b. Refer to the plan daily, asking for progress report and questions, but being careful not to stress it too much.
- c. On Friday morning hand out the new "Take Home" plan forms and let the participants work on them in small groups, allowing the completion of the plan to become a learning exercise within itself.
- d. Have the participants hand in the completed plans and make copies of them. Suggest one copy for the Foundation and one for the state coordinator perhaps to be sent to the participant or area agents returning the original to the participants.
- e. Ask each participant to send the Foundation or their State Office a progress report after six months and after one year.

5. Participants felt the Friday program was poorly scheduled. By the time Friday arrived, many leaders appeared ready to consider going home, sightseeing, or other alternatives and were not favorably inclined toward beginning new workshop experiences. With this in mind, perhaps the Friday morning programs could be devoted to completion of "Take Home" plans and a general session to summarize and synthesize the formal part of the Forum. The participants could then have an early lunch and be free

for afternoon shopping, sightseeing, resting and visiting. If several leaders or state groups expressed a desire for further learning experiences, a "mini" workshop could be held on the last afternoon. Other possibilities might include a learning center staffed by volunteers so leaders could browse at will, free access to a resource library, and conferences scheduled with resource people.

6. Based on study findings, it is suggested that consideration be given to more nearly structure the Citizenship workshop to meet the stated expectations of participants. Though that workshop received an "average" rating, leaders apparently expected more concrete ideas for Citizenship projects to work on back home. If it is desired to continue to have an "International Flavor," this might be included in the preview of the Citizenship workshop given on the first evening.

7. As a general evaluative tool for a Leader Forum, within its limitations, the questionnaire used appeared to be reasonably adequate. However, as an evaluative tool for a research study, the form used left something to be desired. As pointed out earlier, the form was not extensive enough to generally evaluate the total Forum. It did evaluate selected parts of the Forum in a predetermined way. Identification of participants' states might be helpful since variation could be anticipated to some degree.

The limits of the rather loose rating scale used needed to be better defined. Degrees of positiveness or negativeness could only be estimated.

Also, one part of the questionnaire, the "comments" section, provided data not used in this study. The comments could be classified and interpreted to shed additional light on specific study findings from the present or future investigations of Leader Forums.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

PROGRAM--FIRST LEADER FORUM

INTERSTATE VOLUNTEER 4-H LEADER FORUM, MAY 17-20, 1960

Hampden County, Massachusetts 4-H Leaders

NATIONAL 4-H CLUB CENTER

P R O G R A M

<u>Tuesday-May 17</u>	Arrive at 4-H Center (late afternoon)	
6:30	Dinner	
8:00	Welcome and History of 4-H Center	Stanley R. Meinen Ass't to the Executive Director National 4-H Club Foundation
	Greetings	Mylo Downey, Associate Director 4-H Club and YMW Division, Federal Extension Service
	Plans for the Week	Joe McAuliffe, Program Leader Leadership Development 4-H Club and YMW Programs Federal Extension Service
<u>Wednesday-May 18</u>		
7:30 a.m.	Breakfast	
8:30	Assembly--Hoefer Lounge, Warren Hall "Under- standing Young People"	Dr. Glenn C. Dildine, Consultant Human Development-Human Relations National 4-H Club Foundation
10:00-10:15	Break	
10:15-11:30	"Understanding Young People" (Cont'd)	
12:00 Noon	Lunch	
1:00 p.m.	Depart for Washington, D.C. by bus	

- 1:30-5:00 Tour of Capitol (Visit Congressmen and Senators if possible), Supreme Court, Library of Congress, Washington Monument, etc.
- 6:30 Dinner at 4-H Center
- 7:30-9:30 "Our International 4-H Interests" Warren E. Schmidt, Coordinator
International Farm Youth Exchange
National 4-H Club Foundation

Thursday-May 19

- 8:30 a.m. "Planning Local Club Programs"
Dr. Mary Frances Lyle
Program Leader, 4-H & YMW
- 10:00-10:15 Break
- 10:15-11:30 "Planning Local Club Programs" (Cont'd)
- 12:00 Noon Lunch
- 1:00 p.m. Depart by bus for Washington, D.C.
- 1:30-5:00 Tour Was Museum, Jefferson and Lincoln Memorial, Tomb of Unknown Soldier, Arlington Cemetery, etc.
- 6:30 Dinner at the 4-H Center
- Night Out--Choice of Entertainment

Friday-May 20

- 7:30 a.m. Breakfast
- 8:30 "Teaching Methods for 4-H Clubs" Dr. Kenneth Warner, Proffessor
Extension Studies & Training
University of Maryland
- 9:45 Leave by bus for Washington, D.C.
- 10:15 Tour White House
- 10:45 Free time for Shopping, etc.
- 12:00 Noon Lunch in Washington
- 1:30 p.m. Trip to Mt. Vernon
- 7:00 Dinner at 4-H Center
- 8:00 "Citizenship in 4-H" Dr. Glenn C. Dildine
and

Dr. E. W. Aiton, Director
4-H Club & YMW Programs
Federal Extension Service

Recreation

Saturday-May 21

7:30 a.m.

Breakfast

Depart from Center



APPENDIX B

COOPERATIVE EXTENSION WORK
IN AGRICULTURE AND HOME ECONOMICS
STATE OF MASSACHUSETTS

May 25, 1960

Mr. Stanley Mienen
Assistant to the Director
National 4-H Foundation
7100 Connecticut Avenue
Washington 15, D. C.

Dear Stanley:

Our 4-H leaders were certainly most enthused about their recent visit to the National 4-H Center and the program which had been arranged for them. They were unanimous in agreeing that they would each like to return again next year on a similar venture. Below are listed a few of the suggestions which I would have for programs such as this which might be held in the future:

1. If there is to be any continuity in the total program for the week, there must be continuity in the staff which is presenting the information. For example, every speaker who followed Dr. Dildine, with the exception of Kenneth Warner, referred to something Dr. Dildine had said which Dr. Dildine had not said. However, there is a great deal of value in having the group have an opportunity to meet the many important people from the Federal Extension Service and National 4-H Foundation and other groups.
2. It would be advisable for the staff to get together just prior to the opening of the conference program with representatives from the leaders groups so that there would be a general understanding of any special conditions which should be known about the group attending and so that each of the staff members could share with the other material which he would cover.
3. I believe that a heterogenous group is preferable to one from which would come from one particular county. I think that there is a great deal of advantage in having several counties, and if possible, several states in attendance. However, it was brought out at this meeting this does complicate the problem of building group spirit and getting the group acquainted one with the other.

Mr. Stanley Mienen
Page 2
May 25, 1960

4. We did not use particularly good judgment the first afternoon in setting up our tour. We did too many things which required the group to be on their feet for too long a period. As you know we had several elderly ladies in the group who could not take a great deal of walking.

These would be the main comments which I would have regarding the program. We certainly thought it was a wonderful program and I am sure the group would like to have this type of a program available to leaders throughout the country.

Sincerely,

Marvin W. Boss
Assistant State 4-H Club Leader

MWB/t

APPENDIX C

NATIONAL 4-H CLUB FOUNDATION

7100 CONNECTICUT AVENUE

WASHINGTON 15, D.C.

Telephone Oliver 6-9000 Cable Address NATFOUR, Washington, D.C.

July 11, 1960

TO: All State 4-H Club Leaders

SUBJECT: Interstate Volunteer 4-H Leaders Forum

Dear Friends:

The first of these forums was held at the National 4-H Center, May 17-21, 1960. A group of volunteer leaders from Massachusetts and Connecticut participated. The response from the participants has been enthusiastic. A copy of their program is enclosed for your information.

This kind of experience is in line with the recommendations of the National 4-H Leadership Development Committee. It is not, however, intended as a replacement or substitute for work done with leaders in their own counties or states.

The National 4-H Club Foundation, in cooperation with Joe McAuliffe and other members of the FES 4-H Division staff, is now in a position to set up and conduct similar programs for any group of 25 or more adult volunteer 4-H leaders who wish to take advantage of this opportunity. Programs can be varied to meet the needs of the particular group and will be developed in cooperation with state 4-H staffs.

Present costs per participant will run from \$6.50 to \$7.50 per day for board, room, and registration fees, depending on the number of participants per room.

We look forward to the opportunity of working with you in this area.

Sincerely yours,

W. W. Eure
Associate Director

Encl.

APPENDIX D

May 27, 1960

Mr. Marvin W. Boss
Assistant State 4-H Club Leader
University of Massachusetts
Amherst, Massachusetts

Dear Marvin:

Thank you for your letter of May 25 with your very helpful suggestions in regard to the 4-H leaders meeting at the Center. We certainly enjoyed working with the group and appreciated the assistance you gave. I am certain the leaders got a "shot in the arm" and hope they will be able to serve with new enthusiasm for 4-H Club work. We have received a few very nice letters from the leaders thanking us for this opportunity.

Give my regards to your wife and take care of that young daughter. Incidentally, the stork finally arrived Wednesday evening and brought us a seven pound, six ounce baby girl. Mother and daughter are doing fine.

Sincerely,

Stanley R. Meinen
Assistant to the Executive Director

APPENDIX E

AN EVALUATION OF NATIONAL 4-H LEADER FORUM

Please read the instructions with each section carefully. Thank you.

PART I INSTRUCTIONS: Please check the appropriate blank.

1. Age: Under 35 36-50 over 50

2. Where you live:

 rural suburban

 small town urban

3. Number of years as a 4-H Leader:

 Less than 5 years 11 to 20 years

 6 to 10 years more than 20 years

PART II INSTRUCTIONS: For each item, circle the number that most clearly approximates your feelings (1 = low and 5 = high). If you would like to make comments or if you have any suggestions for improvements, please put them in the space provided.

1. The degree to which this Forum has given me a chance to see Washington and examine my American Heritage:

Low 1 2 3 4 5 High

Comments/Suggestions: _____

2. The degree to which this Leader Forum has provided me with new approaches to leadership development:

Low 1 2 3 4 5 High

Comments/Suggestions: _____

3. (a) The degree to which I was able to share my 4-H experience and ideas with others:

Low 1 2 3 4 5 High

Comments/Suggestions: _____

(b) The degree to which I was able to gain ideas from others.

Low 1 2 3 4 5 High

Comments/Suggestions: _____

4. The degree this Forum taught me about 4-H Club work.

Low 1 2 3 4 5 High

Comments/Suggestions: _____

5. (a) The degree to which this Forum has helped me improve my skills in communication with 4-H'ers.

Low 1 2 3 4 5 High

Comments/Suggestions: _____

(b) The degree to which this Forum has helped me improve my skills in communicating with other leaders.

Low 1 2 3 4 5 High

Comments/Suggestions: _____

6. (a) My workshop title was _____

(b) The degree to which my workshop met my expectations.

Low 1 2 3 4 5 High

Comments/Suggestions: _____

7. Additional comments/suggestions:

APPENDIX F

NATIONAL 4-H LEADER FORUMS PROGRAM

WELCOME TO YOUR NATIONAL 4-H CENTER

NATIONAL 4-H FOUNDATION
7100 Connecticut Avenue
Washington, D.C. 20015

phone: (301) 656-9000

This 4-H Leader Forum provides a unique opportunity for you to benefit from the resources at the National 4-H Center and our nation's capital.

Studying and living with others in this exciting atmosphere kindles a spirit and enthusiasm that communicates itself to youth and adults alike. You will participate in discussion groups and field trips to gain new insights into the principles of leadership and to seek answers to the practical problems and challenges you face in your work with youth.

An important part of the 4-H Leader Forum is getting to know leaders from your own and other states; exchanging ideas, problems and solutions to problems.

NATIONAL 4-H
LEADER FORUMS

Leader Forums are conducted in behalf of the Cooperative Extension Service by the National 4-H Foundation in cooperation with the Extension Service, USDA.

4-H OF THE FUTURE '76

This Leader Forum is designed to help you become more effective in working with 4-H young people.

- *Opportunities for 4-H leaders to examine their American heritage.
- *Explore new approaches for involving 4-H youth in community decision making.
- *Increase your understanding of program ideas for teen programs.
- *Increase your understanding of others and self.
- *Experience new approaches to leadership development
- *Develop your skill in identifying and securing resources for 4-H.

STATES ATTENDING
the

October 27-November 1, 1975

NATIONAL 4-H LEADER FORUM

Indiana
Kentucky
Nebraska
North Dakota
West Virginia

ROOM DIRECTORY

Leader Resources: E-1 & E-2

TV: Minnesota Room

Informal Recreation: Minnesota Room

PHOTOS: October 29 at 12 noon,
front of Smith Hall (Place order
with state coordinator).

State photo (8x10): \$2.50

Total group (panorama): \$3.00

MONDAY

- 3:00 Registration
- 4:00 Reception (E-1)
- 4:30 OPENING ASSEMBLY (E-2)
Kentucky delegation in charge.
- "Welcome to Your 4-H Center"
... Grant A. Shrum
- "The Week Ahead"
... Louise Kilpatrick
- "Getting Acquainted"
- Dinner with New Friends
(South Dining Room)
- 7:30 "Peoplemaking" (E-2)
... Dorothy Emerson
- 8:30 Overview of Workshops
- 8:45 State Meetings:
West Virginia... E-1
Nebraska... E-2
North Dakota... E-2
Indiana... E-1
Kentucky... Minnesota Room
- 9:30 Relaxation
(Minnesota Room)

TUESDAY

- 7:30 Breakfast (Banquet Committee meets with Martha Joe Freeman in South Dining Room)
- 8:30 Assembly (E-2)
West Virginia delegation in charge.
- 9-12 WORKSHOPS:
"Leadership for Citizenship"
E-2
- "Leadership for 4-H Community Development Programs" (Maryland Room)
- "Leadership for Teen Programs" (Iowa Room)
- "Leadership for Resource Development" (E-1)
- 12:00 Group Picture (Smith Hall Steps)
- Lunch
- 1-4 Continue Workshop Choice
- 4-5 State Meetings (same location as Monday night)
- 7:00 Sharing 4-H Problems & Ideas That Work (E-2)
- 8:00 Film: "City Out of Wilderness" (E-2)
- 8:30-
- 10:30 Evening View of Washington

WEDNESDAY

- 7:00 Breakfast
- 8:00 Government in Action
on Capitol Hill
- to . . . planned and
5:00 conducted by state
coordinators.
- 6:30 Dinner
- 8:00 More 4-H Sharing
(Room E-2)
- 9:00 Relaxation and Recreation
(Minnesota Room)

THURSDAY

- 7:15 Breakfast
- 8:00 Assembly (E-2)
Indiana delegation in charge.
- 9-12 Workshops
(same rooms as Tuesday)
- 12:00 Lunch
- 1-3 Continue Workshops
- 4-5 State Meetings
(same location as Monday
night)
- Evening in Washington
planned by state
coordinators.

FRIDAYFORUM STAFF

- 7:00 Breakfast
- 8:00 Assembly (E-2)
North Dakota delegation in charge.
- 9-12 Continuation of In-depth Workshops
- 1:00 ASSEMBLY (Ohio Room)
"Putting it Together"
Nebraska delegation in charge

Sharing Your Leader Forum Experience. . . Margo Tyler

Sharing Your Workshop Experience

Making Your Plans Work . . . Louise Kilpatrick
- 4:00 State Meetings (same location as Monday)
- 6:30 RECOGNITION BANQUET
(South Dining Room)
- 9-11 Old-Fashioned Shindig
(Ohio Room)

- Pat Brown, Staff Associate,
International Division,
National 4-H Foundation
- Gwen El Sawi, Citizenship
Coordinator, National 4-H
Foundation
- Dorothy Emerson, Consultant,
National 4-H Foundation
- Martha Joe Freeman, Program Asst.
National 4-H Foundation
- M. C. Howell, Extension Agent,
Monroe, North Carolina
- Louise Kilpatrick, Consultant,
National 4-H Foundation
- Marsha Midgley, Program Spec.,
National 4-H Foundation
- Dr. Lloyd Rutledge
Program, 4-H
Extension Service, USDA
Washington, D.C. 20250
- Kenneth Schmidt, Assoc. State
Leader, 4-H & YMW, University
of Nebraska
- Grant A. Shrum, Executive Director
National 4-H Foundation
- Patricia Stabler, 4-H Leader,
Montgomery County, Maryland

FORUM STAFF continued:

NOTES

Margo Tyler, Director,
Communications Division
National 4-H Foundation

Dr. Gene Whaples, Program
Leader, 4-H & Youth,
University of Maryland



APPENDIX G

LEADER FORUM TAKE HOME PLAN

1. What I want to do. (my objective)
2. Who I want to work with.
3. What I want these people to learn and/or do.
4. When will I do it?

I will have the following accomplished:

One month from now _____

3 to 6 months from now _____

6 to 8 months from now _____

8 to 12 months from now _____



VITA

Martha Joe Freeman was born in Trousdale County, Tennessee, on a 240 acre dairy farm, on June 14, 1950. She is the daughter of Martha Kerr Freeman and the late Gordon L. Freeman. She attended public school in Trousdale County where she was active in 4-H and other school activities. Upon graduation she attended the University of Tennessee at Knoxville, starting with a major in Agriculture. While at the University of Tennessee, she was involved in the Dairy Club and Student Government.

During the summer she was employed by the University of Tennessee to work in the Trousdale County Extension Office and the Clyde M. York 4-H Training Center. She was also employed by the Hartsville Recreation Corporation.

She graduated in 1972 with a degree in Secondary Education. Following graduation she was employed by Hartsville General Hospital, working later on a low income pilot project with 4-H Extension. In 1973 she returned to graduate school at the University of Tennessee, Knoxville. During part of the course of her graduate studies she was employed by the National 4-H Foundation in Washington, D.C., as a program assistant.

Presently she is a substitute teacher in the Trousdale County school system and planning to seek employment as a 4-H worker in Extension.