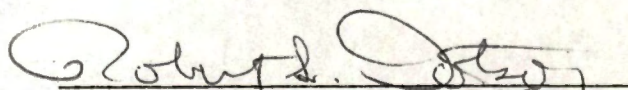
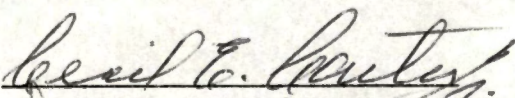
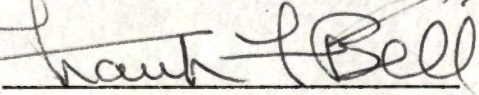
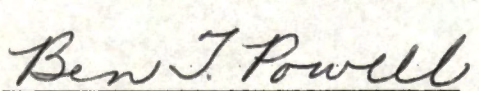


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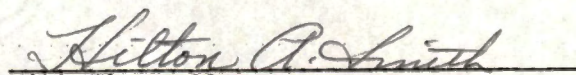
I am submitting herewith a thesis written by Charles W. Morgan entitled "An Evaluation of Selected Tennessee Extension 4-H Project Literature." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.


Dr. Robert Dotson, Major Professor

We have read this thesis and
recommend its acceptance:

Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

thesis
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AN EVALUATION OF SELECTED TENNESSEE EXTENSION
4-H PROJECT LITERATURE

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

Charles W. Morgan

August 1975

1265284

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to his graduate committee, Dr. Bob Dotson, Professor and Head, and Dr. Cecil E. Carter, Jr., Associate Professor, Agricultural Extension Education, Mr. Ben T. Powell, Associate Professor, State 4-H Club Department and Dr. Frank F. Bell, Professor, Plant and Soil Science Department for their encouragement, guidance, and assistance in writing this thesis.

Appreciation is expressed to the County Extension personnel, District Staff and State Subject Matter Specialists, for their cooperation in completing questionnaires for this study.

Appreciation is also expressed to personnel at the University of Tennessee Computer Center and the Library Research Center for their assistance and cooperation.

ABSTRACT

The purpose of this study was to evaluate existing Tennessee 4-H literature in terms of manual content, project unit division, record form utility and completeness, responsibility for manual development and handling of projects for which literature is not available. Suggested manual content and other criteria were also to be rated and ranked.

Data for this study were collected by the use of a questionnaire mailed to all professional county Extension personnel doing full time or part-time youth work in FY 1975.

The questionnaire was developed with the aid of a panel made up of the 4-H staff and a graduate committee. The questionnaire was sent to all 194 Agents. A total of 172, 89 percent, completed and returned them. The t-test and chi-square analyses were used.

Major study findings, among others, included the following:

1. Seventeen manual content criteria formulated for agent reaction were approved.
2. Agents with more than four Honor Club initiates and Home Economic majors tended to rate manual content criteria higher.
3. Agents rated literature for five of 43 projects and activities excellent, 16 Good, 17 Fair and five Poor on quality of content.

4. Agents with Agricultural majors and with more than four years of experience rated more projects Excellent.
5. Agents preferred the eight-unit system of Project and Activity literature division and development.
6. Agents with more than four Honor Club initiates, B.S. degrees, Home Economics majors, and less than four years of Extension experience rated the eight-unit system higher.
7. Agents preferred including records in each manual for projects with manuals for each year.
8. Agents with more than four Honor Club initiates and Home Economics majors rated having record forms available for each year included in the manual higher.
9. Agents tended to rate projects having more units available higher than others.
10. Agents with four or less Honor Club initiates, Master's degrees, Agriculture majors and more than four years of Extension experience tended to rate more projects higher.
11. Agents rated six projects Good, according to adequacy of record forms 28 Fair and nine Poor.
12. Master's degree agents, Agriculture majors and those with four or more years of Extension experience rated more record forms available for projects Good than others.
13. More agents felt that Specialists, Agents, Volunteer leaders and 4-H members should all be involved in 4-H literature development as a group.

14. Agents with more than four years of Extension experience and Master's degrees preferred Specialists and Agents be the ones to write and serve as a reading committee for 4-H literature.
15. Agents agreed generally that projects for which manuals were not available should not be offered.
16. Agents preferred using private industry and adult Extension publications on projects and activities not having literature.

Implications regarding meaning of the findings and recommendations for use of findings and further research were included.

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CHAPTER I

INTRODUCTION

Youth Development, one of the nine areas of program emphasis as stated in the scope report (1: 11*) is a major part of the Extension effort in Tennessee. Specifically, two of the major objects of the youth program (4: 420) are to help young people acquire knowledge, skills, and attitudes for a satisfying home and family life, and to help youth enjoy a useful work experience, together with the responsibility and satisfaction of personal development. To achieve these objectives State Extension specialists have developed 4-H project manuals and other literature to be distributed to members who are interested in specific areas. In 1973-74, 153,000 young people enrolled in the Tennessee 4-H program and in an average of 2.5 projects (6: 4).

This is in keeping with the broad charter given for Extension work in the Smith Lever Act (4: 426), where the charge is given to

Aid in diffusing among the people of the United States useful and practical information on subjects relating to Agriculture and Home Economics and to encourage the application of the same.

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

The distribution of project manuals to 153,000 4-H members enrolled in 388,000 projects should satisfy any definition of diffusion. But enrollment alone should not be considered the only purpose of the Extension-related youth program. The second part of the Smith Lever Act, ". . . to encourage the application of the same. . . ." challenges the Extension service with the job of involving people, and especially young people in this case, in activities and projects in which learning takes place.

At the county level, Extension Youth Agents have the responsibility of developing and implementing the youth program for their county. In 1973-1974 (3:64) members were enrolled in 4,376 clubs, but only 1,020 of these were special interest or project-based groups in which detailed project work was taught. Tennessee 4-H Clubs are traditionally school based. With county personnel involved in organization of clubs, recruiting leaders, sponsors, etc. much of the actual project teaching has been left up to the manual which the member receives upon enrollment in a 4-H project.

As we look at the 4-H motto "learn by doing," the involvement of youth in real life, project-oriented situations take on even more significance and the actual, matter-of-fact, subject matter details become of less importance. Most Extension workers will agree the finished products of 4-H work are blue ribbon young men and women and not blue ribbon calves.

With this in mind, the 4-H project manual takes on a new purpose. Simply stated, it is to motivate and involve 4-H members in a true to life experience in which decision making is done, skills developed, values set, patience developed, recognition received and many other qualities developed that we associate with maturity.

The way the project is presented in the manual would then be seen to be of number one importance.

Prior to this study no previous comprehensive evaluation had been made to investigate the 4-H literature and to identify criteria and determine formats with regard to content, number of units and record forms so that 4-H members' manuals might be improved for more effective use.

A. PURPOSE OF THE STUDY

The purpose of this study was to evaluate the present Tennessee 4-H literature in terms of manual content, project unit division, record form utility and completeness, responsibility of manual development and handling of projects for which literature was not available.

B. SPECIFIC OBJECTIVES

Specific objectives were:

1. To rate the suggested manual content criteria according to importance as seen by professional County Extension Youth Workers according to total responses and their:

- (a) Number of Honor Club Initiates during the previous 3 years (i.e., 4 or less and more than 4).
- (b) Degree (i.e., B.S. or M.S.).
- (c) College major (i.e., Agriculture and Home Economics).
- (d) Number of years of Extension Experience (i.e., 4 or less and more than 4).

2. To rate selected project literature in terms of quality of content (i.e., on a 1 to 4 point scale where 1= poor, 2 = fair, 3 = good, 4 = excellent) according to variables (a) - (d) as in #1 above.

3. To rate statements regarding division of projects into units and use and utility of record forms (i.e., on a 1 to 5 point scale where 1= strongly agree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree) according to variables (a) - (d) as in #1 above.

4. To determine and compare percents of respondents stating whether or not the individual 1975 projects had enough units according to variables (a) - (d) as in #1 above.

5. To rate adequacy of 1975 record forms (i.e., on a 1 to 4 point scale where 1= poor, 2 = fair, 3 = good, and 4 = excellent) according to variables (a) - (d) as in #1 above.

6. To determine who should be responsible for development of manuals as in variables (a) - (d) as in #1 above.

7. To determine how county staffs handled projects for which literature was not available as in variables (a) - (d) in #1 above.

C. NEED FOR THE STUDY

At the time of the study, no previous attempt had been made to evaluate the 4-H literature produced and disseminated by the Tennessee Extension service in the systematic and specific way here undertaken.

County staffs were plagued by many inconsistencies in existing 4-H manuals. Also, many projects had neither manuals nor record forms available.

A number of state specialists were at work at study time seeking to update and improve 4-H members' manuals. It was felt that a study of this type which dealt with the nature, organization and content of 4-H publications would be useful to them and those charged in the future with the responsibility for making 4-H literature effective.

D. DEFINITION OF TERMS

The following terms are used throughout the body of this study to have the meaning presented below.

County Extension Worker or Agent. County extension personnel working full-time or part-time with the 4-H audience.

4-H Project Literature. Any manual, guide, or record form used by either 4-H members or leaders pertaining to any 4-H project or activity.

Project Manual. (Member's Manual) - The manual or guide which the member receives upon enrolling in a 4-H project or activity.

Content. Includes all criteria that relate to how the subject matter is presented in a manual and what is included, e.g., illustrations, reading level, and list of objectives.

Record Form. The form which is either included in the member's manual or given out separately for the member to use in recording his project or activity achievements.

Honor Club. A statewide organization instituted to further 4-H Club work. Its chief purposes are to provide recognition to junior high and senior 4-H members who have shown consistent growth in their club work and leadership ability. Any boy or girl can strive to attain membership by accumulating points.

Honor Club Initiates. Junior high and senior 4-H members who have qualified themselves, applied for, and been accepted in the Honor Club.

Unit. The division, or graded level of a project a member works on at a given time. The term manual is used interchangeably with unit throughout the remainder of the body of this thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

Few studies dealing with any subject pertaining to 4-H literature were found to be available. No study at all was found dealing with the entire scope of a state's literature pattern as this one does. This point is emphasized in a letter from Russell Smith (5) North Eastern Publications Coordinator. Mr. Smith pointed out a number of unanswered questions pertaining to 4-H literature. Some of these were: members project books versus leader's guides, graded versus general project books, readability level, single sheet versus comprehensive manuals, and appearance of manuals. Many of these were included in the Questionnaire.

A survey by Sands Gresham (4), 4-H literature Coordinator-Editor North Carolina State University, identified some of the problems related to 4-H publications. Four of the five top ranking problems identified by a southeastern state survey dealt with 4-H manuals. The 44 agents who returned the surveys from Tennessee identified the following as major problems related to 4-H educational materials (i.e., rated above 5 on a 0 to 10 scale where 0 = least important and 10 = most important).

1. No educational materials are available for some project topics.

2. Members' manuals do not give 4-Her's step-by-step instructions of what must be done to complete projects.
3. Educational materials (members' manuals, leaders guides, records, and audiovisual aids) are not up-to-date, relevant, and attractive.
4. Too few slide sets, movies, posters, and other audiovisual materials are available for club programs and recruitment.
5. 4-H project manuals do not have a consistent format.
6. Every project does not have good, concise leader guides, lesson plans, and handouts.
7. Educational materials are not appropriate for the age or reading level of the 4-H members.

It should be noted that six of the seven problems listed above dealt with 4-H members' manuals.

Other literature specific to the present study was not available.

CHAPTER III

METHODS OF PROCEDURE

Data were collected for this study by use of a questionnaire mailed to Extension workers throughout the state. The questionnaire was developed and sent to both county personnel and state specialists. Because of limited time only the ones returned from the county workers were analyzed.

A. POPULATION AND SAMPLE

The questionnaire was prepared and mailed to all professional county Extension personnel working part-time or full-time with 4-H. The names and addresses were taken from the State Extension roster and included a total list of 194 agents.

Of the 194 surveys sent out, 89 percent or 172 were returned. Those returned included the following: 126 agents with a B.S. and 45 with an M.S. Degree, 87 Home Economics and 83 Agriculture majors; 93 agents with four years or less with Extension and 77 agents with over 4 years with Extension; and 84 agents from counties with 4 or less Average Annual Honor Club Initiates per year and 88 agents from counties with over 4 Average Annual Honor Club Initiates per year. One or two agents did not respond on one or another of the items making for totals less than 172 occasionally throughout the body of the thesis.

B. QUESTIONNAIRE

The questionnaire was developed with the help of the investigator's graduate committee. Suggestions also were made by Mr. Fletcher Sweet, Extension Editor (now retired) and Mr. John Brower, Associate District Supervisor, Agriculture program in Knoxville. Because no other study could be found similar to this one, development of the questionnaire could not be based on findings of an earlier study.

The development of the first part of the questionnaire (see Appendix), statements regarding manual content criteria, was based partially on a list of suggested 4-H manual guidelines formulated by the State 4-H staff (3). Additions and changes were made to improve and supplement this original list.

The second main part of the survey, statements regarding division of projects into units and use of record forms, was developed simply by identifying and stating the different ways in which units and records were used in the 4-H literature at the time of the study.

The last part of the questionnaire included agent ratings of all existing 4-H member project manuals to see if selected variables were correlated manuals rated high or low and to enumerate and appraise the important criteria present or absent in the manual.

After the first draft of the questionnaire was completed, Extension agents enrolled in Extension Education 5220 during the 1974 Winter Short Courses filled out and helped evaluate it. This was very

helpful since many statements and questions in the survey were found to be difficult for agents to understand. A final copy of the questionnaire was then prepared considering and based on the suggestions made by agents in the class.

C. MAILING AND RECORDING

Questionnaires along with a letter from Mr. Ben Powell, Associate Professor, Tennessee State 4-H Section, were sent in December, 1974 to 192 agents. A follow-up letter was sent one week later because of a deletion of four questions in the first questionnaire.

Upon receipt of returned questionnaires, all answers were coded and recorded.

D. ANALYSIS AND HANDLING OF DATA

Information from returned questionnaires was analyzed at the UT Computer Center. Comparisons of findings were made between different agent groups. The different comparison groups were as follows:

1. Average Annual Number of Honor Club Initiates. This was the Average Number of Honor Club Initiates for the years 1972, 1973 and 1974 on file at the state 4-H office. Comparisons were made between agents from counties with four or less and more than four Honor Club Initiates. This comparison was included since Honor Club membership was seen to be one most important measure of the quality of a county 4-H program.

2. Highest Degree. Comparisons were made between agents with a B.S. and M.S. degree as of December, 1974. This information was taken from the survey.

3. College Major. Comparisons were made between agents with Home Economics and Agricultural Degrees.

4. Years with Extension. Comparisons were made between agents with 4 or less and more than 4 years with Extension as of December, 1974. These data also were taken from the survey summary.

Data were analyzed and the t-test and chi-square test for significance was used. The 1 and 5 percent levels of confidence were selected; and decision was made to report cases attaining the 10 percent level.

CHAPTER IV

FINDINGS OF THE STUDY

Data from the mail questionnaire were tabled and are discussed under the following headings:

- A. Criteria regarding 4-H project manual content.
- B. Quality of content of 4-H Extension publications.
- C. Divisions of projects into units and use of record forms.
- D. Number of units available.
- E. Ratings of record forms available for 4-H projects.
- F. Responsibility for development of 4-H publications.
- G. How County Staffs handled projects for which Tennessee Extension 4-H publications were not available.

Certain raw data tables are included in the Appendix for readers having a particular interest in details and/or additional analyses.

A. CRITERIA REGARDING 4-H PROJECT MANUAL CONTENT

Data in Tables I, II, III and IV were tabled comparing rankings and average County Extension worker ratings of 17 criteria dealing with the content of 4-H Extension publications. Various comparisons were made between agent groups. Since the number of those responding varied slightly from criterion to criterion, actual numbers will be

TABLE I

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF PROJECT MANUAL CONTENT
CRITERIA COMPARING RESPONSES OF THOSE FROM COUNTIES HAVING FOUR OR LESS AND
MORE THAN FOUR HONOR CLUB INITIATES ANNUALLY IN THE PERIOD 1972-1974

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for County Extension Workers (N=172)*	Number of Honor Club Initiates Annually 1972-1974	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating**-----			
1. Reading level of project manual should be appropriate for grade.	(N=171) 8.49	(N=83) 8.43	(N=88) 8.56
2. Items in records should correspond with requirements.	(N=169) 8.14	(N=82) 8.20	(N=87) 8.09
3. Record form should be contained in each manual.	(N=169) 8.14	(N=82) 8.05	(N=87) 8.23
4. List of things to do should be included.	(N=172) 7.97	(N=84) 7.73	(N=88) 8.14
5. Requirements for project completion should be stated.	(N=172) 7.81	(N=84) 7.67	(N=88) 7.90

TABLE I (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for County Extension Workers (N=172)*	Number of Honor Club Initiates Annually 1972-1974	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating**-----			
6. Primary source of information should be member's manual. ^a	(N=172) 7.80	(N=84) 7.50	(N=88) 8.03
7. Materials needed for projects should be relatively inexpensive and easy to find.	(N=172) 7.76	(N=84) 7.57	(N=88) 7.88
8. Manuals should be adequately illus- trated.	(N=171) 7.62	(N=83) 7.60	(=88) 7.64
9. Manuals should indicate the Why as well as the How. ^b	(N=172) 7.59	(N=84) 7.32	(N=88) 7.80
10. Manuals should include objectives for project area and unit. ^b	(N=171) 7.53	(N=83) 7.25	(N=88) 7.73
11. Members should have an option of different things to do to complete the project.	(N=172) 7.52	(N=84) 7.44	(N=88) 7.56

TABLE I (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for County Extension Workers (N=172)*	Number of Honor Club Initiates Annually 1972-1974	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating**-----			
12. Enough information should be included so the members may complete the project by use of the manual alone.	(N=172) 7.33	(N=84) 7.18	(N=88) 7.44
13. Manuals should include a list of topics for demonstrations.	(N=172) 7.29	(N=84) 7.23	(N=88) 7.31
14. Manuals should include a section on how to plan a year's work on the project.	(N=172) 7.22	(N=84) 7.15	(N=88) 7.23
15. Manuals should include sources of supplementary information.	(N=172) 6.98	(N=84) 6.96	(N=88) 6.99
16. Manuals should include an introductory statement. ^c	(N=171) 6.90	(N=83) 6.65	(N=88) 6.99

TABLE I (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for County Extension Workers (N=172)*	Number of Honor Club Initiates Annually 1972-1974	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating**-----			
17. Manuals should include brief preview of what is going to be in the following unit. ^c	(N=172) 6.17	(N=84) 5.95	(N=88) 6.34
Total Average (17 Criteria)	7.52	7.40	7.65

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit.

**On the rating scale provided, 1=no importance; 9=very, very important.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE II

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF PROJECT MANUAL CONTENT
CRITERIA COMPARING RESPONSES OF AGENTS WITH BS AND MS DEGREES

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for Co. Ext. Workers (N=171)*	Highest Degree Earned	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
1. Reading level of project manual should be appropriate for Grade.	8.49 (N=171)	8.52 (N=126)	8.42 (N=45)
2. Items in records should correspond with requirements.	8.14 (N=169)	8.16 (N=124)	8.13 (N=45)
3. Record form should be contained in each manual.	8.14 (N=169)	8.20 (N=124)	7.98 (N=45)
4. List of things to do should be included.	7.97 (N=171)	7.92 (N=126)	8.13 (N=45)
5. Requirements for project completion should be stated.	7.81 (N=171)	7.83 (N=126)	7.80 (N=45)
6. Primary source of information should be member's manual.	7.80 (N=171)	7.84 (N=126)	7.71 (N=45)
7. Materials needed for project should be relatively inexpensive and easy to find.	7.76 (N=171)	7.79 (N=126)	7.71 (N=45)

TABLE II (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for Co. Ext. Workers (N=171)*	Highest Degree Earned	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating*-----			
8. Manuals should be adequately illustrated.	7.62 (N=171)	7.60 (N=126)	7.71 (N=45)
9. Manuals should indicate the Why as well as the How of the project.	7.59 (N=171)	7.67 (N=126)	7.40 (N=45)
10. Manuals should include objectives for project and unit.	7.53 (N=170)	7.52 (N=126)	7.59 (N=44)
11. Members should have an option of different things to do to complete the project.	7.52 (N=171)	7.50 (N=126)	7.60 (N=45)
12. Enough information should be included so the member may complete the project by use of the manual alone.	7.33 (N=171)	7.36 (N=126)	7.31 (N=45)
13. Manuals should include a list of topics for demonstrations.	7.29 (N=171)	7.22 (N=126)	7.51 (N=45)
14. Manuals should include a section on how to plan a year's work in the project.	7.22 (N=171)	7.27 (N=126)	7.09 (N=45)

TABLE II (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for Co. Ext. Workers (N=171)*	Highest Degree Earned	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
15. Manuals should include sources of supplementary information.	6.98 (N=171)	7.06 (N=126)	6.87 (N=45)
16. Manuals should include an introductory statement.	6.90 (N=171)	6.87 (N=126)	6.98 (N=45)
17. Manuals should include brief preview of what is going to be in the following unit.	6.17 (N=171)	6.19 (N=126)	6.13 (N=45)
Total Average (17 Criteria)	7.52	7.56	7.53

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. One agent did not indicate degree status and is not included in the table.

**On the rating scale provided: 1=no importance; 9=very, very important.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE III

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF PROJECT MANUAL CONTENT
CRITERIA COMPARING RESPONSES OF AGENTS WITH HOME ECONOMICS
AND AGRICULTURAL MAJORS

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for County Extension Workers (N=170)*	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
1. Reading level of project manual should be appropriate for grade. ^a	8.49 (N=170)	8.30 (N=83)	8.68 (N=87)
2. Items in record should correspond with requirements. ^a	8.14 (N=169)	7.89 (N=82)	8.38 (N=87)
3. Record form should be contained in each manual. ^a	8.14 (N=169)	7.80 (N=82)	8.46 (N=87)
4. List of things to do should be included.	7.97 (N=170)	7.95 (N=83)	7.99 (N=87)
5. Requirements for project completion should be stated. ^b	7.81 (N=170)	7.60 (N=83)	8.03 (N=87)
6. Primary source of information should be member's manual. ^c	7.80 (N=170)	7.61 (N=83)	7.98 (N=87)

TABLE III (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for County Extension Workers (N=170) *	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
7. Materials needed for project should be relatively inexpensive and easy to find. ^c	7.76 (N=170)	7.55 (N=83)	7.95 (N=87)
8. Manuals should be adequately illustrated.	7.62 (N=170)	7.49 (N=83)	7.74 (N=87)
9. Manuals should indicate the Why as well as the How of the project.	7.59 (N=170)	7.43 (N=83)	7.69 (N=87)
10. Manuals should include objectives for project and unit.	7.53 (N=169)	7.52 (N=82)	7.58 (N=87)
11. Members should have an option of different things to do to complete the project. ^a	7.52 (N=169)	7.14 (N=83)	7.90 (N=87)
12. Enough information should be included so the member may complete the project by use of manual alone.	7.33 (N=170)	7.23 (N=83)	7.46 (N=87)

TABLE III (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for County Extension Workers (N=170)*	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
13. Manuals should include a list of topics for demonstration.	7.29 (N=170)	7.31 (N=83)	7.29 (N=87)
14. Manuals should include a section on how to plan a year's work in the project.	7.22 (N=170)	7.13 (N=83)	7.32 (N=87)
15. Manuals should include sources of supplementary information.	6.98 (N=170)	6.92 (N=83)	7.10 (N=87)
16. Manuals should include an introductory statement.	6.90 (N=170)	6.72 (N=83)	7.09 (N=87)
17. Manuals should include brief preview of what is going to be in the following unit.	6.17 (N=170)	6.11 (N=83)	6.24 (N=87)
Total Average (17 Criteria)	7.52	7.39	7.63

TABLE III (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. Two agents did not indicate major and are not included in the table.

**On the rating scale provided: 1=no importance; 9=very, very important.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE IV

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF PROJECT MANUAL CONTENT
CRITERIA COMPARING RESPONSES OF AGENTS HAVING FOUR YEARS OR LESS IN
EXTENSION AND THOSE WITH MORE THAN FOUR YEARS

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for Ext. Workers (N=170)*	Years with Extension	
		Four Years or Less (N=93)	More than Four Years (N=77)
-----Average Rating**-----			
1. Reading level of project manual should be appropriate for grade.	8.49 (N=170)	8.53 (N=93)	8.47 (N=77)
2. Items in record should correspond with requirements.	8.14 (N=168)	8.12 (N=92)	8.18 (N=72)
3. Record form should be contained in each manual.	8.14 (N=168)	8.20 (N=92)	8.08 (N=76)
4. List of things to do should be included.c	7.97 (N=170)	7.83 (N=93)	8.17 (N=77)
5. Requirements for project completion should be stated.	7.81 (N=170)	7.80 (N=93)	7.86 (N=77)

TABLE IV (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for Ext. Workers (N=170)*	Years with Extension	
		Four Years or Less (N=93)	More than Four Years (N=77)
-----Average Rating**-----			
6. Primary source of information should be member's manual.	7.80 (N=170)	7.70 (N=93)	7.95 (N=77)
7. Materials needed for project should be relatively inexpensive and easy to find.	7.76 (N=170)	7.84 (N=93)	7.69 (N=77)
8. Manuals should be adequately illustrated.	7.62 (N=170)	7.56 (N=93)	7.70 (N=77)
9. Manuals should indicate the Why as well as the How of the project.	7.59 (N=170)	7.72 (N=93)	7.44 (N=77)
10. Manuals should include objectives for project and unit.	7.53 (N=169)	7.41 (N=93)	7.68 (N=76)

TABLE IV (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for Ext. Workers (N=170)*	Years with Extension	
		Four Years or Less (N=93)	More than Four Years (N=77)
-----Average Rating**-----			
11. Members should have an option of different things to do to complete the project.	7.52 (N=170)	7.40 (N=93)	7.69 (N=77)
12. Enough information should be included so the member may complete the project by use of manual alone. ^c	7.33 (N=170)	7.17 (N=93)	7.61 (N=77)
13. Manuals should include a list of topics for demonstrations.	7.29 (N=170)	7.41 (N=93)	7.16 (N=77)
14. Manuals should include a section on how to plan a year's work in the project.	7.22 (N=170)	7.40 (N=93)	7.00 (N=77)

TABLE IV (continued)

Project Manual Content Criterion (Ranked in Descending Order of Importance)	Total for Ext. Workers (N=170)*	Years with Extension	
		Four Years or Less (N=93)	More than Four Years (N=77)
-----Average Rating**-----			
15. Manuals should include sources of supplementary information.	6.98 (N=170)	7.11 (N=93)	6.88 (N=77)
16. Manuals should include an introductory statement. ^c	6.90 (N=170)	6.67 (N=93)	7.18 (N=77)
17. Manuals should include brief preview of what is going to be in the following unit.	6.17 (N=170)	6.19 (N=93)	6.14 (N=77)

*Since number of respondents varied from item to item, numbers are presented in parenthesis for the reader's benefit. Two agents did not indicate years in extension and are not included in the table.

**On the rating scale provided: 1=no importance; 9=very, very important.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

tabled. In the nine-point scale used for rating criteria, "1" equalled no importance as seen by agents; while "9" equalled extreme importance.

Total average ratings ranged from 6.17 to 8.49 on the 17 criteria suggesting their relative importance as seen by agent respondents.

With regard to rankings of the criteria, the following six were rated from 8.49 down to 7.80, and thus, were considered "more important" by agents:

- Criterion 1. Reading level of project manual should be appropriate for grade.
- Criterion 2. Items in records should correspond with requirements.
- Criterion 3. Record form should be contained in each manual.
- Criterion 4. List of things to do should be included.
- Criterion 5. Requirements for project completion should be stated.
- Criterion 6. Primary source of information should be member's manual.

The following criteria listed below in descending order of importance ranged from 7.76 down to 7.52 points and, thus, were considered relatively "important."

- Criterion 7. Materials needed for project should be relatively inexpensive and easy to find.

Criterion 8. Manuals should be adequately illustrated.

Criterion 9. Manuals should indicate the Why as well as the How of the project.

Criterion 10. Manuals should include objectives for the project and unit.

Criterion 11. Members should have an option of different things to do to complete the project.

The six following criteria, in descending order of importance, were seen to be "less important" since agent ratings ranged from 7.33 down to 6.17:

Criterion 12. Enough information should be included so the members may complete the project by use of the manual alone.

Criterion 13. Manuals should include a list of topics for demonstrations.

Criterion 14. Manuals should include a section on how to plan a year's work in the project.

Criterion 15. Manuals should include sources of supplementary information.

Criterion 16. Manuals should include an introductory statement.

Criterion 17. Manuals should include brief preview of what is going to be in the following unit.

The total average rating for the 17 criteria was 7.52, placing them all in the "important" category.

The t-test was the statistical test used for checking significance in comparisons made.

A scorecard of criteria with suggested weights is included in the Appendix.

Comparison of Agent Responses by Annual Number of Honor Club Initiates

Reference to data in Table I, page 14, discloses that Agents from counties with an average of more than four Honor Club initiates ranked the first six, "more important" project manual content criteria 1, 3, 4, 2, 6, and 5; while those with four or less initiates ranked them 1, 2, 3, 4, 5, and 6. Those with more than four had a visibly higher average rating on the 17 criteria (7.65) than those with four or less (7.40). Also, those with more than four initiates rated all but one of the criteria (i.e., criterion 2) higher than the other group. They rated three criteria (i.e., 4, 9, and 10) significantly higher than those with four or less and rated one (i.e., criterion 6) very significantly higher. Two of the criteria showing significant differences (criteria 4 and 6) were seen to be "more important"; while the other two criteria were "important" by all respondents.

On one hand, agents with more than four Honor Club initiates rated eight criteria (criteria 1 - 7, 9) "more important"; as compared to only three for those with four or less initiates (criteria 1, 2, 3). On the other, the four or less group rated ten

criteria (6, 9-12) "less important"; while the more than four group rated only six (criteria 12 - 17) this low.

Though those with more than four initiates were not significantly higher on two criteria (i.e., 11 and 17), differences approached significance.

Comparison of Agent Responses by Highest Degree Earned

Data in Table II, page 18, show that the average rating of agents with a B.S. on the 17 project manual content criteria was 7.56 compared to 7.53 for those with M.S. degrees. Only relatively small differences occurred throughout. Agents with a Bachelor's degree rated the first six criteria (1 - 6) "more important" (7.80 and above); while agents with a Master's rated only the first five (1 - 5) criteria "more important." Agents with an M.S. also rated fewer criteria in the "less important" group. They rated six criteria (i.e., 12 - 17) in the lower group; while Agents with a B.S. rated five criteria, 11 - 17, in this group. No significant differences were found.

Comparison of Agent Responses by College Major

Table III, page 21, shows the average rating given by Home Economics majors was 7.63 as compared to 7.39 for Agricultural majors. Home Economics major respondents rated 16 criteria, 1, 2, 3, 4 - 12 and 14 - 17, higher than Agricultural majors. They rated criteria 1, 2, 3 and 11 very significantly higher and criterion 5 significantly higher.

Agriculture majors rated criterion 13 higher. Home Economics majors rated 7 criteria in the "more important" group, criteria 1, 2, 3, 4, 5, 6, 7, and 11; while Agriculture majors rated four criteria, 1 - 4, in the higher group. The Home Economics majors rated only 5 criteria in the "less important" group, 13 - 17, while Agricultural majors rated seven criteria in the lower group, 11 - 17.

Though Home Economics majors were not significantly higher than Agriculturists on criteria 6 and 7, the differences approached significance.

Comparison of Agent Responses by Years with Extension

Data from Table IV, page 25, show that agents with four or less years with Extension rated nine criteria, 1, 3, 4, 7, 9, 13, 14, 15, and 17, higher than Agents with more than four years with Extension; while Agents with more than four years with Extension rated eight criteria, 2, 5, 6, 8, 10, 11, 12, 16, higher. Agents with less experience rated five criteria in the "more important" group. They were criteria 1, 2, 3, 5 and 7, compared with seven criteria 1 - 6, for Agents with more than four years of experience.

Agents with less than four years with Extension rated four criteria, 12 and 15 - 17, in the "less important" group; compared with five criteria, 13 - 17, for Agents with more than four years with Extension.

Though significant differences were not attained, significance was approached on criterion 4, where agents with four years or less experience rated the criterion higher; and on criteria 12 and 16, where those with more than four years were higher.

B. QUALITY OF CONTENT OF 4-H EXTENSION PUBLICATIONS

Tables V, VI, VII, and VIII show rankings and average county Extension worker ratings of the Extension 4-H publications for 43 projects. Comparisons were made in the tables between different Agent groups. The rating of each publication was made using a four-point scale where 4 = excellent, 3 = good, 2 = fair, and 1 = poor. The numbers of respondents are given for items in the tables since those responding varied from project to project.

Total average county Extension worker ratings for project literature varied from a high of 3.66 for Wildlife to a low of 1.64 for Safety.

Projects with ratings of 3.50 and above were considered Excellent. The following five, as constituted at the time of the study, were considered Excellent by Agents:

1. Wildlife
2. Photography
3. Woodworking
4. Tractor
5. Electric

TABLE V

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF SELECTED 4-H PROJECT LITERATURE IN TERMS OF QUALITY OF CONTENT COMPARING RESPONSES OF AGENTS FROM COUNTIES HAVING FOUR OR LESS AND MORE THAN FOUR HONOR CLUB INITIATES ANNUALLY IN THE PERIOD 1972-74

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=172)*	Number of Honor Club Initiates Annually (1972-74)	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating-----			
1. Wildlife	(N=140) 3.68	(N=71) 3.70	(N=69) 3.68
2. Photography	(N=152) 3.67	(N=75) 3.70	(N=77) 3.64
3. Woodworking	(N=126) 3.53	(N=59) 3.47	(N=67) 3.58
4. Tractor	(N=108) 3.52	(N=55) 3.49	(N=53) 3.54
5. Electric	(N=140) 3.51	(N=67) 3.54	(N=73) 3.48
6. Vet. Science	(N=109) 3.48	(N=51) 3.41	(N=58) 3.53
7. Entomology	(N=134) 3.47	(N=65) 3.45	(N=69) 3.49
8. Dog Care	(N=148) 3.41	(N=71) 3.38	(N=77) 3.44
9. Automotive	(N=105) 3.38	(N=49) 3.31	(N=56) 3.45
10. Small Engines	(N=116) 3.35	(N=57) 3.40	(N=59) 3.31

TABLE V (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=172)*	Number of Honor Club Initiates Annually (1972-74)	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating**-----			
11. Horse	(N=140) 3.34	(N=70) 3.40	(N=70) 3.27
12. Plant Science	(N=128) 3.31	(N=68) 3.29	(N=60) 3.32
13. Home Grounds	(N=131) 3.26	(N=62) 3.29	(N=69) 3.26
14. Foods	(N=117) 3.23	(N=65) 3.20	(N=52) 3.26
15. Beef	(N=113) 3.23	(N=53) 3.23	(N=60) 3.24
16. Home Improvement	(N=120) 3.15	(N=52) 3.15	(N=68) 3.14
17. Swine	(N=110) 3.14	(N=55) 3.20	(N=55) 3.07
18. Clothing	(N=117) 3.12	(N=52) 3.04	(N=65) 3.18
19. Cotton	(N=60) 3.05	(N=31) 3.00	(N=29) 3.07
20. Animal Science	(N=118) 3.02	(N=58) 3.12	(N=60) 2.90
21. Arts and Crafts	(N=151) 3.01	(N=71) 2.96	(N=80) 3.06
22. Soybeans	(N=88) 2.98	(N=47) 2.91	(N=41) 3.05

TABLE V (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=172)*	Number of Honor Club Initiates Annually (1972-74)	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating**-----			
23. Sheep ^c	(N=88) 2.96	(N=44) 2.80	(N=44) 3.11
24. Management	(N=117) 2.94	(N=51) 2.88	(N=66) 2.98
25. Corn	(N=102) 2.92	(N=52) 2.85	(N=50) 3.00
26. Health	(N=132) 2.91	(N=59) 3.00	(N=73) 2.82
27. Public Speaking	(N=158) 2.89	(N=78) 2.92	(N=80) 2.88
28. Tobacco	(N=79) 2.87	(N=36) 2.69	(N=43) 3.02
29. Garden	(N=134) 2.83	(N=64) 2.83	(N=70) 2.83
30. Dairy	(N=107) 2.73	(N=53) 2.72	(N=54) 2.74
31. Economics	(N=97) 2.63	(N=40) 2.50	(N=57) 2.77
32. Beekeeping	(N=108) 2.46	(N=51) 2.39	(N=57) 2.49
33. Forestry	(N=113) 2.44	(N=56) 2.45	(N=57) 2.44

TABLE V (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=172)*	Number of Honor Club Initiates Annually (1972-74)	
		Four or Less (N=84)	More than Four (N=88)
-----Average Rating**-----			
34. Poultry	(N=115) 2.42	(N=58) 2.29	(N=57) 2.53
35. Bicycle	(N=136) 2.34	(N=65) 2.28	(N=71) 2.39
36. Leadership	(N=139) 2.31	(N=69) 2.36	(N=70) 2.27
37. Personal Development	(N=129) 2.32	(N=59) 2.39	(N=70) 2.27
38. Citizenship	(N=136) 2.14	(N=68) 2.25	(N=68) 2.10
39. Food Preservation	(N=105) 1.82	(N=45) 1.88	(N=60) 1.81
40. Conservation	(N=101) 1.82	(N=51) 1.88	(N=50) 1.76
41. Dairy Foods	(N=100) 1.72	(N=42) 1.76	(N=58) 1.71
42. Bread Baking	(N=103) 1.72	(N=44) 1.70	(N=59) 1.75
43. Safety	(N=120) 1.65	(N=59) 1.69	(N=61) 1.64
Total Average 43 Projects	2.87	2.86	2.89

TABLE V (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit.

**In the rating scale: 1=poor; 2=fair; 3=good, 4=excellent; in reading average ratings: 0-1.99=poor; 2.00-2.99=fair; 3.00-3.49=good; 3.50-4.00=excellent.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE VI

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF SELECTED 4-H PROJECT
LITERATURE IN TERMS OF QUALITY OF CONTENT COMPARING RESPONSES OF AGENTS
WITH B.S. AND M.S. DEGREES

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=171)*	Highest Degree Earned	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating*-----			
1. Wildlife	(N=139) 3.68	(N=104) 3.71	(N=35) 3.57
2. Photography	(N=151) 3.64	(N=109) 3.66	(N=42) 3.57
3. Wood Working ^c	(N=125) 3.53	(N= 89) 3.60	(N=36) 3.36
4. Tractor	(N=107) 3.52	(N= 71) 3.49	(N=36) 3.55
5. Electric ^c	(N=139) 3.51	(N=100) 3.45	(N=39) 3.64
6. Vet. Science	(N=108) 3.48	(N=76) 3.49	(N=32) 3.44
7. Entomology	(N=133) 3.47	(N=96) 3.47	(N=37) 3.46
8. Dog Care	(N=147) 3.41	(N=108) 3.44	(N=39) 3.33
9. Automotive	(N=104) 3.38	(N=72) 3.36	(N=32) 3.40
10. Small Engines	(N=126) 3.35	(N=81) 3.35	(N=35) 3.37
11. Horse	(N=139) 3.34	(N=102) 3.31	(N=37) 3.38

TABLE VI (continued)

Project Literature ((in Descending Order of Rating Given)	Total of County Extension Workers (N=171)*	Highest Degree Earned	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
12. Plant Science	(N=127) 3.31	(N=82) 3.26	(N=35) 3.40
13. Home Grounds	(N=130) 3.26	(N=94) 3.29	(N=36) 3.22
14. Foods	(N=117) 3.23	(N=93) 3.22	(N=24) 3.29
15. Beef	(N=127) 3.23	(N=82) 3.27	(N=35) 3.14
16. Home Improvement	(N=120) 3.15	(N=93) 3.16	(N=27) 3.11
17. Swine	(N=109) 3.14	(N=75) 3.12	(N=34) 3.15
18. Clothing ^b	(N=117) 3.12	(N=93) 3.03	(N=24) 3.46
19. Cotton	(N=60) 3.05	(N=44) 3.06	(N=16) 3.00
20. Animal Science	(N=120) 3.02	(N=85) 3.07	(N=35) 2.86
21. Arts and Crafts	(N=151) 3.01	(N=111) 3.00	(N=40) 3.05
22. Soybeans	(N=97) 2.98	(N=58) 3.03	(N=29) 2.89
23. Sheep	(N=88) 2.96	(N=56) 2.95	(N=32) 2.97

TABLE VI (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=171)*	Highest Degree Earned	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
24. Management	(N=117) 2.94	(N=89) 2.92	(N=28) 3.00
25. Corn	(N=101) 2.92	(N=67) 2.93	(N=34) 2.91
26. Health	(N=132) 2.91	(N=97) 2.93	(N=35) 2.83
27. Public Speaking	(N=152) 2.89	(N=111) 2.93	(N=41) 2.78
28. Tobacco ^c	(N=79) 2.87	(N=49) 3.02	(N=30) 2.63
29. Garden	(N=133) 2.83	(N=96) 2.81	(N=37) 2.84
30. Dairy	(N=106) 2.73	(N=73) 2.74	(N=33) 2.70
31. Economics	(N=96) 2.63	(N=68) 2.62	(N=28) 2.71
32. Beekeeping	(N=108) 2.46	(N=73) 2.48	(N=35) 2.37
33. Forestry	(N=112) 2.44	(N=80) 2.53	(N=32) 2.18
34. Poultry	(N=114) 2.41	(N=81) 2.40	(N=33) 2.42
35. Bicycle	(N=135) 2.34	(N=96) 2.28	(N=39) 2.46

TABLE VI (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=171)*	Highest Degree Earned	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
36. Leadership	(N=141) 2.31	(N=103) 2.33	(N=38) 2.31
37. Personal Development	(N=129) 2.32	(N=95) 2.32	(N=34) 2.35
38. Citizenship	(N=135) 2.14	(N=98) 2.15	(N=37) 2.19
39. Food Preservation	(N=105) 1.82	(N=84) 1.79	(N=21) 2.10
40. Conservation	(N=101) 1.82	(N=71) 1.85	(N=30) 1.77
41. Dairy Foods	(N=100) 1.72	(N=80) 1.71	(N=20) 1.80
42. Bread Baking	(N=102) 1.73	(N=82) 1.70	(N=20) 1.80
43. Safety	(N=120) 1.64	(N=87) 1.69	(N=33) 1.60
Total Average (43 Projects)	2.87	2.87	2.87

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. One agent did not respond and is deleted from the table.

**In the rating scale: 1=poor; 2=fair; 3=good; 4=excellent.



TABLE VI (continued)

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .05 level.



TABLE VII

RANKINGS AND AVERAGE COUNTY EXTENSION WORKERS RATINGS OF SELECTED 4-H PROJECT LITERATURE IN TERMS OF QUALITY OF CONTENT COMPARING RESPONSES OF AGENTS WITH MAJORS IN HOME ECONOMICS AND AGRICULTURE

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170) *	Majors	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
1. Wildlife	(N=138) 3.68	(N=79) 3.65	(N=59) 3.71
2. Photography	(N=150) 3.64	(N=78) 3.67	(N=72) 3.60
3. Woodworking	(N=124) 3.53	(N=74) 3.54	(N=50) 3.50
4. Tractor	(N=106) 3.52	(N=78) 3.55	(N=28) 3.39
5. Electric	(N=138) 3.51	(N=79) 3.59	(N=59) 3.37
6. Vet. Science	(N=107) 3.48	(N=73) 3.47	(N=34) 3.47
7. Entomology	(N=132) 3.47	(N=75) 3.49	(N=57) 3.42
8. Dog Care	(N=146) 3.41	(N=78) 3.32	(N=68) 3.50
9. Automotive	(N=103) 3.38	(N=72) 3.34	(N=31) 3.42
10. Small Engines ^c	(N=115) 3.35	(N=78) 3.42	(N=37) 3.17

TABLE VII (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170)*	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
11. Horse	(N=138) 3.34	(N=81) 3.36	(N=57) 3.28
12. Plant Science	(N=116) 3.31	(N=78) 3.40	(N=38) 3.13
13. Home Grounds	(N=129) 3.26	(N=75) 3.29	(N=54) 3.22
14. Foods ^c	(N=117) 3.23	(N=36) 3.03	(N=81) 3.32
15. Beef	(N=116) 3.23	(N=79) 3.22	(N=37) 3.24
16. Home Improvement	(N=120) 3.15	(N=41) 3.12	(N=79) 3.16
17. Swine ^c	(N=108) 3.14	(N=79) 3.20	(N=29) 3.00
18. Clothing ^b	(N=117) 3.12	(N=35) 3.37	(N=82) 3.01
19. Cotton	(N=59) 3.05	(N=45) 3.04	(N=14) 2.93
20. Animal Science	(N=119) 3.02	(N=79) 3.06	(N=40) 2.90
21. Arts and Crafts ^a	(N=150) 3.01	(N=70) 3.20	(N=80) 2.84
22. Soybeans	(N=86) 2.98	(N=66) 2.98	(N=20) 2.90

TABLE VII (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170) *	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
23. Sheep	(N=87) 2.96	(N=64) 3.03	(N=23) 2.69
24. Management	(N=117) 2.94	(N=42) 2.98	(N=75) 2.92
25. Corn	(N=100) 2.92	(N=78) 2.96	(N=22) 2.72
26. Health	(N=131) 2.91	(N=55) 2.91	(N=76) 2.91
27. Public Speaking	(N=151) 2.89	(N=75) 2.92	(N=76) 2.87
28. Tobacco ^c	(N=79) 2.87	(N=59) 2.91	(N=20) 2.60
29. Garden	(N=132) 2.83	(N=79) 2.82	(N=53) 2.81
30. Dairy	(N=105) 2.73	(N=75) 2.65	(N=30) 2.93
31. Economics	(N=95) 2.63	(N=58) 2.64	(N=37) 2.68
32. Beekeeping	(N=107) 2.46	(N=71) 2.54	(N=36) 2.22
33. Forestry	(N=111) 2.44	(N=75) 2.43	(N=36) 2.44
34. Poultry	(N=113) 2.41	(N=76) 2.49	(N=37) 2.27

TABLE VII (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170)*	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Ratings**-----			
35. Bicycle	(N=134) 2.34	(N=70) 2.37	(N=64) 2.30
36. Leadership	(N=140) 2.31	(N=70) 2.40	(N=70) 2.29
37. Personal Development	(N=128) 2.32	(N=62) 2.32	(N=66) 2.30
38. Citizenship	(N=134) 2.14	(N=67) 2.25	(N=67) 2.07
39. Food Preservation	(N=105) 1.82	(N=35) 1.97	(N=70) 1.79
40. Conservation	(N=100) 1.82	(N=67) 1.91	(N=33) 1.63
41. Dairy Foods ^b	(N=100) 1.72	(N=34) 2.12	(N=66) 1.53
42. Bread Baking ^a	(N=102) 1.71	(N=34) 2.00	(N=68) 1.57
43. Safety	(N=119) 1.64	(N=66) 1.71	(N=53) 1.60
Total Average (43 Projects)		2.87	2.72

TABLE VII (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. Two agents did not respond and are deleted from the table.

**In the rating scale: 1=poor; 2=fair; 3=good; 4=excellent.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE VIII

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF SELECTED 4-H PROJECT LITERATURE IN TERMS OF QUALITY OF CONTENT COMPARING RESPONSES OF AGENTS WITH FOUR OR LESS AND MORE THAN FOUR YEARS WITH EXTENSION

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating**-----			
1. Wildlife	(N=138) 3.68	(N=69) 3.70	(N=69) 3.65
2. Photography	(N=150) 3.67	(N=76) 3.61	(N=74) 3.68
3. Woodworking	(N=124) 3.53	(N=59) 3.61	(N=65) 3.46
4. Tractor	(N=106) 3.52	(N=48) 3.44	(N=58) 3.59
5. Electric ^a	(N=128) 3.51	(N=54) 3.34	(N=74) 3.63
6. Vet. Science	(N=107) 3.48	(N=50) 3.50	(N=57) 3.46
7. Entomology	(N=132) 3.47	(N=63) 3.40	(N=69) 3.52
8. Dog Care	(N=146) 3.41	(N=76) 3.37	(N=70) 3.45
9. Automotive ^a	(N=103) 3.38	(N=48) 3.19	(N=55) 3.55
10. Small Engines ^a	(N=115) 3.35	(N=56) 3.18	(N=59) 3.51

TABLE VIII (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Ratings*-----			
11. Horse	(N=138) 3.34	(N=71) 3.24	(N=67) 3.42
12. Plant Science	(N=116) 3.31	(N=53) 3.26	(N=63) 3.33
13. Home Grounds	(N=129) 3.26	(N=60) 3.18	(N=69) 3.35
14. Foods	(N=116) 3.23	(N=63) 3.24	(N=53) 3.22
15. Beef	(N=116) 3.23	(N=55) 3.11	(N=61) 3.34
16. Home Improvements	(N=119) 3.15	(N=64) 3.06	(N=55) 3.25
17. Swine	(N=108) 3.14	(N=49) 3.04	(N=59) 3.20
18. Clothing	(N=116) 3.12	(N=66) 3.05	(N=50) 3.22
19. Cotton	(N=59) 3.05	(N=30) 2.95	(N=29) 3.17
20. Animal Science	(N=119) 3.02	(N=57) 3.05	(N=62) 2.97
21. Arts and Crafts	(N=150) 3.01	(N=78) 3.10	(N=72) 2.92
22. Soybeans	(N=86) 2.98	(N=39) 2.90	(N=47) 3.06

TABLE VIII (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating**-----			
23. Sheep	(N=87) 2.96	(N=37) 2.95	(N=50) 2.96
24. Management	(N=116) 2.94	(N=63) 2.83	(N=53) 3.08
25. Corn	(N=100) 2.92	(N=45) 2.84	(N=55) 3.00
26. Health ^b	(N=131) 2.91	(N=67) 2.79	(N=64) 3.02
27. Public Speaking	(N=151) 2.89	(N=76) 2.92	(N=75) 2.85
28. Tobacco	(N=78) 2.87	(N=36) 2.92	(N=42) 2.83
29. Garden	(N=132) 2.83	(N=62) 2.89	(N=70) 2.79
30. Dairy	(N=105) 2.73	(N=49) 2.73	(N=56) 2.75
31. Economics	(N=95) 2.65	(N=42) 2.67	(N=53) 2.64
32. Beekeeping	(N=107) 2.46	(N=50) 2.32	(N=57) 2.54
33. Forestry	(N=111) 2.44	(N=54) 2.52	(N=57) 2.33

TABLE VIII (continued)

Project Literature (in Descending Order of Rating Given)	Total of County Extension Workers (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating*-----			
34. Poultry ^c	(N=113) 2.41	(N=53) 2.57	(N=60) 2.25
35. Bicycle	(N=134) 2.34	(N=70) 2.36	(N=64) 2.33
36. Leadership	(N=140) 2.31	(N=71) 2.41	(N=69) 2.29
37. Personal Development	(N=128) 2.32	(N=62) 2.27	(N=66) 2.39
38. Citizenship	(N=124) 2.16	(N=67) 2.18	(N=67) 2.15
39. Food Preservation	(N=104) 1.82	(N=63) 1.78	(N=41) 1.95
40. Conservation	(N=100) 1.82	(N=47) 1.77	(N=33) 1.89
41. Dairy Foods	(N=99) 1.72	(N=61) 1.74	(N=38) 1.71
42. Bread Baking	(N=101) 1.70	(N=62) 1.60	(N=39) 1.90
43. Safety	(N=119) 1.64	(N=63) 1.65	(N=56) 1.70
Total Average (43 Projects)	2.87	2.71	2.91

TABLE VIII (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. Two agents did not respond and are deleted from the table.

**In the rating scale: 1=poor; 2=fair; 3=good; 4=excellent.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

Projects in the 3.00 to 3.50 were considered Good. This group, as constituted at study time, included the following:

6. Vet. Science
7. Entomology
8. Dog Care
9. Automotive
10. Small Engines
11. Horse
12. Plant Science
13. Home Grounds
14. Foods and Nutrition
15. Beef
16. Home Improvement
17. Swine
18. Clothing
19. Cotton
20. Animal Science
21. Arts and crafts

Seventeen projects made up the Fair group (2.00 to 3.00), as constituted at the time of this study, and they included the following:

22. Soybeans
23. Sheep
24. Management

25. Corn
26. Health
27. Public Speaking
28. Tobacco
29. Garden
30. Dairy
31. Economics
32. Beekeeping
33. Forestry
34. Poultry
35. Bicycle
36. Leadership
37. Personal Development
38. Citizenship

Five projects were considered Poor and ranged from 1.64 to 1.84.

It also should be noted that none of these projects had 4-H member manuals. The Poor list was as follows:

39. Food Preservation
40. Conservation
41. Dairy Foods
42. Bread Baking
43. Safety

Total average rating for all projects was 2.87, Fair.

The t-test was the statistical test used for checking significance in comparisons made.

Comparison of Agent Responses by Annual Number of Honor Club Initiates

Data in Table V, page 35, show that agents from counties with an average of four or less Honor Club Initiates per year had a total overall average rating of 2.86 compared to 2.89 for those with more than four. Agents with more than four rated five projects each in the Excellent and Poor groups; while those with four or less had three and five respectively. Differences in ratings were also noted in the Good and Fair groups. Agents with four or less Honor Club Initiates rated 18 projects in the Good and 17 in the Fair groups, compared with 19 and 14 for Agents with more than four initiates, respectively.

Though agents with more than four initiates on the average tended to rate literature higher on slightly more than one-half (23) of the projects, only one difference even approached significance (i.e., Project 23, Sheep).

Comparison of Agent Responses by Highest Degree Earned

Reference to information in Table VI, page 40, discloses that the average project rating was the same for both groups of Agents, 2.87. Agents with a B.S. rated three projects in the Excellent group compared with four projects so rated by Agents with an M.S. degree. An

examination of the projects in the 3.0 to 3.5 range (Good group) shows 20 projects were placed in this group by the B.S. agents and 17 by the M.S. agents.

The Agents with B.S. degrees rated 15 projects in the Fair group and five in the Poor group compared to 18 and 14 respectively, for the Agents with the M.S. degree.

The Clothing project literature was the only material rated significantly higher by the Agents with an M.S. degree, though they approached significance on the Electric project. Those with the B.S. degree approached being significantly higher on Woodworking and Tobacco literature.

Comparison of Agent Responses by College Majors

Data in Table VII, page 45, shows that Agricultural Majors gave an average rating of 2.92 on projects compared with only 2.72 for agents with a Home Economics Degree.

Agents with an Agricultural Degree rated number of projects as follows: five were Excellent, 17 were Good, 18 were Fair, and only three were Poor. Home Economics Agents rated four of them Excellent, 14 Good, 20 Fair and five Poor.

Agricultural majors rated Clothing and Dairy Food project literature significantly higher and Bread Baking and Arts and Crafts materials very significantly higher than did Home Economics majors.

Also they approached being significantly higher on Small Engines, Swine and Tobacco literature; while the reverse was true on Foods project.

Comparison of Agent Responses by Years with Extension

Consideration of data in Table VIII, page 50, discloses that Agents with more than four years of experience gave an average rating of 2.91 to projects compared with 2.71 for agents with less experience. Also, agents with more than four years experience rated Electric, Automotive and Small Engines very significantly higher and Health significantly higher than others. Agents with four or less years rated Poultry literature higher, though only approaching significant difference.

Agents with four years or less with Extension rated four projects Excellent, 16 Good, 18 Fair, and five Poor. Those with more than four years rated seven Excellent, 16 Good, 15 Fair, and five Poor.

C. DIVISIONS OF PROJECTS INTO UNITS AND USE OF RECORD FORMS

Tables IX, X, XI and XII give the rankings and average Extension worker ratings of 16 statements regarding division of projects into units and use of record forms. Ratings were made on a 1 to 5 scale with 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree. Numbers varied from statement to statement and are given in each table.

TABLE IX

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF STATEMENTS REGARDING
DIVISION OF PROJECTS INTO UNITS AND USE AND NUMBER OF RECORD FORMS,
COMPARING RESPONSES FROM AGENTS FROM COUNTIES WITH FOUR OR LESS
AND MORE THAN FOUR HONOR CLUB INITIATES PER YEAR OVER A 3-YEAR
PERIOD, 1972-1974

Statement	Total Co. Ext. Worker (N=170) *	Honor Club Initiates	
		Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----			
<u>Statement regarding</u> <u>number of units needed</u>			
1. Eight units are needed for each project, with one unit for each grade (e.g., a club member enrolling in the Wildlife Project in the eighth grade would receive the manual for that grade rather than beginning with Unit I).	(N=167) 3.49	(N=81) 3.36	(N=86) 3.62
2. One unit is needed for each audience (i.e., Junior, Jr. High, and Senior).	(N=170) 3.15	(N=82) 3.21	(N=88) 3.06

TABLE IX (continued)

Statement	Total Co. Ext. Worker (N=170)*	Honor Club Initiates	
		Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----			
3. Four units are needed for each project with members always beginning with Unit I and proceeding to the upper units.	(N=168) 2.84	(N=82) 2.77	(N=86) 2.86
4. Only one project manual is needed for each project (e.g., Corn and Beef at time of study).	(N=160) 2.03	(N=80) 2.09	(N=80) 1.95
5. No project materials are needed for any project or activity (e.g., Safety and Dairy foods at time of study).	(N=167) 1.29	(N=80) 1.30	(N=87) 1.28
Subtotal	2.55	2.55	2.55
<u>Statement Regarding Use of</u> <u>Multi-Project Literature</u>			
6. Plant Science literature should be used to supplement the Crop Project Manuals	(N=150) 3.73	(N=73) 3.67	(N=77) 3.75

TABLE IX (continued)

Statement	Total Co. Ext. Worker (N=170) *	Honor Club Initiates	
		Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----			
(e.g., a member enrolling in Corn would receive the Corn manual plus Unit I of four units in Plant Science).			
7. Animal Science literature should be used to supplement the Animal Project Manuals (e.g., a member enrolling in Beef would receive the Beef manual plus Unit I, in Animal Science).	(N=153) 3.72	(N=73) 3.63	(N=80) 3.76
8. Explorer-type literature should be developed for the Junior Audience. ^b	(N=168) 2.55	(N=83) 2.73	(N=85) 2.34
Subtotal	3.33	3.34	3.29
Statement Regarding Numbering of Units			
9. Manuals for projects	(N=139) 4.19	(N=68) 4.19	(N=71) 4.18

TABLE IX (continued)

Statement	Total Co. Ext. Worker (N=170)*	Honor Club Initiates	
		Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----			
should be numbered starting with Unit I and proceeding to the upper units (e.g., Unit I, II, and III).			
10. A color pattern should be developed to distinguish each particular audience for which a manual is intended.	(N=139) 3.67	(N=68) 3.66	(N=71) 3.67
11. Manuals should have unit numbers which correspond with the grade for which the manual is written (e.g., Unit 5 for 5th grade and Unit 6 for 6th grade).	(N=168) 3.39	(N=82) 3.60	(N=86) 3.18
Subtotal	3.67	3.82	3.51
<u>Statement Regarding the Number and Use of Records with Manuals</u>			
12. For projects with manuals	(N=171) 4.41	(N=83) 4.29	(N=88) 4.51

TABLE IX (continued)

Statement	Total Co. Ext. Worker (N=170) *	Honor Club Initiates	
		Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----			
for each year, records should be included in each manual.b			
13. For projects with manuals written to be used for more than one year, separate record forms should be available for each year.	(N=169) 4.04	(N=81) 4.00	(N=88) 4.07
14. For projects with only one manual, separate record forms should be provided for each year.	(N=167) 3.88	(N=81) 3.89	(N=86) 3.86
15. Food-Nutrition Project and Activity Report 426 should be used as the record for all food projects.	(N=135) 3.05	(N=62) 3.23	(N=73) 2.88
16. Form 540 should be used as the record for all Agricultural Projects.	(N=152) 2.59	(N=77) 2.69	(N=75) 2.48

TABLE IX (continued)

Statement	Total Co. Ext. Worker (N=170) *	Honor Club Initiates	
		Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----			
Subtotal	3.59	3.62	3.56
Total	3.31	3.33	3.22

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. Two agents did not respond on these items and are deleted from the table.

**In the rating scale used: 1=strongly disagree; 2=disagree; 3=uncertain; 4=agree; and 5=strongly agree.

^aSignificant at the .01 level, using the t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE X
RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF STATEMENTS REGARDING
DIVISION OF PROJECTS INTO UNITS AND USE AND NUMBER OF RECORD FORMS,
COMPARING RESPONSES FROM AGENTS WITH B.S. AND M.S. DEGREES

Statement	Total County Extension Worker (N=171)*	Highest Degree Attained	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
<u>Statement Regarding Number of Units Needed.</u>			
1. Eight units are needed for each project, with one unit for each grade (e.g., a club member enrolling in the Wildlife project in the 8th grade would receive the manual for that grade rather than beginning with Unit I).	(N=166) 3.49	(N=124) 3.59	(N=42) 3.21
2. One unit is needed for each audience (i.e., Junior, Jr. High and Senior).	(N=168) 3.15	(N=124) 3.19	(N=44) 3.00
3. Four units are needed for each project with members always beginning with Unit I and proceeding to the upper units.	(N=167) 2.84	(N=24) 2.86	(N=43) 2.72

TABLE X (continued)

Statement	Total County Extension Worker (N=171)*	Highest Degree Attained	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
4. Only one project manual is needed for each project (e.g., Corn and Beef at time of study).	(N=159) 2.03	(N=117) 2.04	(N=42) 1.92
5. No project manuals are needed for any project or activity (e.g., Safety and Dairy Foods, at time of study).	(N=166) 1.29	(N=123) 1.28	(N=43) 1.33
Subtotal	2.55	2.59	2.44
<u>Statement Regarding Use of Multipurpose Literature</u>			
6. Plant Science literature should be used to supplement the Crop project manuals (e.g., a member enrolling in Corn would receive the Corn manual plus Unit I, of four units, in Plant Science).	(N=159) 3.73	(N=108) 3.69	(N=41) 3.83
7. Animal Science literature should be used to supplement	(N=152) 3.72	(N=111) 3.68	(N=41) 3.80

TABLE X (continued)

Statement	Total County Extension Worker (N=171)*	Highest Degree Attained	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
the Animal Project manuals (e.g., a member enrolling in Beef would receive the Beef manual plus Unit I, in Animal Science).			
8. Explorer-type literature should be developed for the Junior audience.	(N=167) 2.55	(N=124) 2.52	(N=43) 2.60
Subtotal	3.33	3.29	3.41
<u>Statement Regarding Numbering of Units</u>			
9. Manuals for projects should be numbered starting with Unit I and proceeding to the upper units (e.g., Unit I, II, III).	(N=139) 4.19	(N=100) 4.21	(N=39) 4.12
10. A color pattern should be developed to distinguish each particular audience for which the manual is intended.	(N=138) 3.69	(N=99) 3.71	(N=39) 3.64

TABLE X (continued)

Statement	Total County Extension Worker (N=171) *	Highest Degree Attained	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
11. Manuals should have unit numbers which correspond with the grade for which the manual is written (e.g., Unit 5 for 5th grade and Unit 6 for 6th grade).	(N=167) 3.39	(N=124) 3.32	(N=43) 3.63
Subtotal	3.76	3.75	3.79
Statement Regarding the <u>Number and Use of Records</u> <u>with Manuals</u>			
12. For projects with manuals for each year, records should be included in each manual.	(N=170) 4.41	(N=126) 4.42	(N=44) 4.39
13. For projects with manuals written to be used for more than one year, separate record forms should be available for each year.	(N=169) 4.04	(N=125) 4.06	(N=44) 3.95
14. For projects with only	(N=167) 3.88	(N=124) 3.91	(N=43) 3.78

TABLE X (continued)

Statement	Total County Extension Worker (N=171)*	Highest Degree Attained	
		B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----			
one manual separate record forms should be provided for each year.			
15. Food-Nutrition Project and Activity Report 426 should be used as the record for all food projects.	(N=134) 3.05	(N=100) 3.10	(N=34) 2.88
16. Form 540 should be used as the record for all Agricultural projects.	(N=145) 2.59	(N=105) 2.63	(N=40) 2.45
Subtotal	3.59	3.74	3.49
Total All Statements	3.31	3.34	3.28

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. One agent did not respond and is deleted from the table.

**In the rating scale used: 1=strongly disagree; 2=disagree; 3=uncertain; 4=agree; and 5=strongly agree.

TABLE X (continued)

^a Significant at the .01 level, using the t-test analysis.

^b Significant at the .05 level.

^c Significant at the .10 level.

TABLE XI

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF STATEMENTS REGARDING
DIVISION OF PROJECTS INTO UNITS AND USE AND NUMBER OF RECORD FORMS,
COMPARING RESPONSES FROM AGENTS WITH MAJORS IN HOME ECONOMICS
AND AGRICULTURE

Statement	Total County Extension Worker (N=170) *	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Ratings**-----			
<u>Statement Regarding Number of Units Needed</u>			
1. Eight Units are needed for each project, with one unit for each grade (e.g., a club member enrolling in the Wildlife Project in the 8th grade would receive the manual for that grade rather than beginning with Unit I).	(N=167) 3.49	(N=80) 3.35	(N=87) 3.61
2. One unit is needed for each audience (i.e., Junior, Jr. High, and Senior).	(N=168) 3.15	(N=83) 3.25	(N=85) 3.01
3. Four units are needed for each project with members always beginning	(N=166) 2.82	(N=81) 2.84	(N=85) 2.80

TABLE XI (continued)

Statement	Total County Extension Worker (N=170) *	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
with Unit I and proceeding to the upper units.			
4. Only one project manual is needed for each project (e.g., Corn and Beef at time of study).	(N=158) 2.03	(N=82) 2.11	(N=86) 1.93
5. No project manuals are needed for any project or activity (e.g., Safety and Dairy Foods, at time of study).	(N=165) 1.29	(N=82) 1.34	(N=83) 1.24
Subtotal	2.55	2.58	2.52
<u>Statement Regarding Use of Multiproject Literature</u>			
6. Plant Science literature should be used to supplement the Crop project manuals (e.g., a member enrolling in Corn would receive the Corn manual plus Unit I, of four units, in Plant Science).	(N=148) 3.72	(N=82) 3.72	(N=66) 3.72

TABLE XI (continued)

Statement	Total County Extension Worker (N=170)*	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
7. Animal Science literature should be used to supplement the Animal Project manuals (e.g., a member enrolling in Beef would receive the Beef manual plus Unit I, in Animal Science).	(N=151) 3.72	(N=83) 3.69	(N=68) 3.74
8. Explorer-type literature should be developed for the Junior audience. ^b	(N=166) 2.55	(N=80) 2.35	(N=86) 2.73
Subtotal	3.33	3.25	3.40
<u>Statement Regarding Number of Units</u>			
9. Manuals for projects should be numbered starting with Unit I and proceeding to the upper units (e.g., Unit I, II and III).	(N=139) 4.19	(N=71) 4.24	(N=68) 4.13
10. A color pattern should be developed to distinguish each particular audience for which the manual is intended.	(N=138) 3.69	(N=71) 3.66	(N=67) 3.71

TABLE XI (continued)

Statement	Total County Extension Worker (N=170) *	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating*-----			
11. Manuals should have unit numbers which correspond with the grade for which the manual is written (e.g., Unit 5 for 5th grade, Unit 6 for 6th grade).	(N=166) 3.39	(N=81) 3.57	(N=85) 3.27
Subtotal	3.76	3.82	3.70
<u>Statement Regarding the Number and Use of Records with Manuals</u>			
12. For projects with manuals for each year, records should be included in each manual. ^b	(N=169) 4.41	(N=83) 4.30	(N=86) 4.52
13. For projects with manuals written to be used for more than one year, separate record forms should be available for each year. ^a	(N=168) 4.04	(N=82) 3.87	(N=86) 4.20
14. For projects with only one manual, separate record forms should be provided for each year.	(N=166) 3.88	(N=81) 3.75	(N=85) 3.99

TABLE XI (continued)

Statement	Total County Extension Worker (N=170) *	Major	
		Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----			
15. Food-Nutrition Project and Activity Report 426 should be used as the record for all food projects. ^b	(N=133) 3.05	(N=50) 2.80	(N=83) 3.18
16. Form 540 should be used as the record for all Agricultural projects.	(N=144) 2.59	(N=78) 2.62	(N=66) 2.50
Subtotal	3.59	3.47	3.68
Total All Statements	3.31	3.30	3.32

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. Two agents did not respond and are deleted from the table.

**On the rating scale used: 1=strongly disagree; 2=disagree; 3=uncertain; 4=agree; and 5=strongly agree.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level. ^cSignificant at the .05 level.

TABLE XII

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF STATEMENTS REGARDING
DIVISION OF PROJECTS INTO UNITS AND USE AND NUMBER OF RECORD FORMS,
COMPARING RESPONSES FROM AGENTS WITH FOUR OR LESS AND MORE THAN
FOUR YEARS WITH EXTENSION

Statement	Total County Extension Worker (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating**-----			
<u>Statement Regarding Number of Units Needed</u>			
1. Eight units are needed for each project, with one unit for each grade (e.g., a club member enrolling in the Wildlife project in the 8th grade would receive the manual for that grade rather than beginning with Unit I).	(N=165) 3.49	(N=90) 3.60	(N=75) 3.40
2. One unit is needed for each audience (i.e., Junior, Jr. High and Senior).	(N=168) 3.15	(N=91) 3.16	(N=77) 3.13
3. Four units are needed for each project with members always beginning with Unit I and proceeding to the upper units.	(N=166) 2.84	(N=89) 2.91	(N=77) 2.74

TABLE XII (continued)

Statement	Total County Extension Worker (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating**-----			
4. Only one project manual is needed for each project (e.g., Corn and Beef at time of study).	(N=158) 2.03	(N=85) 1.87	(N=73) 2.20
5. No project manuals are needed for any project or activity (e.g., Safety and Dairy Foods, at time of study).	(N=165) 1.29	(N=88) 1.23	(N=77) 1.26
Subtotal	2.55	2.55	2.55
<u>Statement Regarding Use of</u> <u>Multi-project Literature</u>			
6. Plant Science literature should be used to supplement the Crop project manuals. Example: A member enrolling in Corn would receive the Corn manual plus Unit I in Plant Science.	(N=158) 3.73	(N=79) 3.82	(N=69) 3.64
7. Animal Science literature should be used to supplement the	(N=151) 3.72	(N=81) 3.75	(N=70) 3.69

TABLE XII (continued)

Statement	Total County Extension Worker (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating**-----			
member enrolling in Beef would receive the Beef manual plus Unit I in Animal Science.			
8. Explorer-type literature should be developed for the Junior audience.	(N=166) 2.55	(N=89) 2.55	(N=77) 2.53
Subtotal			
<u>Statement Regarding Numbering of Units</u>			
9. Manuals for projects should be numbered starting with Unit I and proceeding to the upper units (e.g., Unit I, II, and III).	(N=138) 4.19	(N=71) 4.18	(N=67) 4.19
10. A color pattern should be developed to distinguish each particular audience for which a manual is intended.	(N=137) 3.69	(N=70) 3.64	(N=67) 3.75

TABLE XII (continued)

Statement	Total County Extension Worker (N=170)*	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating**-----			
11. Manuals should have unit numbers which correspond with the grade for which the manual is written (e.g., Unit 5 for 5th grade and Unit 6 for 6th grade).	(N=166) 3.39	(N=90) 3.37	(N=76) 3.42
Subtotal	3.76	3.73	3.79
Statement Regarding the Number and Use of Records with Manuals			
12. For projects with manuals for each year, records should be included in each manual.	(N=169) 4.41	(N=92) 4.41	(N=77) 4.42
13. For projects with manuals written to be used for more than one year, separate record forms should be available for each year.	(N=168) 4.04	(N=91) 4.08	(N=77) 3.99
14. For projects with only one manual, separate record forms should be provided for each year.	(N=166) 3.88	(N=91) 3.96	(N=75) 3.77

TABLE XII (continued)

Statement	Total County Extension Workers (N=170) *	Years with Extension	
		Four or Less (N=93)	More than Four (N=77)
-----Average Rating**-----			
15. Food-Nutrition Project and Activity Report 426 should be used as the record for all Food Projects. ^a	(N=133) 3.05	(N=69) 3.25	(N=64) 2.83
16. Form 540 should be used as the record for all Agricultural projects.	(N=144) 2.59	(N=74) 2.53	(N=70) 2.62
Subtotal	3.59	3.65	3.53
Total All Statements	3.31	3.32	3.29

*Since number of respondents varied from item to item, numbers are presented in parentheses for the reader's benefit. Two agents did not respond and are deleted from the table.

**In the rating scale used: 1=strongly disagree; 2=disagree; 3=uncertain; 4=agree; and 5=strongly agree.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level. ^cSignificant at the .10 level.

Statements are divided into four groups in each table. The groups are: (1) statements regarding number of units needed, (2) statements regarding use of multi-project literature, (3) statements regarding numbering of units, and (4) statements regarding the number and use of records with manuals. Statements under each division are ranked and an average rating is given for each group.

Ratings ranged from 1.24 to 4.52 with an average of 3.31 for all 16 statements. Statements that were rated by Agents from 1.0 to 1.99 were considered Strongly Disagree, from 2.0 to 2.99 considered Disagree, 3.0 to 3.99, Agree, and over 4, Strongly Agree. When all respondents are considered (see Table IX, page 60), 11 statements were in the Agree group, four statements in the Disagree group and one statement in the Strongly Disagree group.

Five statements, 1 - 5, regarding number of units needed averaged 2.55 and were as follows:

1. Eight units are needed for each project, with one unit for each grade (e.g., a club member enrolling in the wildlife project in the 8th grade would receive the manual for that grade rather than beginning with Unit I). Average rating was 3.49, Agree.

2. One Unit is needed for each audience (i.e., Junior, Jr. High and Senior). Average Rating was 3.15, Agree.

3. Four units are needed for each project with members always beginning with Unit I and proceeding to the upper units. Average rating was 2.84, Disagree.

4. Only the project manual is needed for each project (e.g., corn, beef at present). Average rating was 2.03, Disagree.

5. No project materials are needed for any project or activity (e.g., safety, dairy foods at present). Average rating was 1.29, Strongly Disagree.

Three statements, 6 - 8, were rated regarding Multi-project Literature (i.e., the use of one manual for more than one project). These statements had an average rating of 3.33. They were as follows:

6. Plant Science Literature should be used to supplement the Crop Project Manuals (e.g., a member enrolling in corn would receive the corn manual plus Unit I of four units in Plant Science). Average rating was 3.73, Agree.

7. Animal Science Literature should be used to supplement the Animal Project Manuals (e.g., a member enrolling in the beef project would receive the beef manual plus Unit I, in Animal Science). Average rating was 3.72, Agree.

8. Explorer-type Literature should be developed for the Junior audience. Average rating was 2.55, Disagree.

Three statements, 9 - 11, were included in the survey which dealt with numbering 4-H project manuals. Statement 10 concerning color patterns was one that could be combined with both of the other statements.

The three statements averaged 3.76 and were as follows:

9. Manuals for projects should be numbered starting with Unit I and proceeding to the upper units (e.g., Unit I, II, III). Average rating 4.19, Strongly Agree.

10. A color pattern should be developed to distinguish each particular audience for which a manual is intended. Average rating was 3.69, Agree.

11. Manuals should have unit numbers which correspond with the grade for which the manual is written (e.g., Unit 5 for 5th grade and Unit 6 for 6th grade). Under this method there would be no Units I, II, III and IV. Average rating was 3.39, Agree.

Five statements, 12 - 16, regarding number and use of record forms had an average rating of 3.59 and were as follows:

12. For projects with manuals for each year, records should be included in each manual. Average rating was 4.41, Strongly Agree.

13. For projects with manuals written to be used for more than one year separate record forms should be available for each year. Average rating was 4.04, Strongly Agree.

14. For projects with only one manual, separate record forms should be provided for each year. Average rating was 3.88, Agree.

15. Food-Nutrition Project and Activity Report 426 should be used as the record for all food projects. Average rating was 3.05, Agree.

16. Form 540 should be used as the record for all Agricultural Projects. Average rating was 2.59, Disagree.

The t-Test was the statistical test used for checking significance in comparisons made.

Comparison of Agent Response by Average Annual Number of Honor Club Initiates

Data in Table IX, page 60, show that agents from counties with four or less Honor Club Initiates had an average rating of 3.33 for the 16 statements compared with 3.22 for agents from counties with more than 4 Initiates.

Number of units needed. Agents in both groups gave the five statements dealing with the number of units needed an average rating of 2.55, Disagree. They also rated each of the five statements the same way. No significant difference was noted between groups.

Multi-project Manuals. Agents with more than four Honor Club Initiates rated Statements 6, 7 and 8, 3.29, compared with 3.34 for agents with four or less Initiates. Agents with more Initiates rated Statements 6 and 7 (statements dealing with the use of plants and Animal Science literature to supplement other projects) higher than agents with fewer Initiates. On Statement 8, dealing with Explorer-type literature for the Junior audience, Agents with four or less Initiates disagreed significantly more than Agents with more than four Initiates.

Numbering of units. Both groups of agents rated Statements 9 and 10 virtually the same; while agents with fewer Honor Club Initiates agreed with Statement 11 significantly more than agents with more Initiates.

Record forms. Agents with more than four Honor Club Initiates per year gave the five statements on record forms an average rating of 3.56 compared with 3.62 for agents in the other group, both in the Agree group. Agents with more Initiates agreed with Statement 13 more and with 12 significantly more, but rated the other three statements lower than agents with fewer Initiates. Agents with fewer Initiates agreed with Statement 15; while Agents with more than four Initiates disagreed with it. Both groups rejected Statement 16.

Comparison of Agent Responses by Highest Degree

Information presented in Table X, page 66, discloses that agents with a B.S. degree gave the 16 statements an average rating of 3.34 compared with 3.28 for agents with an M.S. degree.

Number of units needed. Agents with an M.S. gave Statements 1 - 5 an average rating of 2.44 compared with 2.59 for B.S. Agents. Although B.S. agents rated Statements 1 - 4 higher, those in both groups disagreed with Statements 3 - 5.

Numbering of units. Agents with an M.S. degree gave Statements 9, 10 and 11 a higher subtotal average improvement rating of 3.79 compared with 3.75 for Agents with the B.S. Even though Agents with a B.S. had a lower average, they rated Statements 9 and 10 higher than M.S. Agents. Agents in both groups agreed with the three statements dealing with numbers of units.

Record forms. B.S. Agents gave statements 12 - 16 an average rating of 3.74 compared with 3.49 for M.S. degree Agents and also rated each individual statement higher. Agents with a B.S. rated Statement 15 Agree compared to Disagree for M.S. Agents and Statement 16 Disagree compared to Strongly Disagree for Agents with an M.S. degree.

Comparison of Agent Responses by College Major

Study of data in Table XI, page 72, shows that Agents with a major in Agriculture had an average rating of 3.30 and those with Home Economic majors averaged 3.32, Agree on statements regarding division of projects into use, units and use and number of record forms.

Number of units needed. Agents with an Agriculture degree gave Statements 1 - 5 a higher average rating, 2.58, and rated all except Statement 1 higher than did Home Economics Agents, 2.52. Home Economics Agents also rated Statement 4 Strongly Disagree compared to Disagree for Agriculture Agents. No difference was significant.

Multi-project Manuals. Home Economics Agents rated Statements 6 and 7 about the same and on Statement 8 disagreed significantly less than did Agents with an Agriculture major, though both disagreed with the statement. Home Economics majors had a 3.40 average compared with 3.25 for the Agriculture Agents.

Numbering of units. Agriculture majors gave Statements 9, 10 and 11 a higher average subtotal rating, 3.82 and rated numbers 9 and 11 higher than Home Economics majors who gave them an average rating of 3.70. Both groups agreed with all items.

Record forms. Home Economics majors rated Statement 14 higher, Statement 12 significantly higher, and Statement 13 very significantly higher than Agriculture majors. Home Economics majors gave statements a higher average, 3.68 compared with 3.47. Agriculture majors, on the other hand, rated Statement 16 higher and 15 significantly higher. Both groups agreed with Statements 12 - 15 and disagreed with 16.

Comparison of Agent Responses by Years with Extension

Table XII, page 77, shows that the total average rating of Agents with four years or less with Extension was 3.32 compared with 3.29 for Agents with more than four years with Extension.

Number of units needed. Agents with four years or less with Extension rated Statements 1, 2 and 3 higher and Statements 4 and 5 lower than Agents with more than 4 years with Extension. Agents with less experience rated Statement 4 Strongly Disagree, compared with Disagree for Agents with more experience. Both groups strongly disagreed with Statement 5.

Multi-project Manuals. Agents with less experience rated Statements 6, 7 and 8 all higher and had a higher average, 3.37, compared with 3.29 for Agents with more experience. Both groups disagreed with Statement 8. None of the differences were significant.

Numbering of units. Agents with more than four years of experience rated Statements 9, 10 and 11 higher for an average subtotal rating of 3.79 compared with 3.73 for Agents with four years or less with Extension.

Record forms. Agents with four years or less with Extension rated Statements 13 and 14 higher, and Statement 15 very significantly higher, than Agents with more than four years of experience. Agents with less experience also had an average subtotal rating of 3.65 compared with 3.53 for the other group. Agents with more experience rated Statements 12 and 16 higher. Agents in both groups Agreed with all statements excepting Statement 16 and those with more than four years of experience disagreed with Statement 15.

D. NUMBER OF UNITS AVAILABLE

Tables XIII, XIV, XV, and XVI give the rankings and percents of county Extension workers agreeing that the projects had enough units available. Various comparisons were made between Agent groups. The numbers of respondents for individual projects varied, so the numbers responding are given in each table. The number of Tennessee Agricultural Extension units available for each project is shown in the first column in each table. The tables are summarized and total average percentages are given.

It should be noted that three projects had 9 units available. They were: Entomology, 94.7 percent feeling enough units were available, Home Improvement, 91.5 percent agreeing, and Management, 86.1 percent agreeing.

Only one project (Electric) had 8 units available and it had a total percent of 94.2 of all respondents saying the number of units was adequate.

Two projects, Clothing and Wildlife, were evaluated with 7 units and percents agreeing unit numbers were adequate were 88.6 and 84.2, respectively.

There were three projects with 5 units available. They were: Photography, 94.1 percent agreeing, Arts and Crafts, 81.6 percent, and Foods and Nutrition, 62.9 percent supporting.

TABLE XIII

RANKINGS AND PERCENTS OF COUNTY EXTENSION WORKERS AGREEING THAT PROJECTS HAD ENOUGH UNITS AVAILABLE, COMPARING RESPONSES OF AGENTS FROM COUNTIES WITH AN AVERAGE OF FOUR OR LESS AND MORE THAN FOUR HONOR CLUB INITIATES DURING THE PERIOD 1972-74

Project	Number Manual (Units)	Total County Extension Workers (N=172) *	Honor Club Initiates	
			Four or Less (N=84)	More than Four (N=88)
-----Percent Answering "Yes"-----				
1. Entomology	9	(N=134) 94.7	(N=65) 98.5	(N=69) 91.3
2. Electric ^c	8	(N=140) 94.2	(N=66) 98.5	(N=74) 90.5
3. Photography	5	(N=153) 94.1	(N=74) 97.3	(N=79) 91.1
4. Home Improvement	9	(N=119) 91.5	(N=51) 96.1	(N=68) 88.2
5. Automotive	3	(N=107) 88.7	(N=49) 89.8	(N=58) 87.9
6. Clothing	7	(N=114) 88.6	(N=50) 92.0	(N=64) 85.9
7. Management	9	(N=115) 86.1	(N=50) 90.0	(N=65) 83.1
8. Wildlife	7	(N=141) 84.2	(N=71) 84.3	(N=70) 84.3
9. Arts and Crafts	5	(N=152) 81.6	(N=72) 81.9	(N=80) 81.3
10. Tractor	4	(N=110) 79.6	(N=55) 85.5	(N=55) 74.5
11. Vet. Science	3	(N=110) 73.4	(N=50) 72.0	(N=60) 75.0
12. Plant Science ^b	4	(N=119) 69.5	(N=58) 79.3	(N=61) 60.7
13. Woodworking	4	(N=126) 68.8	(N=59) 74.6	(N=67) 64.2

TABLE XIII (continued)

Project	Number Manual (Units)	Total County Extension Workers (N=172)*	Honor Club Initiates	
			Four or Less (N=84)	More than Four (N=88)
-----Percent Answering "Yes"-----				
14. Home Grounds	3	(N=133) 65.9	(N=63) 69.8	(N=70) 62.9
15. Foods and Nutrition	5	(N=116) 62.9	(N=50) 72.0	(N=66) 56.1
16. Economics	2	(N=96) 57.9	(N=39) 66.7	(N=57) 52.6
17. Health ^a	4	(N=132) 51.5	(N=58) 67.2	(N=74) 39.2
18. Public Speaking	2	(N=154) 49.0	(N=73) 57.5	(N=81) 42.0
19. Soybeans	1	(N=89) 48.9	(N=47) 55.3	(N=42) 42.9
20. Tobacco	1	(N=82) 41.5	(N=37) 45.9	(N=45) 37.8
21. Sheep	1	(N=89) 38.5	(N=44) 47.7	(N=45) 28.9
22. Corn	1	(N=106) 37.5	(N=53) 43.4	(N=53) 32.1
23. Cotton	1	(N=70) 35.9	(N=37) 41.9	(N=33) 30.3
24. Swine	1	(N=111) 35.8	(N=55) 41.8	(N=56) 30.4
25. Animal Science ^b	1	(N=120) 35.0	(N=58) 44.8	(N=62) 25.8
26. Horse	2	(N=140) 34.8	(N=70) 40.0	(N=70) 28.6
27. Bicycle**	3	(N=NA) 34.1	NA	NA
28. Personal Development	2	(N=129) 34.1	(N=59) 39.0	(N=70) 30.0
29. Small Engines	1	(N=118) 33.9	(N=57) 40.4	(N=61) 27.9

TABLE XIII (continued)

Project	Number Manual (Units)	Total County Extension Workers (N=172)*	Honor Club Initiates	
			Four or Less (N=84)	More than Four (N=88)
-----Percent Answering "Yes"-----				
30. Garden	1	(N=136) 32.6	(N=66) 37.9	(N=70) 28.6
31. Dog Care	1	(N=151) 29.3	(N=72) 31.9	(N=79) 27.8
32. Beef ^b	1	(N=118) 23.9	(N=61) 34.4	(N=57) 14.0
33. Beekeeping	0	(N=113) 23.9	(N=52) 30.8	(N=61) 18.0
34. Food Preservation	0	(N=109) 22.9	(N=43) 30.2	(N=66) 18.2
35. Citizenship	0	(N=141) 21.9	(N=68) 26.5	(N=73) 17.2
36. Dairy ^a	1	(N=109) 19.4	(N=53) 34.0	(N=56) 7.1
37. Leadership ^b	1	(N=147) 18.5	(N=70) 27.1	(N=77) 11.7
38. Poultry	1	(N=116) 19.1	(N=58) 22.4	(N=58) 15.5
39. Forestry ^b	1	(N=117) 16.5	(N=57) 26.3	(N=60) 8.3
40. Conservation	0	(N=121) 15.3	(N=54) 16.7	(N=67) 11.9
41. Dairy Food	0	(N=110) 13.6	(N=43) 16.3	(N=67) 11.9
42. Bread Baking	0	(N=112) 13.2	(N=44) 13.6	(N=68) 12.6
43. Safety	0	(N=130) 10.0	(N=61) 9.8	(N=69) 10.1
Total Average**	2.7	48.2	54.2	43.8

TABLE XIII (continued)

*Number of respondents varied from project to project so they are given in parentheses for the convenience of the reader.

**Data were not available for Bicycle in the Agent comparison groups so there were only 42 projects in two groups. Total county extension worker number available for Bicycle. NA=not available.

^aSignificant at the .01 level, using chi square analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XIV

RANKINGS AND PERCENTS OF COUNTY EXTENSION WORKERS AGREEING THAT PROJECTS HAD
ENOUGH UNITS AVAILABLE, COMPARING RESPONSES OF AGENTS WITH
B.S. AND M.S. DEGREES

Project	Number Manual (Units)	Total County Extension Workers (N=171)*	Highest Degree Attained	
			B.S. (N=126)	M.S. (N=45)
-----Percent Answering "Yes"-----				
1. Entomology	9	(N=133)	94.7 (N=96) 94.8	(N=37) 94.6
2. Electric	8	(N=139)	94.2 (N=100) 95.0	(N=39) 92.3
3. Photography	5	(N=152)	94.1 (N=110) 95.5	(N=42) 90.5
4. Home Improvement	9	(N=119)	91.5 (N=92) 91.3	(N=27) 92.6
5. Automotive	3	(N=106)	88.7 (N=74) 90.3	(N=32) 84.4
6. Clothing	7	(N=114)	88.6 (N=91) 89.0	(N=23) 87.0
7. Management	9	(N=115)	86.1 (N=87) 86.2	(N=28) 85.7
8. Wildlife	7	(N=140)	84.2 (N=106) 83.0	(N=34) 88.2
9. Arts and Crafts	5	(N=152)	81.6 (N=112) 84.8	(N=40) 72.5
10. Tractor ^c	4	(N=109)	79.6 (N=73) 78.1	(N=36) 83.3
11. Vet. Science	3	(N=109)	73.4 (N=77) 72.7	(N=32) 75.0
12. Plant Science	4	(N=118)	69.5 (N=83) 68.7	(N=35) 71.4
13. Woodworking	4	(N=125)	68.8 (N=90) 67.8	(N=35) 71.4
14. Home Grounds	3	(N=132)	65.9 (N=96) 67.7	(N=36) 61.1
15. Food and Nutrition	5	(N=116)	62.9 (N=92) 65.2	(N=24) 54.2

TABLE XIV (continued)

Project	Number Manual (Units)	Total County Extension Workers (N=171)*	Highest Degree Attained	
			B.S. (N=126)	M.S. (N=45)
-----Percent Answering "Yes"-----				
16. Economics	2	(N=95) 57.9	(N=67) 52.2	(N=28) 71.4
17. Health	4	(N=132) 51.5	(N=97) 49.5	(N=35) 57.1
18. Public Speaking	2	(N=153) 49.0	(N=112) 50.9	(N=41) 43.9
19. Soybeans	1	(N=88) 48.9	(N=60) 43.3	(N=28) 69.7
20. Tobacco	1	(N=82) 41.5	(N=53) 45.3	(N=29) 34.5
21. Sheep	1	(N=89) 38.5	(N=57) 28.1	(N=32) 56.3
22. Corn	1	(N=105) 37.5	(N=71) 36.6	(N=34) 38.2
23. Cotton	1	(N=64) 35.9	(N=49) 32.7	(N=15) 46.7
24. Swine ^c	1	(N=110) 35.8	(N=76) 28.9	(N=34) 50.0
25. Animal Science	1	(N=120) 35.0	(N=85) 35.3	(N=35) 34.3
26. Horse	2	(N=139) 34.8	(N=102) 31.4	(N=37) 40.5
27. Bicycle**	3	(N=NA) 34.5	NA	NA
28. Personal Development	2	(N=129) 34.1	(N=96) 31.3	(N=33) 42.3
29. Small Engines	1	(N=118) 33.9	(N=83) 32.5	(N=35) 37.1
30. Garden	1	(N=135) 32.6	(N=98) 32.7	(N=37) 32.4
31. Dog Care	1	(N=150) 29.3	(N=109) 24.8	(N=41) 41.5

TABLE XIV (continued)

Project	Number Manual (Units)	Total County Extension Workers (N=171)*	Highest Degree Attained	
			B.S. (N=126)	M.S. (N=45)
-----Percent Answering "Yes"-----				
32. Beef	1	(N=117) 23.9	(N=82) 20.7	(N=35) 31.4
33. Beekeeping	0	(N=113) 23.9	(N=76) 22.4	(N=37) 27.0
34. Food Preservation	0	(N=109) 22.9	(N=88) 19.3	(N=21) 38.1
35. Citizenship	0	(N=137) 21.9	(N=101) 18.8	(N=36) 28.2
36. Dairy	1	(N=108) 19.4	(N=75) 18.7	(N=33) 21.2
37. Leadership	1	(N=146) 18.5	(N=106) 17.0	(N=40) 22.5
38. Poultry	1	(N=115) 19.0	(N=82) 17.1	(N=33) 24.2
39. Forestry	1	(N=116) 16.5	(N=84) 14.3	(N=32) 21.9
40. Conservation	0	(N=111) 15.3	(N=77) 13.0	(N=34) 20.6
41. Dairy Food	0	(N=110) 13.6	(N=88) 11.4	(N=22) 22.7
42. Bread Baking	0	(N=111) 12.6	(N=89) 11.2	(N=22) 18.2
43. Safety	0	(N=130) 10.0	(N=95) 10.5	(N=35) 8.6
Total Average	2.7	48.2	44.9	49.8

*Number of respondents varied from project to project so they are given in parentheses for the convenience of the reader. One agent did not respond and is deleted from the table.

TABLE XIV (continued)

**Data was not available for Bicycle in the Agent comparison groups so there were only 42 projects in the two groups. Total county Extension workers number were available for bicycle. NA=not available.

^a Significant at the .01 level, using chi square analysis.

^b Significant at the .05 level.

^c Significant at the .10 level.

TABLE XV

RANKINGS AND PERCENTS OF COUNTY EXTENSION WORKERS AGREEING THAT PROJECTS HAD
ENOUGH UNITS AVAILABLE, COMPARING RESPONSES OF AGENTS MAJORING IN
AGRICULTURE AND HOME ECONOMICS

Project	Number Manuals	Total County Extension Workers (N=170) *	College Major	
			Agriculture (N=82)	Home Economics (N=88)
-----Percent Answering "Yes"-----				
1. Entomology	9	(N=132) 94.7	(N=76) 94.7	(N=56) 94.9
2. Electric	8	(N=138) 94.2	(N=80) 95.0	(N=58) 93.1
3. Photography	5	(N=151) 94.1	(N=79) 92.4	(N=72) 95.8
4. Home Economics	9	(N=119) 91.5	(N=41) 85.4	(N=78) 94.9
5. Automotive	3	(N=105) 88.7	(N=73) 84.9	(N=32) 96.9
6. Clothing	7	(N=114) 88.6	(N=33) 93.9	(N=81) 86.4
7. Management ^b	9	(N=115) 86.1	(N=43) 76.7	(N=72) 91.7
8. Wildlife ^b	7	(N=139) 84.2	(N=79) 91.1	(N=60) 75.0
9. Arts and Crafts	5	(N=151) 81.6	(N=70) 85.7	(N=81) 77.8
10. Tractor	4	(N=108) 79.6	(N=79) 84.8	(N=29) 65.5
11. Vet. Science	3	(N=108) 73.4	(N=74) 73.0	(N=34) 76.5
12. Plant Science	4	(N=117) 69.5	(N=79) 73.4	(N=38) 63.2
13. Woodworking	4	(N=124) 68.8	(N=74) 68.9	(N=50) 68.0
14. Home Grounds	3	(N=131) 65.9	(N=74) 68.9	(N=57) 61.4

TABLE XV (continued)

Project	Number Manuals	Total County Extension Workers (N=170)*	College Major	
			Agriculture (N=82)	Home Economics (N=88)
-----Percent Answering "Yes"-----				
15. Foods and Nutrition	5	(N=116) 62.9	(N=36) 61.6	(N=80) 63.8
16. Economics	2	(N=90) 57.0	(N=57) 66.7	(N=33) 43.2
17. Health	4	(N=131) 51.5	(N=56) 62.5	(N=75) 44.0
18. Public Speaking	2	(N=152) 49.0	(N=77) 55.8	(N=75) 42.7
19. Soybeans	1	(N=87) 48.9	(N=66) 53.0	(N=21) 38.1
20. Tobacco	1	(N=82) 41.5	(N=60) 45.0	(N=22) 31.8
21. Sheep ^b	1	(N=88) 38.5	(N=65) 44.6	(N=23) 17.4
23. Cotton	1	(N=63) 35.9	(N=46) 41.3	(N=17) 23.5
24. Swine	1	(N=109) 35.8	(N=79) 40.5	(N=30) 23.3
25. Animal Science	1	(N=119) 35.0	(N=79) 41.8	(N=40) 22.5
26. Horse ^b	2	(N=138) 34.8	(N=81) 42.0	(N=57) 22.8
27. Bicycle**	3	(N=NA) 34.5	NA	NA
28. Personal Development	2	(N=128) 34.1	(N=61) 41.0	(N=67) 28.4
29. Small Engines	1	(N=117) 33.9	(N=79) 39.2	(N=38) 23.7
30. Garden	1	(N=134) 32.6	(N=79) 35.4	(N=55) 29.1
31. Dog Care	1	(N=149) 29.3	(N=79) 39.2	(N=70) 18.6
32. Beef	1	(N=116) 23.9	(N=80) 27.5	(N=36) 16.7

TABLE XV (continued)

Project	Number Manuals	Total County Extension Workers (N=170)*	College Major	
			Agriculture (N=82)	Home Economics (N=88)
-----Percent Answering "Yes"-----				
33. Beekeeping	0	(N=112) 23.9	(N=71) 22.5	(N=41) 24.4
34. Food Preservation	0	(N=109) 22.9	(N=35) 34.3	(N=74) 17.6
35. Citizenship	0	(N=139) 21.9	(N=71) 28.2	(N=68) 14.7
36. Dairy	1	(N=107) 19.4	(N=75) 22.7	(N=32) 17.5
37. Leadership	1	(N=145) 18.5	(N=73) 23.3	(N=72) 13.9
38. Poultry	1	(N=114) 19.1	(N=76) 25.0	(N=38) 7.9
39. Forestry	1	(N=115) 16.5	(N=75) 21.3	(N=40) 7.5
40. Conservation	0	(N=110) 15.3	(N=17) 19.4	(N=93) 7.9
41. Dairy Food	0	(N=110) 13.6	(N=36) 22.2	(N=74) 9.5
42. Bread Baking	0	(N=111) 12.6	(N=36) 22.2	(N=75) 8.0
43. Safety	0	(N=129) 10.0	(N=71) 14.1	(N=58) 5.2
Total Average	2.7	48.2	52.3	42.5

*Number of respondents varied from project to project so they are given in parentheses for the convenience of the reader. Two agents did not respond and are deleted.

TABLE XV (continued)

**Data was not available for bicycle in the agent comparison groups so there were only 42 projects in the two groups. Total county extension worker numbers were available for bicycle. NA=not available.

^a Significant at the .01 level, using chi square analysis.

^b Significant at the .05 level.

^c Significant at the .10 level.

TABLE XVI

RANKINGS AND PERCENTS OF COUNTY EXTENSION WORKERS AGREEING THAT PROJECTS HAD ENOUGH UNITS AVAILABLE, COMPARING RESPONSES OF AGENTS WITH FOUR OR LESS AND MORE THAN FOUR YEARS OF EXPERIENCE

Project	Number Manuals (Units)	Total County Extension Worker (N=170)*	Years with Extension	
			Four or Less (N=93)	More than Four (N=77)
-----Percent Answering "Yes"-----				
1. Entomology	9	(N=132) 94.7	(N=65) 90.8	(N=67) 98.5
2. Electric	8	(N=138) 94.2	(N=65) 92.3	(N=73) 95.9
3. Photography	5	(N=151) 94.1	(N=78) 96.2	(N=73) 91.8
4. Home Improvement	9	(N=118) 91.5	(N=64) 87.5	(N=54) 96.3
5. Automotive	3	(N=105) 88.7	(N=51) 82.4	(N=54) 94.4
6. Clothing	7	(N=113) 88.6	(N=65) 90.8	(N=48) 87.5
7. Management	9	(N=114) 86.1	(N=62) 80.6	(N=52) 92.8
8. Wildlife	7	(N=139) 84.2	(N=72) 84.7	(N=67) 83.6
9. Arts and Crafts	5	(N=151) 81.6	(N=79) 83.5	(N=72) 79.2
10. Tractor	4	(N=108) 79.6	(N=51) 78.4	(N=57) 80.7
11. Vet. Science	3	(N=108) 73.4	(N=52) 71.2	(N=56) 76.8
12. Plant Science	4	(N=117) 69.5	(N=56) 69.8	(N=61) 68.6
13. Woodworking	4	(N=124) 68.8	(N=62) 71.0	(N=62) 67.7

TABLE XVI (continued)

Project	Number Manuals	Total County Extension Worker (N=170)*	Years with Extension	
			Four or Less (N=93)	More than Four (N=77)
-----Percent Answering "Yes"-----				
14. Home Grounds	3	(N=131) 65.9	(N=62) 64.5	(N=69) 68.1
15. Foods and Nutrition	5	(N=115) 62.9	(N=64) 64.1	(N=51) 60.8
16. Economics	2	(N=94) 57.9	(N=42) 57.1	(N=52) 59.6
17. Health	4	(N=131) 51.5	(N=67) 53.7	(N=64) 48.4
18. Public Speaking	2	(N=152) 49.3	(N=79) 49.4	(N=73) 49.3
19. Soybeans	1	(N=87) 48.9	(N=43) 48.9	(N=44) 52.3
20. Tobacco	1	(N=81) 41.5	(N=40) 42.5	(N=41) 41.5
21. Sheep	1	(N=88) 38.5	(N=40) 30.0	(N=48) 45.9
22. Corn	1	(N=104) 37.5	(N=49) 32.7	(N=55) 41.8
23. Cotton	1	(N=63) 35.9	(N=35) 37.1	(N=28) 35.7
24. Swine	1	(N=109) 35.8	(N=52) 26.9	(N=57) 43.9
25. Animal Science	1	(N=119) 35.0	(N=59) 35.6	(N=60) 33.3
26. Horse	2	(N=138) 34.5	(N=72) 34.7	(N=66) 33.3
27. Bicycle**	3	(N=NA) 34.8	NA	NA
28. Personal Development	2	(N=128) 34.1	(N=63) 31.7	(N=65) 36.9
29. Small Engines	1	(N=117) 33.9	(N=59) 35.6	(N=58) 32.8

TABLE XVI (continued)

Project	Number Manuals	Total County Extension Worker (N=170)*	Years with Extension	
			Four or Less (N=93)	More than Four (N=77)
-----Percent Answering "Yes"-----				
30. Garden	1	(N=134) 32.6	(N=65) 29.2	(N=69) 36.2
31. Beef	1	(N=116) 23.9	(N=56) 21.4	(N=60) 26.7
32. Dog Care	1	(N=139) 29.3	(N=68) 23.1	(N=71) 36.6
33. Beekeeping	0	(N=112) 23.9	(N=52) 21.2	(N=60) 26.7
34. Food Preservation	0	(N=108) 22.9	(N=63) 22.2	(N=45) 24.4
35. Citizenship ^b	0	(N=139) 21.9	(N=68) 13.2	(N=71) 29.6
36. Dairy	1	(N=107) 19.4	(N=50) 18.0	(N=57) 21.1
37. Leadership	1	(N=148) 18.5	(N=74) 14.9	(N=74) 22.5
38. Poultry	1	(N=114) 19.1	(N=54) 24.1	(N=60) 15.0
39. Forestry	1	(N=115) 16.5	(N=58) 15.5	(N=57) 17.5
40. Conservation	0	(N=110) 15.3	(N=50) 14.0	(N=60) 16.7
41. Dairy Food	0	(N=108) 13.6	(N=63) 15.6	(N=45) 11.1
42. Bread Baking	0	(N=110) 12.6	(N=64) 9.4	(N=46) 17.4
43. Safety	0	(N=129) 10.0	(N=66) 9.1	(N=63) 11.1
Total Average	2.7	48.2	47.0	50.2

TABLE XVI (continued)

*Number of respondents varied from project to project so they are given in parentheses for the convenience of the reader. Two agents did not respond and are deleted.

**Data was not available for Bicycle in the agent comparison groups so there were only 42 projects in the two groups. Total county extension workers numbers were available for Bicycle. NA=not available.

^aSignificant at the .01 level, using chi square analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

Four projects, Tractor, 79.6 percent, Plant Science, 69.5 percent, Woodworking, 68.8 percent, and Health, 51.5 percent, had an average percentage of 67.4 agreeing. These projects had four units available.

Four projects were evaluated which had three units. These were Automotive, 88.7 percent of the Agents agreeing, Veterinary Science, 73.4 percent, Home Grounds, 65.9 percent, and Bicycle, 34.1 percent. They had an average percent agreeing of 65.6. Only the total percentage was available for Bicycle, so Agent group comparisons could not be made with this project.

Four projects, Economics, Public Speaking, Horse and Personal Development had two units available. They had a total average percentage agreeing of only 44.0.

The largest group of projects (15) had only one unit available. They had an average percentage agreeing of a low 31.1.

Seven projects had no 4-H member manuals available at all. Their average percent agreeing that this was acceptable was 17.2 percent.

Projects with 7 or more units available made up six of the top eight as seen by Agents. The other two projects in the top eight were Photography with 5 and Automotive with 3 units. Automotive was a Senior project only offered for three years.

Sixteen of the 17 projects with 3 or more units were in the top 17 of the 43 projects rated, the exception was Bicycle.

Of the 11 projects with the smallest percent approving, seven had no units available at all and four had only one.

The average number of units per project was 2.7 and the average percent agreeing the number of units was adequate for the 43 projects was 48.2.

Chi-square was the statistical test used for checking significance in all comparisons made.

Comparison of Agent Responses by Number of Honor Club Initiates

Data in Table XIII, page 91, show that Agents from counties with four or less Honor Club Initiates per year for a three-year period, 1972 - 1974, gave the 43 projects an average agreement percentage of 54.2 compared to 43.2 for the Agents with more than four Initiates. Agents with fewer Initiates rated all projects except two, Safety and Vet. Science, higher. They also rated Plant Science, Animal Science, Beef, Leadership and Forestry significantly higher and Dairy and Health very significantly higher. Also, significance was approached on the number of units available on the Electric project.

Comparison of Agent Responses by Highest Degree

Table XIV shows that an average 49.8 percent of Agents with an M.S. degree felt the number of units were adequate compared with 44.9 for Agents with a B.S. degree. Higher percents of Agents with a Master's were recorded for 28 of the 42 projects compared. (Table XIV, page 95.)

Agents with an M.S. rated projects with 9, 7, 2, 1, and 0 units available higher; whereas Agents with a B.S. rated projects with 8, 5, and 3 units higher. Though no significant differences were recorded, percents of Agents with Master's degrees approached being significantly higher on the number of units in Tractor and Swine projects.

Comparison of Agents Responses by College Major

Table XV, page 99., shows that an average of 52.3 percent of Agents with a major in Agriculture felt projects had enough units to only 42.5 for Home Economics majors. Percent of Home Economists was higher on only three of the eight Home Economic Projects, and percent of Agricultural Agents was higher on 27 of the 31 Agricultural projects studied. In the top 15 projects, Agriculture Agents rated eight higher and in the bottom 15, all 15 higher than the Home Economics majors. Thus, Agents with an Agricultural degree rated 35 of the projects higher, while Home Economics Agents rated only 7 higher. A significantly higher percent of Home Economics Agents felt the number of Management units was adequate; while significantly higher percents of Agriculturists liked Arts and Crafts, Sheep, and Horse projects.

Comparison of Agent Responses by Years of Experience

Table XVI, page 103, shows that an average of 47.0 percent of Agents with four years or less with Extension approved of numbers of units available for projects compared with 50.2 percent for Agents with more than four years of experience. Agents in the more than four

years group rated eight of the top 15 projects higher and 11 of the bottom 15 projects higher than Agents with 4 or less years with Extension. Thus, higher percents of the Agents with more than four years experience rated 25 of the 42 projects higher. Agents in the over 4 group rated citizenship significantly higher. A significantly higher percent of Agents with more than four years of experience agreed that citizenship did not need any units; though obviously the vast majority felt units were needed.

E. RATINGS OF RECORD FORMS AVAILABLE FOR 4-H PROJECTS

Data in Tables XVII, XVIII, XIX, and XX show the rankings and county Extension worker average ratings of the record forms available for selected 4-H projects. The number of record forms available and how they were being used at the time of the study also is given in each table. At the end of each table, the projects are summarized according to number of records available. The projects which use the 540 and 426 Form also are given in the summary. Comparisons were made between different Agent groups and the t-test was used to test for significance.

Projects with a rating of 3.00 or more were considered Good, those with 2.00 to 2.99, Fair, and below 2.00, Poor. According to the average county Extension worker ratings, there were 6 projects which rated Good, 28 Fair and 9 Poor.

TABLE XVII

RANKINGS AND COUNTY EXTENSION WORKER RATINGS OF THE RECORD FORMS AVAILABLE FOR
SELECTED 4-H PROJECTS, COMPARISONS BY AGENTS FROM COUNTIES WITH AN
AVERAGE OF FOUR OR LESS AND MORE THAN FOUR HONOR CLUB INITIATES
PER YEAR, 1972-74, AND SUMMARIES

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Honor Club Initiates	
				Four or Less (N=82)	More than Four (N=88)
-----Average Rating*-----					
1. Electric	8	incl.	(N=128) 3.34	(N=58) 3.36	(N=70) 3.33
2. Wildlife***	7	incl.	(N=NA) 3.29	NA	NA
3. Entomology	9	incl.	(N=124) 3.16	(N=57) 3.19	(N=67) 3.13
4. Tractor	4	incl.	(N=101) 3.10	(n=48) 3.21	(N=53) 3.00
5. Photography	2	sep.	(N=144) 3.09	(N=67) 3.11	(n=77) 3.06
6. Vet. Science	3	incl.	(N=104) 3.01	(N=45) 2.96	(N=59) 3.05
7. Automotive	3	incl.	(N=98) 2.94	(N=41) 3.00	(N=57) 2.90
8. Plant Science	4	incl.	(N=107) 2.94	(N=50) 2.98	(N=57) 2.90
9. Clothing	7	incl.	(N=109) 2.87	(N=47) 2.83	(N=62) 2.89
10. Home Grounds	3	incl.	(N=121) 2.87	(N=54) 2.93	(N=67) 2.72
11. Arts and Crafts	5	incl.	(N=143) 2.85	(N=65) 2.89	(N=78) 2.82
12. Management	9	incl.	(N=113) 2.82	(N=49) 2.88	(N=64) 2.77
13. Home Improvement	9	incl.	(N=121) 2.82	(N=54) 2.86	(N=67) 2.79

TABLE XVII (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Honor Club Initiates	
				Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----					
14. Woodworking	1	540	(N=126) 2.73	(N=59) 2.90	(N=67) 2.58
15. Health	4	incl.	(N=135) 2.71	(N=64) 2.76	(N=71) 2.71
16. Public Speaking	2	incl.	(N=145) 2.66	(N=65) 2.80	(N=80) 2.60
17. Small Engines	1	incl.	(N=105) 2.62	(N=48) 2.60	(N=57) 2.63
18. Animal Science	1	incl.	(N=112) 2.61	(N=51) 2.69	(N=61) 2.52
19. Food and Nutrition	1	426	(N=111) 2.57	(N=48) 2.67	(N=63) 2.51
20. Dog Care	1	sep.	(N=136) 2.57	(N=65) 2.49	(N=71) 2.63
21. Economics	2	incl.	(N=91) 2.49	(N=37) 2.46	(N=54) 2.52
22. Garden	1	incl.	(N=123) 2.43	(N=55) 2.25	(N=68) 2.57
23. Soybeans	1	incl.	(N=82) 2.40	(N=41) 2.44	(N=41) 2.37
24. Cotton	1	incl.	(N=57) 2.40	(N=26) 2.50	(N=31) 2.32
25. Corn	1	incl.	(N=96) 2.38	(N=45) 2.40	(N=51) 2.35
26. Tobacco	1	incl.	(N=75) 2.29	(N=32) 2.22	(N=43) 2.35
27. Leadership ^b	1	incl.	(N=133) 2.29	(N=61) 2.41	(N=72) 2.26
28. Citizenship	1	incl.	(N=131) 2.25	(N=62) 2.29	(N=69) 2.23

TABLE XVII (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Honor Club Initiates	
				Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----					
29. Personal Development	2	incl.	(N=122) 2.20	(N=56) 2.30	(N=66) 2.17
30. Swine	1	sep.	(N=103) 2.18	(N=48) 2.31	(N=55) 2.07
31. Dairy	1	incl.	(N=102) 2.16	(N=48) 2.10	(N=54) 2.20
32. Beef	1	540	(N=113) 2.04	(N=55) 2.15	(N=58) 1.23
33. Sheep ^c	1	540	(N=83) 2.04	(N=38) 2.24	(N=45) 1.87
34. Horse ^a	1	540	(N=131) 2.03	(N=63) 2.29	(N=68) 1.79
35. Bread Baking	1	426	(N=103) 1.91	(N=42) 2.12	(N=61) 1.82
36. Conservation	1	incl.	(N=97) 1.81	(N=45) 1.73	(N=52) 1.88
37. Forestry	2	sep.	(N=105) 1.80	(N=47) 1.90	(N=58) 1.72
38. Food Preservation	1	426	(N=102) 1.79	(N=43) 1.78	(N=59) 1.83
39. Beekeeping	1	540	(N=107) 1.74	(N=47) 1.70	(N=60) 1.83
40. Dairy Foods	1	426	(N=101) 1.71	(N=41) 1.88	(N=60) 1.65
41. Bicycle	0		(N=128) 1.66	(N=58) 1.74	(N=70) 1.59
42. Poultry	1	540	(N=105) 1.62	(N=50) 1.70	(N=55) 1.55
43. Safety	1	540	(N=115) 1.50	(N=52) 1.46	(N=63) 1.54

TABLE XVII (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	Total County Extension Worker (N=170)*	Honor Club Initiates	
			Four or Less (N=82)	More than Four (N=88)
-----Average Rating**-----				
Summary:				
Mean for Projects	9	3	2.93	2.97
Mean for Projects	8	1	3.34	3.36
Mean for Projects	7	2	3.08	2.83
Mean for Projects	5	1	2.85	2.89
Mean for Projects	4	3	2.91	2.82
Mean for Projects	3	3	2.94	2.87
Mean for Projects	2	5	2.44	2.89
Mean for Projects (excluding 540 and 426)	1	13	2.34	2.41
Mean for Projects	0	1	1.66	2.34
Mean Form 426	1	4	2.00	1.74
Mean Form 540	1	7	1.95	2.12
Average all projects	2.21	43	2.43	2.06
			2.47	2.41

TABLE XVII (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for reader's benefit. Two agents did not respond and are deleted.

**Average rating: 1=poor, 2=fair, 3=good, and 4=excellent.

***Data for Wildlife were not available for the two comparisons.
NA=not available.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XVIII

RANKINGS AND COUNTY EXTENSION WORKER RATINGS OF RECORD FORMS AVAILABLE FOR
SELECTED 4-H PROJECTS, COMPARISONS BY AGENTS WITH B.S. AND M.S.
DEGREES, AND SUMMARIES

Projects (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=171)*	Highest Degree Earned	
				B.S. (N=126)	M.S. (N=45)
-----Average Rating*-----					
1. Electric	8	incl.	(N=127) 3.34	(N=92) 3.27	(N=35) 3.51
2. Wildlife***	7	incl.	(N=NA) 3.29	NA	NA
3. Entomology	9	incl.	(N=123) 3.16	(N=91) 3.11	(N=32) 3.28
4. Tractor ^a	4	incl.	(N=100) 3.10	(N=68) 2.94	(N=32) 3.41
5. Photography ^c	2	sep.	(N=141) 3.09	(N=104) 3.00	(N=37) 3.30
6. Vet. Science	3	incl.	(N=103) 3.01	(N=74) 2.92	(N=29) 3.21
7. Automotive	3	incl.	(N=97) 2.94	(N=70) 2.86	(N=27) 3.11
8. Plant Science	4	incl.	(N=106) 2.94	(N=76) 2.86	(N=30) 3.10
9. Clothing ^b	7	incl.	(N=109) 2.87	(N=87) 2.77	(N=22) 3.23
10. Home Grounds	3	incl.	(N=120) 2.87	(N=89) 2.91	(N=31) 2.77
11. Arts and Crafts ^b	5	incl.	(N=143) 2.85	(N=106) 2.77	(N=37) 3.08
12. Management	9	incl.	(N=113) 2.82	(N=86) 2.77	(N=27) 2.96
13. Home Improvement	9	incl.	(N=116) 2.82	(N=91) 2.82	(N=25) 2.80

TABLE XVIII (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=171)*	Highest Degree Earned	
				B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----					
14. Woodworking	1	540	(N=116) 2.73	(N=84) 2.77	(N=32) 2.56
15. Health	4	incl.	(N=125) 2.71	(N=94) 2.69	(N=31) 2.84
16. Public Speaking	2	incl.	(N=144) 2.66	(N=108) 2.69	(N=36) 2.67
17. Small Engines	1	incl.	(N=105) 2.62	(N=75) 2.60	(N=30) 2.67
18. Animal Science	1	incl.	(N=112) 2.61	(N=80) 2.59	(N=32) 2.62
19. Food and Nutrition	1	426	(N=152) 2.57	(N=63) 2.61	(N=89) 2.45
20. Dog Care	1	sep.	(N=135) 2.55	(N=98) 2.57	(N=37) 2.51
21. Economics	2	incl.	(N=90) 2.46	(N=64) 2.47	(N=26) 2.54
22. Garden	1	incl.	(N=122) 2.41	(N=90) 2.43	(N=32) 2.37.
23. Soybeans	1	incl.	(N=81) 2.40	(N=56) 2.32	(N=25) 2.56
24. Cotton	1	incl.	(N=57) 2.40	(N=45) 2.31	(N=12) 2.75
25. Corn	1	incl.	(N=95) 2.38	(N=65) 2.32	(N=30) 2.47
26. Tobacco	1	incl.	(N=75) 2.29	(N=49) 2.37	(N=26) 2.15
27. Leadership	1	incl.	(N=132) 2.29	(N=98) 2.38	(N=34) 2.15
28. Citizenship	1	incl.	(N=130) 2.23	(N=97) 2.32	(N=33) 2.06

TABLE XVIII (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=171)*	Highest Degree Earned	
				B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----					
29. Personal Development	2	incl.	(N=122) 2.24	(N=91) 2.20	(N=31) 2.32
30. Swine	1	sep.	(N=102) 2.18	(N=72) 2.14	(N=30) 2.23
31. Dairy	1	incl.	(N=101) 2.16	(N=71) 2.20	(N=30) 2.03
32. Beef	1	540	(N=112) 2.06	(N=79) 2.04	(N=33) 1.97
33. Sheep	1	540	(N=83) 2.04	(N=56) 1.93	(N=27) 2.26
34. Horse	1	540	(N=130) 2.03	(N=96) 2.00	(N=34) 2.06
35. Bread Baking	1	426	(N=102) 1.91	(N=82) 1.93	(N=20) 1.95
36. Conservation	1	incl.	(N=97) 1.81	(N=72) 1.78	(N=25) 1.92
37. Forestry	2	sep.	(N=104) 1.80	(N=77) 1.82	(N=27) 1.67
38. Food Preservation	1	426	(N=102) 1.79	(N=83) 1.76	(N=19) 2.11
39. Beekeeping	1	540	(N=106) 1.74	(N=75) 1.80	(N=31) 1.71
40. Dairy Foods	1	426	(N=101) 1.71	(N=82) 1.70	(N=19) 1.73
41. Bicycle	0		(N=127) 1.66	(N=93) 1.56	(N=34) 1.88
42. Poultry	1	540	(N=104) 1.62	(N=75) 1.64	(N=29) 1.52
43. Safety ^a	1	540	(N=115) 1.46	(N=87) 1.62	(N=28) 1.21

TABLE XVIII (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	Total County Extension Worker (N=171)*	Highest Degree Earned	
			B.S. (N=126)	M.S. (N=45)
-----Average Rating**-----				
<u>Number of Projects</u>				
Summary:				
Mean for Projects	9	3	2.93	2.90
Mean for Projects	8	1	3.34	3.27
Mean for Projects	7	2	3.08	2.77
Mean for Projects	5	1	2.85	2.77
Mean for Projects	4	3	2.91	2.83
Mean for Projects	3	3	2.94	2.90
Mean for Projects	2	5	2.44	2.44
Mean for Projects (excluding 540 and 426)	1	13	2.34	2.34
Mean for Projects	0	1	1.66	1.56
Mean Form 426	1	4	2.00	2.00
Mean Form 540	1	7	1.95	1.97
Average all projects	2.21	43	2.43	2.39
				1.88
				2.06
				1.91
				2.44

TABLE XVIII (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for reader's benefit. One agent did not respond and is deleted.

**Average rating: 1=poor; 2=fair, 3=good, and 4=excellent.

***Data for Wildlife were not available for the two comparisons groups.
NA=not available.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XIX
RANKINGS AND COUNTY EXTENSION WORKER RATINGS OF RECORD FORMS AVAILABLE FOR
SELECTED 4-H PROJECTS, COMPARISONS BY AGENTS WITH AGRICULTURAL AND
HOME ECONOMICS DEGREES, AND SUMMARIES

Projects (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Major	
				Agriculture (N=83)	Home Economics (N=87)
-----Average Rating**-----					
1. Electric	8	incl.	(N=126) 3.34	(N=73) 3.34	(N=53) 3.32
2. Wildlife***	7	incl.	(N=NA) 3.29	NA	NA
3. Entomology	9	incl.	(N=122) 3.16	(N=69) 3.16	(N=53) 3.13
4. Tractor	4	incl.	(N=99) 3.10	(N=72) 3.18	(N=27) 2.82
5. Photography	2	sep.	(N=140) 3.09	(N=71) 3.15	(N=69) 2.99
6. Vet. Science	3	incl.	(N=102) 3.01	(N=68) 3.06	(N=34) 2.91
7. Automotive	3	incl.	(N=96) 2.94	(N=66) 2.88	(N=30) 3.00
8. Plant Science	4	incl.	(N=105) 2.94	(N=71) 2.97	(N=34) 2.85
9. Clothing	7	incl.	(N=109) 2.87	(n=31) 2.90	(N=78) 2.85
10. Home Grounds	3	incl.	(N=119) 2.87	(N=69) 2.98	(N=50) 2.78
11. Arts and Crafts ^b	3	incl.	(N=142) 2.85	(N=65) 3.02	(N=77) 2.71
12. Management	9	incl.	(N=113) 2.82	(N=41) 2.71	(N=72) 2.88
13. Home Improvement ^c	9	incl.	(N=116) 2.82	(N=39) 2.64	(N=77) 2.90

TABLE XIX (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Major	
				Agriculture (N=83)	Home Economics (N=87)
-----Average Rating*-----					
14. Woodworking	1	540	(N=115) 2.73	(N=69) 2.65	(N=46) 2.78
15. Health	4	incl.	(N=124) 2.71	(N=51) 2.78	(N=73) 2.70
16. Public Speaking	2	incl.	(N=143) 2.66	(N=70) 2.59	(N=73) 2.78
17. Small Engines	1	incl.	(N=104) 2.62	(N=70) 2.70	(N=34) 2.47
18. Animal Science	1	incl.	(N=111) 2.61	(N=73) 2.70	(N=38) 2.39
19. Food and Nutrition	1	426	(N=111) 2.57	(N=33) 2.61	(N=78) 2.56
20. Dog Care	1	sep.	(N=134) 2.57	(N=72) 2.67	(N=62) 2.40
21. Economics	2	incl.	(N=89) 2.46	(n=53) 2.49	(N=36) 2.50
22. Garden	1	incl.	(N=121) 2.42	(N=72) 2.48	(N=49) 2.41
23. Soybeans	1	incl.	(N=80) 2.40	(N=61) 2.44	(N=19) 2.26
24. Cotton	1	incl.	(N=56) 2.40	(N=41) 2.44	(N=15) 2.33
25. Corn	1	incl.	(N=94) 2.38	(N=72) 2.44	(N=22) 2.14
26. Tobacco	1	incl.	(N=75) 2.29	(N=57) 2.35	(N=18) 2.11
27. Leadership	1	incl.	(N=131) 2.29	(N=65) 2.34	(N=66) 2.30
28. Citizenship	1	incl.	(N=129) 2.23	(N=65) 2.22	(N=64) 2.30

TABLE XIX (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Major				
				Agriculture (N=83)	Home Economics (N=87)			
				-----Average Rating*-----				
29. Personal Development	2	incl.	(N=121)	2.21	(N=57)	2.20	(N=64)	2.25
30. Swine ^b	1	sep.	(N=101)	2.18	(N=73)	2.30	(N=28)	1.82
31. Dairy	1	incl.	(N=100)	2.16	(N=70)	2.19	(N=30)	2.07
32. Beef ^c	1	540	(N=111)	2.04	(N=75)	2.11	(N=36)	1.78
33. Sheep ^b	1	540	(N=82)	2.04	(N=60)	2.15	(N=22)	1.64
34. Horse	1	426	(N=129)	2.03	(N=75)	2.11	(N=54)	1.89
35. Bread Baking	1	426	(N=102)	1.93	(N=33)	1.94	(N=69)	1.91
36. Conservation	1	incl.	(N=96)	1.81	(N=63)	1.97	(N=33)	1.52
37. Forestry	2	sep.	(N=103)	1.80	(N=69)	1.83	(N=34)	1.65
38. Food Preservation	1	426	(N=102)	1.79	(N=32)	1.74	(N=70)	1.81
39. Beekeeping	1	540	(N=105)	1.74	(N=67)	1.73	(N=38)	1.79
40. Dairy Foods	1	426	(N=101)	1.71	(N=32)	1.91	(N=69)	1.67
41. Bicycle	0		(N=126)	1.66	(N=67)	1.66	(N=59)	1.63
42. Poultry	1	540	(N=103)	1.62	(N=69)	1.67	(N=34)	1.50
43. Safety	1	540	(N=114)	1.46	(N=62)	1.56	(N=52)	1.46

TABLE XIX (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	Total County Extension Worker (N=170) *	Major	
			Agriculture (N=83)	Home Economics (N=87)
-----Average Rating*-----				
Number of Projects				
Summary:				
Mean for Projects	9	3	2.84	2.97
Mean for Projects	8	1	3.34	3.32
Mean for Projects	7	2	2.90	2.85
Mean for Projects	5	1	3.02	2.71
Mean for Projects	4	3	2.98	2.79
Mean for Projects	3	3	2.97	2.90
Mean for Projects	2	5	2.45	2.43
Mean for Projects (excluding 540 and 426)	1	13	2.40	2.01
Mean for Projects	0	1	1.66	1.63
Mean Form 426	1	4	2.07	1.99
Mean Form 540	1	7	2.00	1.83
Average all projects	2.21	43	2.45	2.28

TABLE XIX (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for reader's benefit. Two agents did not respond and are deleted.

**Average rating: 1=poor, 2=fair, 3=good, and 4=excellent.

***Data were not available for Wildlife for the two comparisons groups.
NA=not available.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XX

RANKINGS AND AVERAGE COUNTY EXTENSION WORKER RATINGS OF RECORD FORMS AVAILABLE
FOR SELECTED 4-H PROJECTS, COMPARISONS BY AGENTS WITH LESS THAN AND
MORE THAN FOUR YEARS WITH EXTENSION, AND SUMMARIES

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Years with Extension	
				Less than Four (N=93)	More than Four (N=77)
-----Average Rating**-----					
1. Electric	8	incl.	(N=126) 3.34	(N=57) 3.25	(N=69) 3.42
2. Wildlife***	7	incl.	(N=NA) 3.29	NA	NA
3. Entomology ^c	9	incl.	(N=122) 3.16	(N=58) 3.02	(N=64) 3.28
4. Tractor ^b	4	incl.	(N=99) 3.10	(N=45) 2.87	(N=54) 3.28
5. Photography	2	sep.	(N=140) 3.09	(N=71) 3.13	(N=69) 3.03
6. Vet. Science	3	incl.	(N=102) 3.01	(N=48) 2.88	(N=54) 3.13
7. Automotive ^a	3	incl.	(N=96) 2.94	(N=45) 2.67	(N=51) 3.18
8. Plant Science	4	incl.	(N=105) 2.93	(N=48) 2.92	(N=57) 2.94
9. Clothing	7	incl.	(N=108) 2.87	(N=62) 2.90	(N=46) 2.83
10. Home Grounds	3	incl.	(N=119) 2.87	(N=55) 2.69	(N=64) 2.91
11. Arts and Crafts	5	incl.	(N=142) 2.85	(N=73) 2.93	(N=69) 2.77
12. Management	9	incl.	(N=112) 2.82	(N=61) 2.84	(N=51) 2.78
13. Home Improvement	9	incl.	(N=115) 2.82	(N=64) 2.83	(N=51) 2.82

TABLE XX (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Years with Extension	
				Less than Four (N=93)	More than Four (N=77)
-----Average Rating*-----					
14. Woodworking	1	540	(N=115) 2.73	(N=55) 2.84	(N=60) 2.62
15. Health ^b	4	incl.	(N=124) 2.71	(N=65) 2.60	(N=59) 2.88
16. Public Speaking	2	incl.	(N=143) 2.66	(N=73) 2.70	(N=70) 2.67
17. Small Engines	1	incl.	(N=104) 2.62	(N=51) 2.51	(N=53) 2.75
18. Animal Science	1	incl.	(N=111) 2.61	(N=54) 2.59	(N=57) 2.61
19. Food and Nutrition	1	426	(N=110) 2.57	(N=62) 2.66	(N=48) 2.46
20. Dog Care	1	sep.	(N=134) 2.57	(N=69) 2.61	(N=65) 2.51
21. Economics	2	incl.	(N=82) 2.46	(N=41) 2.37	(N=41) 2.60
22. Garden	1	incl.	(N=121) 2.43	(N=58) 2.38	(N=63) 2.46
23. Soybeans ^a	1	incl.	(N=80) 2.40	(N=36) 2.11	(N=44) 2.64
24. Cotton ^b	1	incl.	(N=56) 2.40	(N=29) 2.14	(N=27) 2.70
25. Corn ^b	1	incl.	(N=94) 2.38	(N=41) 2.12	(N=53) 2.57
26. Tobacco ^c	1	incl.	(N=74) 2.29	(N=34) 2.09	(N=40) 2.48
27. Leadership	1	incl.	(N=131) 2.29	(N=67) 2.36	(N=64) 2.18
28. Citizenship	1	incl.	(N=129) 2.25	(N=64) 2.25	(N=65) 2.26

TABLE XX (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	How Used	Total County Extension Worker (N=170)*	Years with Extension	
				Less than Four (N=93)	More than Four (N=77)
-----Average Rating**-----					
29. Personal Development ^c	2	incl.	(N=121) 2.20	(N=62) 2.08	(N=59) 2.39
30. Swine	1	sep.	(N=101) 2.18	(N=45) 2.16	(N=56) 2.20
31. Dairy	1	incl.	(N=100) 2.16	(N=46) 2.17	(N=54) 2.15
32. Beef	1	540	(N=111) 2.04	(N=53) 2.08	(N=58) 1.98
33. Sheep	1	540	(N=82) 2.04	(N=36) 1.92	(N=46) 2.13
34. Horse	1	540	(N=129) 2.03	(N=67) 2.03	(N=62) 2.02
35. Bread Baking	1	426	(N=101) 1.91	(N=61) 1.85	(N=40) 2.05
36. Conservation	1	incl.	(N=96) 1.81	(N=45) 1.89	(N=51) 1.76
37. Forestry	2	sep.	(N=103) 1.80	(N=49) 1.84	(N=54) 1.72
38. Food Preservation	1	426	(N=101) 1.79	(N=62) 1.77	(N=39) 1.90
39. Beekeeping	1	540	(N=105) 1.74	(N=50) 1.72	(N=55) 1.84
40. Dairy Foods	1	426	(N=100) 1.71	(N=62) 1.81	(N=38) 1.63
41. Bicycle	0		(N=126) 1.66	(N=64) 1.53	(N=62) 1.77
42. Poultry	1	540	(N=103) 1.62	(N=47) 1.70	(N=56) 1.52
43. Safety	1	540	(N=114) 1.46	(N=61) 1.41	(N=53) 1.55

TABLE XX (continued)

Project (Ranked in Descending Order of Merit)	Number of Record Forms	Total County Extension Worker (N=170)*	Years with Extension	
			Less than Four (N=93)	More than Four (N=77)
-----Average Rating**-----				
Number of Projects				
Summary:				
Mean for Projects	9	2.93	2.89	2.96
Mean for Projects	8	3.34	3.25	3.12
Mean for Projects***	7	3.08	2.90	2.83
Mean for Projects	5	2.85	2.93	2.77
Mean for Projects	4	2.91	2.80	3.03
Mean for Projects	3	2.94	2.75	3.07
Mean for Projects	2	2.44	2.42	2.48
Mean for Projects (excluding 540 and 426)	1	2.34	2.26	2.45
Mean for Projects	0	1.66	1.53	1.77
Mean Form 426	1	2.00	2.00	2.00
Mean Form 540	1	1.95	1.97	1.95
Average all projects	2.21	2.43	2.36	2.48

TABLE XX (continued)

*Since number of respondents varied from item to item, numbers are presented in parentheses for reader's benefit. Two agents did not respond and are deleted.

**Average rating: 1=poor, 2=fair, 3=good; and 4=excellent.

***Data for Wildlife were not available for the two comparison groups.
NA=not available.

^aSignificant at the .01 level, using t-test analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

The Good group (3.00 and above) included the following:

1. Electric
2. Wildlife
3. Entomology
4. Tractor
5. Photography
6. Vet. Science

The 28 projects in the Fair group (2.00 to 2.99) were;

7. Automotive
8. Plant Science
9. Clothing
10. Home Grounds
11. Arts and Crafts
12. Management
13. Home Improvement
14. Woodworking
15. Health
16. Public Speaking
17. Small Engines
18. Animal Science
19. Foods and Nutrition
20. Dog Care
21. Economics
22. Garden

23. Soybeans
24. Cotton
25. Corn
26. Tobacco
27. Leadership
28. Citizenship
29. Personal Development
30. Swine
31. Dairy
32. Beef
33. Sheep
34. Horse

The Poor group (below 2.00) included 9 projects.

35. Bread Baking
36. Conservation
37. Forestry
38. Food Preservation
39. Beekeeping
40. Dairy Foods
41. Bicycle
42. Poultry
43. Safety

Average county Extension worker ratings also show that projects with 7 and 8 records rated Good and those with 9, 5, 4 and 3 rated in the high Fair group. Projects with only 1 and 2 record forms available were given a Fair rating and projects with no records were rated Poor.

Projects which used the 426 and the 540 form had average ratings of 2.00 and 1.95, respectively. The average rating for all projects was 2.43, Fair.

Comparison of Agent Responses by Average Annual Number of Honor Club Initiates

Table XVII, page 111, shows that Agents from counties with 4 or less Honor Club Initiates gave projects an average rating of 2.47 compared with 2.41 for Agents with more than 4 Initiates. Both groups of Agents rated five projects in the Good group. Differences were noted in the Fair and Poor groups. Agents with fewer Initiates rated 30 projects in the Fair and 8 in the Poor groups; while Agents with more than 4 Initiates rated 26 in the Fair and 12 in the Poor groups. Agents with 4 or less Initiates rated Horse Project records very significantly higher, Leadership significantly and Sheep records higher, though only at the 10 percent level.

The table summary shows that Agents with 4 or less Initiates rated all groups of projects higher excepting projects with 7 units. They also rated projects which used the 540 Form higher.

Comparisons of Agents by Highest Degree

Data in Table XVIII, page 116, show that Agents with a B.S. degree gave project records an average rating of 2.39 compared with 2.44 for Agents with an M.S. Agents with a B.S. rated 3 projects Good, 29 Fair and 10 Poor, compared with 8 Good, 25 Fair and 9 Poor for Agents with an M.S. degree. Agents with a B.S. rated Safety very significantly higher, though Poor, and Tractor, very significantly lower than others. Agents with an M.S. degree rated Clothing significantly higher and Photography higher at the 10 percent level of significance.

Examination of the table summary shows that agents with an M.S. degree rated projects which used the 426 Form higher and projects which used the 540 lower than Agents with a B.S. Agents with an M.S. rated projects with 9, 8, 7, 5, 4, 3, 1 and 0 record forms available higher and projects with 2 record forms available the same as Agents with a B.S. degree.

Comparison of Agents by College Major

Table XIX, page 121, discloses that Agents majoring in Home Economics gave the 42 projects an average rating of 2.28, compared with 2.45 for Agents majoring in Agriculture. Agricultural Agents rated 6 projects in the Good group, 27 in the Fair group, and 9 in the Poor group. This compared with 3 in the Good group, 26 in the Fair group, and 13 in the Poor, for Home Economics Agents. Agents with an Agriculture major rated Arts and Crafts, Sheep, and Swine significantly

higher and Beef higher at the 10 percent level of significance, than Agents majoring in Home Economics. Home Economics Agents rated Home Improvement higher, at the 10 percent level of significance, than Agriculture Agents.

Home Economic Agents rated eight of the nine Home Economics projects lower than Agricultural Agents. They, Home Economics majors, rated 24 of the Agricultural projects lower and only four higher than Agricultural majors.

Agricultural majors rated projects with 0, 1, 2, 3, 4, 5, 7 and 8 units higher and projects with 9 units lower than Home Economics majors. Agricultural majors also rated projects which used the 426 and the 540 Forms higher.

Comparison of Agent Responses by Years with Extension

Data in Table XX, page 126, show that Agents with more than four years with Extension gave projects an average rating of 2.48, compared with 2.36 for Agents with less than four years with Extension. Agents with more years with Extension rated 6 projects Good, 27 Fair, and 9 Poor, compared with 3 Good, 29 Fair, and 10 Poor for Agents with 4 or less years with Extension.

Agents with less than 4 years with Extension rated Automotive and Soybeans, very significantly lower, and Tractor, Health, Cotton and Corn, significantly lower than Agents with more than four years with Extension. Agents with more than four years with Extension rated

Personal Development, Tobacco, and Entomology higher at the 10 percent level of significance, than Agents with less than four years of service.

Agents with less than four years with Extension rated projects with 0, 1, 2, 3, 4, 8, and 9 records available lower and projects with 5 and 7 records higher than those with more than four years of experience.

F. RESPONSIBILITY FOR DEVELOPMENT OF 4-H PUBLICATIONS

Tables XXI, XXII, XXIII, and XXIV show who county Extension personnel think should help write as well as serve on the reading committees for 4-H Publications. Data are given in numbers and percents of respondents. The Chi-square statistic was used to test significance. Various comparisons of Agent groups were made in the tables.

Reference to totals of county Extension workers stating who should develop 4-H publications discloses that they were reported in the following order of frequency of mention:

1. Specialists, Agents, Volunteer Leaders and 4-H Members,
38 percent
2. Specialists, and Agents, 34 percent
3. Specialists, Agents and Leaders, 21 percent
4. Specialists, 4 percent
5. Other, 2 percent

TABLE XXI

RESPONSES OF AGENTS REGARDING RESPONSIBILITY FOR DEVELOPMENT OF 4-H PUBLICATIONS
AND COMPARISONS BY AVERAGE ANNUAL NUMBER OF HONOR CLUB INITIATES

Extension Workers Who Should Help Write as Well as Be on the Reading Committee	Total		Number of Initiates			
			Less than Four		More than Four	
	Number	Percent	Number	Percent	Number	Percent
1. Specialists, agents, volunteer leaders and 4-H members.	63	38	33	44	30	35
2. Specialists and agents	58	34	29	36	29	33
3. Specialists, agents, and leaders	36	21	15	19	21	24
4. Specialists	6	4	2	2	4	5
5. Other	4	2	2	2	2	2
6. Agents	2	1	1	1	1	1
Total	169	100	82	100	87	100

^aSignificant at the .01 level, using t^2 analysis.

^bSignificant at the .05 level. ^cSignificant at the .10 level.

TABLE XXII
RESPONSES OF AGENTS REGARDING RESPONSIBILITY FOR DEVELOPMENT OF 4-H
PUBLICATIONS AND COMPARISONS BY HIGHEST DEGREE EARNED

Extension Workers Who Should Help Write as Well as Be on the Reading Committee.	Total		Highest Degree Earned			
			B.S.		M.S.	
	Number	Percent	Number	Percent	Number	Percent
1. Specialists, agents, volunteer leaders and 4-H members	63	38	50	40	13	30
2. Specialists and agents	58	34	39	31	19	43
3. Specialists, agents and leaders	36	21	26	21	10	23
4. Specialists	6	4	5	4	1	2
5. Other	4	2	3	2	1	2
6. Agents	2	1	2	2	0	0
Total	169	100	125	100	44	100

^aSignificant at the .01 level, using χ^2 analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XXIII
RESPONSES OF AGENTS REGARDING RESPONSIBILITY FOR DEVELOPMENT OF 4-H
PUBLICATIONS AND COMPARISONS BY COLLEGE MAJOR

Extension Workers Who Should Help Write as Well as Be on the Reading Committee	Total		College Major			
			Agriculture		Home Economics	
	Number	Percent	Number	Percent	Number	Percent
1. Specialists, agents, volunteer leaders and 4-H members	63	38	31	38	32	37
2. Specialists and agents	58	34	28	34	30	34
3. Specialists, agents and leaders.	36	21	21	26	15	17
4. Specialists	6	4	1	1	5	6
5. Other	4	2	1	1	3	4
6. Agents	2	1	0	0	2	2
Total	169	100	82	100	87	100

^aSignificant at the .01 level, using X^2 analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XXIV
RESPONSES OF AGENTS REGARDING RESPONSIBILITY FOR DEVELOPMENT OF 4-H
PUBLICATIONS AND COMPARISONS BY YEARS WITH EXTENSION

Extension Workers Who Should Help Write as Well as Be on the Reading Committee	Total		Years with Extension ^b			
			Four or Less		More than Four	
	Number	Percent	Number	Percent	Number	Percent
1. Specialists, agents volunteer leaders and 4-H members	63	38	40	44	23	30
2. Specialists and agents.	58	34	22	24	36	48
3. Specialists, agents and leaders	36	21	20	22	15	20
4. Specialists	6	4	5	5	1	1
5. Other	4	2	3	3	1	1
6. Agents	2	1	2	2	0	0
Total	169	100	92	100	76	100

^aSignificant at the .01 level, using χ^2 analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

6. Agents, 1 percent.

The 4 Agents, 2 percent of the respondents, who checked Other listed "special resource people" and "private industry personnel."

Comparison by Average Annual Number of
Honor Club Initiates

Table XXI, page 137, shows that Agents from counties with less than four Honor Club Initiates rated the first two Groups, (1) Specialists, Agents, Volunteer leaders, and 4-H members (40 percent), and (2) Specialists and Agents (36 percent), higher than Agents with more than four Initiates (35 and 33 percent, respectively). Higher percents of Agents with more Initiates rated Groups 3 and 4, Specialists, Agents, and leaders (24 percent) and Specialists (5 percent), than was true for other Agents (19 and 2 percents, respectively).

Comparison by Highest Degree

Data in Table XXII, page 138, discloses that Agents with a B.S. rated Group 1, Specialists, Agents, Volunteer leaders, and 4-H members, and Group 6, Agents (2 percent) higher than Agents with an M.S. (30 and 0 percents, respectively). Agents with an M.S. rated the other groups higher. They rated Group 2, Specialists, Agents, and Leaders (43 percent, versus 31 for B.S.) most important. Similar percents, 21 for B.S. Agents and 23 for M.S. Agents preferred that Group 3 write 4-H literature.

Comparisons by College Major

Data in Table XXIII, page 139, show that similar percents of Agents with majors in Agriculture and Home Economics rated Groups 1 and 2 the same. On Group 3, a higher percent (26) of the former than the latter Agents (17 percent) preferred this mix. Slightly larger percents of Agriculturists preferred Groups 4, 5 and 6 also.

Comparisons by Years with Extension

Data in Table XXIV, page 140, discloses that Agents with more than four years with Extension rated the Groups responsible for publication development 2, 1, 3, 4, 5, 6 compared with 1, 2, 3, 4, 5, 6 for Agents with four or less years of experience. A higher percent (48) of Agents with more than four years with Extension rated Group 2 as a desirable choice than was true for Agents with 4 or less years of experience (24 percent).

The difference between experience groups was significant.

G. HOW COUNTY STAFFS HANDLE PROJECTS FOR WHICH TENNESSEE EXTENSION 4-H PUBLICATIONS ARE NOT AVAILABLE

Tables XXV, XXVI, XXVII, and XXVIII give Agent responses to questions dealing with the matter of handling projects for which Extension literature is not available. Data in the tables is given in numbers and percents of respondents. The chi-square test was used to test for statistical differences.

TABLE XXV

AGENT RESPONSES TO QUESTIONS REGARDING HOW COUNTY STAFFS HANDLED PROJECTS FOR WHICH TENNESSEE EXTENSION 4-H PUBLICATIONS WERE NOT AVAILABLE AND COMPARISONS BY AVERAGE ANNUAL NUMBER OF HONOR CLUB INITIATES

Question and Response	Total		Number of Initiates			
			Four or Less		More than Four	
	Number	Percent	Number	Percent	Number	Percent
1. Should projects be offered which have no manual?						
a. Yes	43	26	21	27	22	25
b. No	122	74	57	73	65	75
Total	165	100	78	100	87	100
2. Do you develop record forms for projects which do not have records?						
a. Yes	30	19	11	14	19	23
b. No	131	81	67	86	64	77
Total	161	100	78	100	83	100
3. Do you develop manuals for projects which do not have any?						
a. Yes	23	14	6	8	17	20
b. No	139	86	72	92	67	80
Total	162	100	78	100	84	100

TABLE XXV (continued)

Question and Response	Total		Number of Initiates			
			Four or Less		More than Four	
	Number	Percent	Number	Percent	Number	Percent
4. What type publication do you use for projects which have no Ext. 4-H Manual?						
(1) No Publication						
a. Yes	34	21	14	17	20	24
b. No	130	79	67	83	63	76
Total	164	100	81	100	83	100
(2) Adult Extension Publication						
a. Yes	85	52	45	56	40	48
b. No	79	48	36	44	43	52
Total	164	100	81	100	83	100
(3) Private Industry Publication						
a. Yes	111	68	49	60	62	75
b. No	53	32	32	40	21	25
Total	163	100	81	100	83	100

^aSignificant at the .01 level, using χ^2 analysis.^bSignificant at the .05 level.^cSignificant at the .10 level.

TABLE XXVI
AGENT RESPONSES TO QUESTIONS REGARDING HOW COUNTY STAFFS HANDLED PROJECTS FOR WHICH TENNESSEE EXTENSION 4-H PUBLICATIONS WERE NOT AVAILABLE AND COMPARISONS BY HIGHEST DEGREES ATTAINED

Question and Response	Total		Highest Degree Attained			
			B.S.		M.S.	
	Number	Percent	Number	Percent	Number	Percent
1. Should projects be offered which have not manual?						
a. Yes	43	26	32	26	11	25
b. No	122	74	89	74	33	75
Total	165	100	121	100	44	100
2. Do you develop record forms for projects which do not have records?						
a. Yes	30	19	19	16	11	25
b. No	131	81	98	84	33	75
Total	161	100	117	100	44	100
3. Do you develop manuals for projects which do not have any?						
a. Yes	23	14	15	13	8	18
b. No	139	86	103	87	36	82
Total	162	100	118	100	44	100

TABLE XXVI (continued)

Question and Response	Total		Highest Degree Attained			
			B.S.		M.S.	
	Number	Percent	Number	Percent	Number	Percent
4. What type publication do you use for projects which have no Ext. 4-H Manual?						
(1) No Publication						
a. Yes	34	21	26	21	8	19
b. No	130	79	96	79	34	81
Total	164	100	122	100	42	100
(2) Adult Extension Publication						
a. Yes	85	52	61	50	24	57
b. No	79	48	61	50	18	43
Total	164	100	122	100	42	100
(3) Private Industry Publication						
a. Yes	111	68	84	69	27	64
b. No	53	32	38	31	15	36
Total	164	100	122	100	42	100

^aSignificant at the .01 level, using χ^2 analysis.^bSignificant at the .05 level.^cSignificant at the .10 level.

TABLE XXVII
AGENT RESPONSES TO QUESTIONS REGARDING HOW COUNTY STAFFS HANDLED PROJECTS FOR WHICH TENNESSEE EXTENSION 4-H PUBLICATIONS WERE NOT AVAILABLE AND COMPARISONS BY COLLEGE MAJORS

Question and Response	College Major					
	Total		Agriculture		Home Economics	
	Number	Percent	Number	Percent	Number	Percent
1. Should projects be offered which have no manual?						
a. Yes	43	26	20	24	23	27
b. No	122	74	63	76	59	73
Total	165	100	83	100	82	100
2. Do you develop record forms for projects which do not have records?						
a. Yes	30	19	13	16	17	22
b. No	31	81	68	84	63	78
Total	161	100	81	100	80	100
3. Do you develop manuals for projects which do not have any?						
a. Yes	23	14	10	12	13	17
b. No	139	86	74	88	64	83
Total	162	100	84	100	77	100

TABLE XXVII (continued)

Question and Response	College Major					
	Total		Agriculture		Home Economics	
	Number	Percent	Number	Percent	Number	Percent
4. What type publication do you use for projects which have no Ext. 4-H Manual?						
(1) No Publication						
a. Yes	34	21	21	27	13	15
b. No	130	79	58	73	72	85
Total	164	100	79	100	85	100
(2) Adult Extension Publication						
a. Yes	85	52	40	51	45	53
b. No	79	48	39	49	40	47
Total	164	100	79	100	85	100
(3) Private Industry Publication ^a						
a. Yes	111	68	43	54	68	80
b. No	53	32	36	46	17	20
Total	163	100	79	100	85	100

^aSignificant at the .01 level, using χ^2 analysis.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XXVIII

AGENT RESPONSES TO QUESTIONS REGARDING HOW COUNTY STAFFS HANDLED PROJECTS FOR WHICH TENNESSEE EXTENSION 4-H PUBLICATIONS WERE NOT AVAILABLE AND COMPARISONS BY YEARS WITH EXTENSION

Question and Response	Total		Years with Extension			
			Four or Less		More than Four	
	Number	Percent	Number	Percent	Number	Percent
1. Should projects be offered which have no manual?						
a. Yes	43	26	23	26	20	27
b. No	122	74	66	74	55	73
Total	165	100	89	100	75	100
2. Do you develop record forms for projects which do not have records?						
a. Yes	30	19	11	13	19	25
b. No	131	81	72	87	58	75
Total	161	100	83	100	77	100
3. Do you develop manuals for projects which do not have any?						
a. Yes	23	14	10	12	13	17
b. No	139	86	74	88	64	83
Total	162	100	84	100	77	100

TABLE XXVIII (continued)

Question and Response	Total		Years with Extension			
			Four or Less		More than Four	
	Number	Percent	Number	Percent	Number	Percent
4. What type publication do you use for projects which have no Ext. 4-H Manual?						
(1) No Publication						
a. Yes	34	21	20	23	13	17
b. No	130	79	66	77	64	83
Total	164	100	86	100	77	100
(2) Adult Extension Publication						
a. Yes	85	52	40	47	45	58
b. No	79	48	46	53	32	42
Total	164	100	86	100	77	100
(3) Private Industry Publication						
a. Yes	111	68	56	65	55	71
b. No	53	32	30	35	22	29
Total	163	100	86	100	77	100

^aSignificant at the .01 level, using χ^2 analysis.^bSignificant at the .05 level.^cSignificant at the .10 level.

Totals for all Extension worker respondents were given in each table and the results were as follows:

1. Seventy-four percent agreed that projects should not be offered unless there were manuals available for them.
2. Nineteen percent of the Agents developed record forms for projects which did not have them.
3. Fourteen percent of the Agents developed manuals for projects which did not have any.
4. When Agents were asked what type publication was used for projects with no Extension 4-H manual, 68 percent of the Agents reportedly used private industry publications, 52 percent used Adult Extension publications, and 21 percent used no publication at all.

Comparison by Average Annual Number of Honor Club Initiates

Study of data in Table XXV, page 143, discloses that both Agent groups agreed that a project should not be offered without Extension literature, 73 percent of Agents with four or less Honor Club Initiates and 75 percent of Agents with more than four Initiates. A larger number of Agents with more than four Initiates reportedly developed record forms and manuals for projects which did not have them. Twenty-three of these Agents, significantly more of whom had more than four Initiates, developed records and 20 percent developed manuals. This

compared with 14 percent for records, and only 8 percent for manuals, for Agents with four or less Initiates.

Seventy-five percent of the Agents with more than four Initiates used "Private Industry" publications for projects with no Extension publication. This compared with 60 percent for Agents with four or less Initiates. Fifty-six percent of the Agents with four or less Initiates used Adult publications, compared with 48 percent of the Agents with more than four Initiates for projects with no literature available.

Only the response to Question 3 was significant.

Comparison by Highest Degree

Table XXVI, page 145, shows that 74 percent of the Agents with a B.S. and 75 percent of those with an M.S. agreed that projects should not be offered unless literature was available for them. Twenty-five percent of the Agents with an M.S. and 16 percent of those with a B.S. reported developing record forms for projects which did not have them. Likewise, 18 percent of the M.S. Agents and 13 percent of the B.S. Agents said they developed manuals for projects which did not have any. Sixty-four percent of the Agents with an M.S. used Private Industry publications and 57 percent used Adult Extension publications for projects which had no 4-H Extension publications available. This is compared with 69 percent for Private Industry publications and 50 percent for Adult publications for Agents with a B.S.

No significant differences were noted.

Comparison by College Major

Data in Table XXVII, page 147, show that 76 percent of the Agents with an Agricultural degree and 73 percent of those with a Home Economics degree agreed that no 4-H project should be offered unless it had manuals available. Twenty-two and 16 percents, respectively, of the Home Economics Agents developed record forms and manuals for those projects which did not have any available. This compared with 16 percent for records and 12 percent for manuals for Agricultural Agents.

For projects with no literature available, very significantly more, 80 percent of the Home Economics Agents used Private Industry publications and 53 percent used Adult Extension publications. For Agricultural majors, 54 percent used Private Industry publications and 51 percent used Adult Extension publications.

Comparison by Years with Extension

Table XXVIII, page 149, discloses that 73 percent of the Agents with more than four years with Extension and 74 percent of the Agents with four or less years with Extension agreed that projects should not be offered unless 4-H literature was available. For Agents with four years or less with Extension, 13 percent reportedly developed record forms and 12 percent developed manuals for projects which did not

have them. This compared with 25 percent developing records and 17 percent developing manuals for Agents with more than four years of experience. Of Agents with more than four years with Extension, 71 percent used Private Industry publications and 58 percent used Adult Extension publications for projects which had no Extension manuals. Sixty-five percent used Private Industry and 47 percent of the Agents with four years or less with Extension used Adult Extension publications for projects with no manuals.

None of the differences were significant.

CHAPTER V

SUMMARY AND IMPLICATIONS

A. SUMMARY

Purpose of Study

The purpose of the present study was to evaluate the present Tennessee 4-H literature in terms of manual content, project unit division, record form utility and completeness, responsibility for manual development, and Agent handling of projects for which literature was not available in 1975.

Specific Objectives

Specific objectives included the following:

1. To rate suggested manual content criteria according to importance as seen by professional county Extension workers according to total responses and their:
 - a. Average annual number of honor initiates
 - b. Highest degree
 - c. College major
 - d. Years of Extension experience
2. To rate selected project literature in terms of quality of content, as in Number 1 above.

3. To rate statements regarding division of projects into units, use, and utility of record forms, as in Number 1 above.
4. To determine and compare percents of respondents, stating whether or not the present (at the time of study) projects had enough units, as in Number 1 above.
5. To rate adequacy of present record forms, as in Number 1 above.
6. To determine who should be responsible for development of manuals as seen by Agents as in Number 1 above.
7. To determine how county staffs handled projects for which literature was not available.

Literature Review

At study time, relatively few studies pertaining to 4-H literature were found to be available. One authority pointed out that there were many unanswered questions pertaining to the value and quality of 4-H literature today.

A survey of Agents in southeastern states had shown that four of the top five ranking problems of 4-H educational material, as seen by the Agents, pertained to 4-H project manuals. The number one problem was that no manuals and/or other educational materials were available for some 4-H projects. Little other pertinent research was found.

Methods of Procedure

Data for the present study were collected by use of a questionnaire which was mailed to all professional Tennessee county Extension personnel doing full-time or part-time youth work.

The questionnaire was developed with the assistance of a panel made up of the graduate committee and other qualified professionals in 4-H and related areas. A trial run of the survey was done with Agents enrolled in Agricultural Extension 5220 during the 1974 Winter Short Course.

Copies of questionnaires were finally sent to 194 Agents, of which 172, or 89 percent, completed and returned them. Of this number, 126 Agents had a B.S. degree and 45 an M.S. degree. Eighty-six were Home Economics majors and eighty-three were Agricultural majors. Ninety-three of the Agents had been with Extension four years or less, and 77 for more than four years. One or more Agents failed to respond to some items, accounting for some totals not adding up to 172.

Data from the questionnaire was coded and analyzed at the University of Tennessee Computer Center. Statistical differences were determined by use of the t-test and the Chi-square test. The 1 and 5 percent levels of confidence were selected. Differences attaining the 10 percent level also were reported.

Major Findings

Regarding manual content criteria. All county Extension workers polled rated the importance of the 17 criteria regarding 4-H manual content as being relatively important. They were treated in three importance groups in the following descending orders:

More Important Group (Those rated in the top third by Agents)

- Criterion 1 Reading level of project manual should be appropriate for grade.
- Criterion 2 Items in record should correspond with requirements.
- Criterion 3 Record form should be contained in each manual.
- Criterion 4 List of things to do should be included.
- Criterion 5 Requirements for project completion should be stated.
- Criterion 6 Primary source of information for each project should be the member's manual.

Important Group (Those rated in the middle third by Agents)

- Criterion 7 Materials needed for projects should be relatively inexpensive and easy to find.
- Criterion 8 Manuals should be adequately illustrated.
- Criterion 9 Manuals should indicate the WHY as well as the HOW of the project.

- Criterion 10 Manuals should include objectives for the project and the unit.
- Criterion 11 Members should have an option of different things to do to complete the project.

Less Important Group (those rated in the lower third by Agents)

- Criterion 12 Enough information should be included so that members may complete the project by use of the manual alone.] enough to record
- Criterion 13 Manuals should include a list of topics for demonstration.
- Criterion 14 Manuals should include a section on how to plan a year's work in the project.
- Criterion 15 Manuals should include sources of supplementary information.
- Criterion 16 Manuals should include an introductory statement.
- Criterion 17 Manuals should include a brief preview of what is going to be in the following unit.

When comparisons of the content ratings by different Agent groups were made the following findings surfaced:

1. Agents with more than four average annual Honor Club Initiates per year rated content Criteria 4, 9, and 10 above significantly higher, and Criterion 6 very significantly higher than Agents from counties with four or less Honor Club Initiates.

2. No significant differences were found between the ratings of Agents with B.S. and M.S. degrees.

3. Agents with a major in Home Economics rated Criteria 1, 2, 3, and 11 above very significantly higher and Criterion 5 significantly higher than Agricultural majors.

4. No significant differences were found between the ratings of Agents with four or less and more than four years with Extension.

Regarding quality of content of 4-H publications.

Tennessee County Extension workers rated literature available for 43 4-H projects in 1975 as to quality of content. Projects were ranked in four groups: Excellent, Good, Fair, and Poor, and are listed below in descending order of quality as seen by the Agents.

Excellent Group

1. Wildlife
2. Photography
3. Woodworking
4. Tractor
5. Electric

Good Group

6. Vet. Science
7. Entomology

8. Dog Care
9. Automotive
10. Small Engines
11. Horse
12. Plant Science
13. Home Grounds
14. Foods and Nutrition
15. Beef
16. Home Improvement
17. Swine
18. Clothing
19. Cotton
20. Animal Science
21. Arts and Crafts

Fair Group

22. Soybeans
23. Sheep
24. Management
25. Corn
26. Health
27. Public Speaking
28. Tobacco
29. Garden
30. Dairy

- 31. Economics
- 32. Beekeeping
- 33. Forestry
- 34. Poultry
- 35. Bicycle
- 36. Leadership
- 37. Personal Development
- 38. Citizenship

Poor Group

- 39. Food Preservation
- 40. Conservation
- 41. Dairy Foods
- 42. Bread Baking
- 43. Safety

Lack of manuals, record forms or other items was reflected by many projects appearing low in the qualitative placings above.

When quality of manual content comparisons were made by Agent groups the following findings were identified:

1. No significant differences were found between the ratings of Agents from counties with less than four and more than four average annual Honor Club Initiates.

2. Agents with an M.S. degree rated 4-H Clothing literature significantly higher than Agents with a B.S.

3. Agents with a major in Agriculture rated quality of Clothing and Dairy Foods literature significantly higher and Arts and Crafts and Bread Baking literature very significantly higher than did majors in Home Economics.

4. Agents with more than 4 years with Extension rated quality of Electric, Automotive, and Small Engines literature very significantly higher, and Health literature significantly higher than Agents with four or less years with Extension.

Statements regarding division of projects into units and use of record forms. County Extension workers rated 16 statements pertaining to different systems of dividing projects into units, numbers of units and use of record forms. Statements regarding the number of units needed were rated by Agents in the following descending order:

1. Eight units are needed for each project, with one unit for each grade (e.g., a Club member enrolling in the Wildlife project in the 8th grade would receive the manual for that grade rather than beginning with Unit I). Agents agreed.

2. One unit is needed for each Audience (i.e., Junior, Junior High, and Senior). Agents agreed.

3. Four units are needed for each project with members always beginning with Unit I and proceeding to the upper units. Agents disagreed with this statement.

4. Only one project manual is needed for each project. Agents disagreed.

5. No project materials are needed for any project or activity. Agents strongly disagreed.

When comparisons were made between different Agent groups regarding number of units, no statistical differences were found.

Three systems for using multi-project literature were evaluated and ranked by Agents in the following order:

1. Plant Science literature would be used to supplement the crop project manuals (e.g., Member enrolling in corn would receive the corn manual plus one of the units in Plant Science). At the time of the study, there were five Plant Science units. Agents strongly agreed.

2. Animal Science literature should be used to supplement the Animal Project Manuals (e.g., Member enrolling in the Beef project would receive the Beef manual plus Unit I in Animal Science. At the time of the study there was only one Animal Science Unit). Agents agreed.

3. Explorer-type literature should be developed for the Junior Audience. Agents disagreed.

Comparisons of responses by different Agent groups regarding multi-project literature disclosed the following:

1. Agents from counties with four or less Honor Club Initiates per year rated System #3 above (i.e., Explorer literature for the Junior Audience) significantly higher than Agents from counties with more than four Initiates.

2. There were no significant differences between responses of Agents with B.S. and M.S. degrees.

3. Agents with a major in Home Economics rated System #3 significantly higher than Agricultural majors.

4. There were no significant differences between responses of Agents with less than four and more than four years with Extension.

Statements regarding three systems of numbering project manuals were ranked by Agents in the following order:

1. Manuals for project should be numbered starting with Unit I and proceeding to the upper units (i.e., I, II, III, IV). Agents strongly agreed.

2. A color pattern should be developed so as to distinguish the Audience for which a manual is intended. Agents agreed.

3. Manuals should have unit numbers which correspond with the grade for which the manual is written (i.e., Unit 5 for 5th grade, unit 6 for 6th grade, etc. Under this system there would be no Units I through IV). Agents agreed.

Comparisons of responses by different Agent groups regarding number and use of record forms disclosed the following:

1. Agents from counties with more than four Honor Club Initiates rated the statements significantly higher than Agents with less than four Initiates.
2. There were not significant differences between responses of Agents with B.S. and M.S. degrees.
3. Agents with a major in Home Economics rated Statements 1 and 4 significantly higher and Statement 2 very significantly higher than Agricultural majors.
4. Agents with four or less years with Extension rated Statement 4 above very significantly higher than Agents with more than four years with Extension.

Number of units available. County Extension workers were asked if each one of the 43 4-H projects had enough units available. Higher percents of Agents preferred manuals with higher numbers of units (e.g., projects with 9, 8, and 7 units had highest percents agreeing).

With regards to the number of units available, comparisons of the responses of the different Agent groups disclosed the following:

1. Agents from counties with four or less Honor Club Initiates per year rated the number of units available for Plant Science, Animal Science, Beef, Leadership, and Forestry significantly higher, and Dairy and Health very significantly higher than did Agents with more than four Honor Club Initiates.

2. There were no significant differences between responses of Agents with B.S. and M.S. degrees.

3. Agents with a major in Agriculture rated numbers of units in Wildlife, Sheep, and Horse significantly higher than Agents who majored in Home Economics.

4. Home Economics majors rated Management units significantly higher than Agriculture majors.

5. Agents with more than four years with Extension rated Citizenship units significantly higher than did Agents with four or less years with Extension.

Regarding ratings of record forms available for 4-H projects.

County Extension workers rated the record forms available for 43 4-H projects. The projects were divided into three groups according to ratings of Good, Fair and Poor. None were rated Excellent. Projects are listed below in descending order of their rating.

Good Group

1. Electric
2. Wildlife
3. Entomology
4. Tractor
5. Photography
6. Vet. Science

Fair Group

7. Automotive
8. Plant Science
9. Clothing
10. Home Grounds
11. Arts and Crafts
12. Management
13. Home Improvement
14. Woodworking
15. Health
16. Public Speaking
17. Small Engines
18. Animal Science
19. Food and Nutrition
20. Dog Care
21. Economics
22. Garden
23. Soybeans
24. Cotton
25. Corn
26. Tobacco
27. Leadership
28. Citizenship

29. Personal Development

30. Swine

31. Dairy

32. Beef

33. Sheep

34. Horse

Poor Group

35. Bread Baking

36. Conservation

37. Forestry

38. Food Preservation

39. Beekeeping

40. Dairy Foods

41. Bicycle

42. Poultry

43. Safety

Projects with 7 and 8 records available rated Good, those with 3, 4, 5, and 9 record forms rated high Fair and those with only 1 or 2 record forms available rated low Fair. Projects which used the 426 Form rated in the low Fair group and those which used Form 540 rated Poor.

When ratings of different Agent groups were compared concerning record forms, the following results were found:

1. Agents from counties with four or less average annual Honor Club Initiates rated record forms available for Leadership significantly higher, and the record form available for Horse very significantly higher than Agents from counties with more than four Honor Club Initiates per year.

2. Agents with an M.S. degree rated Clothing and Arts and Crafts forms significantly higher, and Tractor forms very significantly higher than Agents with a B.S. degree.

3. Agents with a B.S. rated Safety records very significantly higher than Agents with an M.S.

4. Agricultural majors rated Swine and Sheep record forms significantly higher than did Home Economics majors.

5. Agents with more than four years with Extension rated the record forms available for Automotive and Soybeans very significantly higher and Corn, Cotton, and Health forms significantly higher than Agents with less than four years with Extension.

6. Agents with less than four years with Extension rated records for Tractor significantly higher than Agents with more than four years with Extension.

Regarding responsibility for development of 4-H publications.

County Extension workers responded to the question "Who should write as well as be on the reading committee of 4-H publications?" Agents

ranked groups who they thought should be responsible for development of 4-H publications in the following order:

1. Specialists, Agents, Volunteer leaders, and 4-H members (38 percent of the Agents supporting).
2. Specialists and Agents (34 percent supporting)
3. Specialists, Agents and Leaders (21 percent)
4. Specialists only (4 percent)
5. Others (2 percent)
6. Agents only (1 percent)

Responses from different Agent groups regarding development of 4-H publications were compared with the following results:

1. Agents from counties with less than four average annual Honor Club Initiates rated Groups 1 and 2 significantly higher than Agents from counties with more than four Initiates.
2. Agents from counties with more than four Initiates rated Groups 3 and 4 significantly higher than Agents with less than four Initiates.
3. There were no significant differences between the ratings of Agents with B.S. and M.S. degrees.
4. No significant differences were found between the ratings of Agents with Agricultural and Home Economics majors.
5. No significant differences were found between the ratings of Agents with less than and more than four years with Extension.

Regarding how county staffs handled projects for which Tennessee Extension 4-H Publications were not available. Agents responded to four statements pertaining to how they handled projects that had no Tennessee Extension 4-H literature available. The results are as follows:

1. Seventy-four percent agreed that projects should not be offered unless there were manuals available for them.
2. Nineteen percent of the Agents had developed their own record forms for one or more projects which did not have them.
3. Fourteen percent of the Agents had developed manuals for one or more projects which did not have any.
4. Sixty-eight percent of the Agents had used private industry publications. Fifty-two percent had used Adult Extension publications and 21 percent had used no publications at all where literature was not already available.

Comparisons of responses of different Agent groups resulted in the following findings:

1. Agents from counties with more than four average annual Honor Club Initiates per year developed significantly more project manuals for projects which did not have manuals than Agents from counties with four or less Initiates.
2. No significant differences were found between the ratings of statements by Agents with B.S. and M.S. degrees.

3. No significant differences were found between the ratings of statements by Agents who majored in Agriculture and Home Economics.

4. No significant differences were found between the ratings of statements by Agents with four or less and more than four years with Extension.

B. IMPLICATIONS

1. Since all manual criteria were seen as being at least somewhat important by Agents, it is apparent they thought all were worthy of application to Tennessee 4-H literature.

2. Since literature for five projects (i.e., Wildlife, Photography, Woodworking, Tractor, and Electric) rated Excellent when quality of content was considered, these might be studied as a basis for developing a pattern for judging the content of other 4-H publications.

3. Since five projects (i.e., Food Preservation, Conservation, Dairy Foods, Bread Baking, and Safety) were rated in the Poor group when quality of content was considered, they should be comparatively examined with the Excellent to find their faults and rectify them.

4. Since Agents rated the eight-unit system (i.e., one unit for each grade) highest and specific projects with 7, 8, and 9 units are rated highest, it is apparent that they have found this to be the most desirable system for dividing projects into units.

5. Since Agents rated the three-unit system (i.e., one unit for each audience) second highest and projects with 3, 4, and 5 units rated relatively high, it appears that this may be the second most desirable system for dividing projects into units.

6. Since Agents strongly disagreed with the one unit division of project literature, it would appear that additional units need to be considered for all projects having only one unit.

7. Since Agents gave the practice of using Plant and Animal Science literature along with specific plant and animal projects an acceptable rating, it is suggested that this approach may be workable.

8. Since Agents disagreed with the development of Explorer-type literature for the Junior audience, it would seem that this approach may be impractical or unneeded.

9. Since Agents agreed most strongly with the system of numbering units I, II, III, IV (i.e., starting with I and going to the upper units) it is implied that consideration should be given to using that system with all appropriate 4-H literature.

10. Since Agents rated highest the system which provided one record form for each year, it is suggested that this is indicative of the need.

11. Since Agents rated six projects in the Good group (i.e., Electric, Wildlife, Entomology, Tractor, Photography, and Veterinary Science) when record forms were considered, it would seem that the

record system of these projects might be studied to develop a pattern for other projects.

12. Since Agents disagreed with use of the 426 and 540 Record Forms it is apparent that some other record forms need to be developed and used.

13. Since Agents rated the group which included Specialists, Agents, Volunteer Leaders, and 4-H members to be most desirable for development of Extension publication, involvement of these people should be considered.

14. Since two-thirds of the Agents used private industry publications for projects which had no literature available, this system appears to be most frequently used.

15. Since three-quarters of the Agents stated that projects should be dropped which had no Extension 4-H manuals, renewed efforts should be made to provide manuals for projects not to be dropped.

C. RECOMMENDATIONS

If it is desired that the 4-H literature system in Tennessee be improved, the factors found in this study should be considered by those responsible for developing the 4-H literature.

Recommendations for Improving the Quality of Content of 4-H Manuals

1. Criteria pertaining to quality of content recognized in this study should be considered in developing 4-H manuals. Special

attention should be given to the six criteria in the "more important" group. The scorecard included in this thesis should be considered for use.

2. Literature for the five projects which rated in the Excellent group when quality of content was considered should be studied and used as models for development of new publications.

3. Publications rating in the Poor and low Fair groups, regarding quality of content should be studied, revised and improved in keeping with strong points identified in the Excellent group.

Recommendations Concerning the Use and Number of Units Needed

1. Specialists and Agents should work toward developing eight units for each project (one for each grade).
2. If Number 1 above is not possible the second best choice would be to develop three units for each project (one for each audience).
3. Plant or Animal Science literature should be used to supplement the specific Plant or Animal project manuals and related materials.
4. Explorer-type literature need not be developed for the Junior Audience.
5. Units should be numbered by starting with Number one (I) and proceeding to the upper units (e.g., I, II, III, and IV).

*Recommendations
includes
as a source*

Recommendations for Improving the Present
Record Forms

1. Specialists and Agents should work toward providing a different record form for each year. Record forms should be included in the manuals when possible.
2. The record forms for the six projects which rated in the Good group could be studied and used as guides for developing future record forms.
3. The record forms from projects identified in the low Fair and Poor groups should be studied and revised as appropriate.
4. The 426 Nutrition Activity report and the 549 Form should be studied and possibly, replaced if and when other more suitable forms can be developed.

Recommendations for Responsibility of Development
of 4-H Literature

Specialists should strive to involve Agents, Volunteer leaders and 4-H members whenever possible in development of new 4-H literature.

Recommendations for Handling of Projects
without Literature

1. Projects with no 4-H Extension literature available should have manuals developed for them or, if no supporting material is available could be dropped.
2. Private industry sources should be canvassed to locate more publications which could be used with projects which have no Extension literature.

Recommendations for Future Use of Findings and Future Study

1. Manual Content Criteria and Statements regarding number and use of units and record forms should be used to develop scorecards, like the one in the Appendix, by which 4-H manuals may be developed and/or evaluated.
2. Combine the three ratings of 4-H manuals, Quality of Content rating, Number of Units Available rating, and the Quality of Record Forms rating, to develop an overall rating of 4-H manuals (see Appendix).
3. Use data collected from Specialists for a similar study and compare results with these findings.
4. Survey 4-H club members, and volunteer leaders with a similar type questionnaire to determine their preferences regarding 4-H project and activity literature.
5. Survey state 4-H staffs in other states with regard to their literature patterns.
6. Set up pre- and post-test trials with 4-H er's to determine relative effectiveness of selected 4-H publications.
7. A study could be designed to compare the number of projects and activities enrolled in with those completed.

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BIBLIOGRAPHY

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APPENDIX

CHINESE-21

TENNESSEE 4-H PUBLICATION SURVEY

PLEASE COMPLETE APPROPRIATE BLANKS

COUNTY _____ DISTRICT _____ YEARS WITH EXTENSION _____

College Major _____ Highest Degree _____

Major area of responsibility (Check one)

County Youth Home Economics _____

County Youth Agriculture _____

County Adult and Youth Home
Economics _____

County Adult and Youth
Agriculture _____

State Subject Matter Specialist _____ Subject _____

Associate District Supervisor
Agriculture _____

Associate District Supervisors
Home Economics _____

Please rate the following criteria as to importance in relation to 4-H publications.

Scale = 9 Very Very Important
1 No Importance

CRITERION	PLEASE CIRCLE ONE FOR EACH CRITERION
1. Reading level of the project manual should be appropriate for the age or grade for which it is intended.	9 8 7 6 5 4 3 2 1
2. Project manual should include an introductory statement.	9 8 7 6 5 4 3 2 1
3. Manual should include objectives of project area, and for individual unit.	9 8 7 6 5 4 3 2 1
4. Should include a section on how to plan a years work in the project.	9 8 7 6 5 4 3 2 1
5. Requirements for project completion should be stated.	9 8 7 6 5 4 3 2 1
6. A list of "things to do" should be included.	9 8 7 6 5 4 3 2 1
7. Member should have an option of different things to do to complete the project. Example: Have member complete 3 of the 5 things to do.	9 8 7 6 5 4 3 2 1
8. Materials needed for the project should be relatively inexpensive and easy to find. This applies more to projects which members need to construct an article. Such as: Woodworking projects and a lesser extent to electricity and clothing.	9 8 7 6 5 4 3 2 1
9. The primary source of subject information for the project should be member's manual (not the leader guide).	9 8 7 6 5 4 3 2 1

- | | |
|--|-------------------|
| 10. Enough information should be included so the member may complete the project by use of the manual alone. | 9 8 7 6 5 4 3 2 1 |
| 11. The manual should indicate the why as well as the how of the project. | 9 8 7 6 5 4 3 2 1 |
| 12. The project manual should include sources of supplementary information and tell how to obtain them. Such as giving specific addresses. | 9 8 7 6 5 4 3 2 1 |
| 13. The manual should include a brief preview of what is going to be in the following unit. | 9 8 7 6 5 4 3 2 1 |
| 14. Manuals should include a list of topics for demonstrations. | 9 8 7 6 5 4 3 2 1 |
| 15. Manuals should be adequately illustrated in keeping with the nature of the project. | 9 8 7 6 5 4 3 2 1 |
| 16. Record forms should be contained in each manual. | 9 8 7 6 5 4 3 2 1 |
| 17. Items in the record correspond with the requirements, so members may report what they actually completed in their project. | 9 8 7 6 5 4 3 2 1 |

Please rate the following statements in relation to Extension 4-H Publications.

Scale = 5 Strongly Agree
 4 Agree
 3 Uncertain
 2 Disagree
 1 Strongly Disagree
 0 Not qualified to Answer

STATEMENTS REGARDING DIVISION OF
 PROJECT MATERIAL INTO UNITS

- | | |
|---|-------------|
| 18. No project materials are needed for any project or activity. Example: Safety, Dairy Foods at present. | 5 4 3 2 1 0 |
|---|-------------|

19. Only one project manual is needed for each project.
Example: Corn, Beef at present. 5 4 3 2 1 0

20. One unit is needed for each audience. (Each project would then have three units.) 5 4 3 2 1 0

21. Four units are needed for each project with members always beginning with Unit 1 and proceeding to the upper units. 5 4 3 2 1 0

22. Eight units are needed for each project, with one unit for each grade, with members receiving the unit for his particular grade. Example: A club member enrolling in the wildlife project in the 8th grade would receive the manual for that grade rather than beginning with Unit I. 5 4 3 2 1 0

23. Animal Science Literature should be used to supplement the Animal Project manuals. Example: A member enrolling in beef would receive the beef manual plus Unit I in Animal Science, then the second year he would receive Unit II in Animal Science. 5 4 3 2 1 0

24. Plant Science Literature should be used to supplement the Crop Project manuals. Example: A member enrolling in corn would receive the Unit I in Plant Science, then the second year he would receive Unit II in Plant Science. 5 4 3 2 1 0

25. Explorer type literature (multiple project manuals) should be developed for the junior audience (i.e., only one book for grades 5 and 6 / or one each for home economics and agriculture.) 5 4 3 2 1 0

28. Manuals should have unit numbers which correspond to the grade for which the material is written. Example: Unit 5 for 5th grade, Unit 6 for 6th grade, Unit 7 for 7th grade, etc. (Under this system there would be no units 1, 2, 3, and 4.)

29. Form 540 should be used as the record for all Agricultural Projects 5 4 3 2 1 0

30. Food-Nutrition Project and Activity Report 426 should be used as the record for all food projects. 5 4 3 2 1 0
31. For projects with only one manual, separate record forms should be provided for each year. 5 4 3 2 1 0
32. For projects with manuals for each year, records should be included in each manual. 5 4 3 2 1 0
33. For projects with manuals written to be used for more than one year, separate record forms should be available for each year. Example: Jr. High Home Grounds is to be used in the 7th, 8th, and 9th grade. 5 4 3 2 1 0

Please answer the following questions:

34. Who should determine what is included in each manual. (Who should help write as well as be on the reading committee) CHECK ONE
- _____ a. Agents alone
- _____ b. Specialists alone
- _____ c. Specialists and agents
- _____ d. Specialists, Agents, & Volunteer Leaders
- _____ e. Specialists, Agents, Volunteer Leaders, and 4-H'ers
- _____ f. Other. Specify _____
35. Do you feel Leaders Guides should be written for each project?
YES _____ NO _____
36. Project manuals which are published nationally are:
a. Very Satisfactory _____
b. Satisfactory _____
c. Unsatisfactory _____
37. Should projects be offered which have no project manuals?
YES _____ NO _____

ONLY FOR COUNTY PERSONNEL TO ANSWER

38. Do you develop record forms for the projects which do not have them?
YES _____ NO _____

If yes, which ones _____

39. Do you try to develop manuals for projects which do not have any?

YES _____ NO _____

If yes, which ones _____

40. What type publications do you use for projects with no Extension 4-H manuals?

- _____ a. No publication is used
 _____ b. Adult Extension publications are used
 _____ c. "Private Industry" publications are used
 (Example: White Lily, Martha White)

41. Is this satisfactory? (referring to 40) YES _____ NO _____

 Please rate the literature available from the UT Extension Service for each of the projects as to its (a) quality of content; (b) number of units available; and (c) value of present record forms available.

If you do not feel you are familiar enough with the literature to rate it, please check the last column.

PROJECT	QUALITY OF CONTENT	ARE THERE ENOUGH UNITS AVAILABLE		ADEQUACY OF PRESENT RECORD FORM	NOT FAMILIAR WITH MATERIAL
42. Arts & Crafts	4 3 2 1	YES	NO	4 3 2 1	
43. Clothing	4 3 2 1	YES	NO	4 3 2 1	
44. Food-Nutrition	4 3 2 1	YES	NO	4 3 2 1	
45. Health	4 3 2 1	YES	NO	4 3 2 1	
46. Home Improvement	4 3 2 1	YES	NO	4 3 2 1	
47. Management	4 3 2 1	YES	NO	4 3 2 1	
48. Animal Science	4 3 2 1	YES	NO	4 3 2 1	
49. Beef	4 3 2 1	YES	NO	4 3 2 1	

50. Dairy	4 3 2 1	YES	NO	4 3 2 1
51. Dog Care	4 3 2 1	YES	NO	4 3 2 1
52. Horse	4 3 2 1	YES	NO	4 3 2 1
53. Poultry	4 3 2 1	YES	NO	4 3 2 1
54. Sheep	4 3 2 1	YES	NO	4 3 2 1
55. Swine	4 3 2 1	YES	NO	4 3 2 1
56. Automotive	4 3 2 1	YES	NO	4 3 2 1
57. Bicycle	4 3 2 1	YES	NO	4 3 2 1
58. Electric	4 3 2 1	YES	NO	4 3 2 1
59. Entomology	4 3 2 1	YES	NO	4 3 2 1
60. Photography	4 3 2 1	YES	NO	4 3 2 1
61. Plant Science	4 3 2 1	YES	NO	4 3 2 1
62. Corn	4 3 2 1	YES	NO	4 3 2 1
63. Cotton	4 3 2 1	YES	NO	4 3 2 1
64. Forestry	4 3 2 1	YES	NO	4 3 2 1
65. Garden	4 3 2 1	YES	NO	4 3 2 1
66. Home Grounds	4 3 2 1	YES	NO	4 3 2 1
67. Soybeans	4 3 2 1	YES	NO	4 3 2 1
68. Tobacco	4 3 2 1	YES	NO	4 3 2 1
69. Small Engines	4 3 2 1	YES	NO	4 3 2 1
70. Tractor	4 3 2 1	YES	NO	4 3 2 1
71. Wildlife	4 3 2 1	YES	NO	4 3 2 1
72. Woodworking	4 3 2 1	YES	NO	4 3 2 1

73. Vet. Science	4 3 2 1	YES	NO	4 3 2 1
74. Safety	4 3 2 1	YES	NO	4 3 2 1
75. Conservation	4 3 2 1	YES	NO	4 3 2 1
76. Beekeeping	4 3 2 1	YES	NO	4 3 2 1
77. Leadership	4 3 2 1	YES	NO	4 3 2 1
78. Citizenship	4 3 2 1	YES	NO	4 3 2 1
79. Public Speaking	4 3 2 1	YES	NO	4 3 2 1
80. Personal Development	4 3 2 1	YES	NO	4 3 2 1
81. Economics	4 3 2 1	YES	NO	4 3 2 1
82. Dairy Foods	4 3 2 1	YES	NO	4 3 2 1
83. Food Preservation	4 3 2 1	YES	NO	4 3 2 1
84. Bread Baking	4 3 2 1	YES	NO	4 3 2 1

85. Additional comments regarding strengths and weaknesses of present 4-H literature _____

PLEASE RETURN TO: Bill Morgan
Asst. Ext. Agent
P. O. Box 416
Jacksboro, Tennessee 37757

TENNESSEE 4-H PUBLICATION SURVEY

PLEASE COMPLETE APPROPRIATE BLANKS

COUNTY _____ DISTRICT _____ YEARS WITH EXTENSION _____

College Major _____ Highest Degree _____

Major area of responsibility (Check One)

County Youth Home Economics _____

County Youth Agriculture _____

County Adult and Youth Home Economics _____

County Adult and Youth Agriculture _____

State Subject Matter Specialist _____ Subject _____

Associate District Supervisor
Agriculture _____

Associate District Supervisor
Home Economics _____

Please rate the following statements in relation to Extension 4-H Publications.

Scale = 5 Strongly Agree; 4 Agree; 3 Uncertain; 2 Disagree; 1 Strongly Disagree; 0 Not qualified to answer.

26. A color pattern should be developed so you can distinguish the audience for which the manual is intended by its color. 5 4 3 2 1 0

27. Manuals for projects should be numbered starting with Unit I and proceeding to the upper units. Example: Unit I, Unit II, Unit III, etc. 5 4 3 2 1 0



An explanation of the scale for rating the adequacy and quality of the various project publications was omitted on the original survey form. It is as follows:

4-Excellent 3-Good 2-Fair 1-Poor

PLEASE RETURN TO: Bill Morgan
P. O. Box 416
Jacksboro, Tennessee 37757

TABLE XXIX

RAW DATA FREQUENCY COUNTS OF RESPONSES TO QUESTIONS
AND STATEMENTS IN TENNESSEE 4-H
PUBLICATION SURVEY

Statement or Question and Response		Number of Responses	Percent of Responses
<u>Statements Regarding Manual Content</u> <u>Criterion</u>	Scale 9 = Very, Very, Important 1 = Not Important		
1. Reading level of the project should be appropriate for the age or grade for which it is intended.	1	0	0
	2	0	0
	3	0	0
	4	1	.6
	5	1	.6
	6	3	1.7
	7	15	8.7
	8	39	22.7
	9	113	65.7
	Total	172	100
	Mean	8.494	
2. Project manual should include an introductory statement.	1	1	.6
	2	2	1.2
	3	6	3.5
	4	6	3.5
	5	22	22.8
	6	26	15.1
	7	36	20.9
	8	36	20.9
	9	37	21.5
	Total	172	100
	Mean	6.895	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
3. Manual should include objectives of project area, and for individual unit.	1	0	0
	2	0	0
	3	2	1.2
	4	4	2.3
	5	10	5.8
	6	13	7.6
	7	44	25.7
	8	52	30.4
	9	46	26.4
	Total	171	100
	Mean	7.532	
4. Should include a section on how to plan a years work in the project.	1	1	.6
	2	3	1.7
	3	6	3.5
	4	5	2.9
	5	13	7.6
	6	17	9.9
	7	37	21.5
	8	40	23.3
	9	50	29.1
	Total	172	100
	Mean	7.215	
5. Requirements for project completion should be stated.	1	0	0
	2	0	0
	3	2	1.2
	4	1	.6
	5	8	4.7
	6	17	9.9
	7	32	18.6
	8	40	23.3
	9	72	41.9
	Total	172	100
	Mean	7.814	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
6. A list of "things to do" should be included.	1	0	0
	2	0	0
	3	3	1.7
	4	1	.6
	5	2	1.2
	6	13	7.6
	7	30	17.4
	8	48	27.9
	9	75	43.6
	Total	172	100
	Mean	7.965	
7. Member should have an option of different things to do to complete the project. Example: Have member complete 3 of the 5 things to do.	1	0	0
	2	2	1.2
	3	1	.6
	4	1	.6
	5	14	8.1
	6	17	9.9
	7	43	25.0
	8	36	20.9
	9	58	33.7
	Total	172	100
	Mean	7.533	
8. Materials needed for the project should be relatively inexpensive and easy to find. This applies more to projects which members need to construct an article. Such as: Wood-working projects and a lesser extent to electricity and clothing.	1	0	0
	2	2	1.2
	3	1	.6
	4	1	.6
	5	6	3.5
	6	20	11.6
	7	32	18.6
	8	41	23.8
	9	69	40.1
	Total	172	
	Mean	7.756	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
9. The primary source of subject information for the project should be member's manual (not the leader guide).	1	0	0
	2	0	0
	3	1	.6
	4	3	1.7
	5	8	4.7
	6	13	7.6
	7	35	20.3
	8	45	26.2
	9	69	40.1
Total		172	100
Mean		7.756	
10. Enough information should be included so the member may complete the project by use of the manual alone.	1	3	1.7
	2	0	0
	3	6	3.5
	4	2	1.2
	5	12	7.0
	6	20	11.6
	7	33	19.2
	8	43	25.0
	9	53	30.8
Total		172	100
Mean		7.331	
11. The manual should indicate the <u>why</u> as well as the <u>how</u> of the project.	1	0	0
	2	0	0
	3	1	.6
	4	3	1.7
	5	11	6.4
	6	17	9.9
	7	41	23.8
	8	45	26.2
	9	54	31.4
Total		172	100
Mean		7.587	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
12. The project manual should include sources of supplementary information and tell how to obtain them. Such as giving specific addresses.	1	0	0
	2	0	0
	3	3	1.7
	4	8	4.7
	5	21	12.2
	6	27	15.7
	7	44	25.6
	8	33	19.2
	9	36	20.9
Total		172	
Mean		7.000	
13. The manual should include a brief preview of what is going to be in the following unit.	1	3	1.7
	2	2	1.2
	3	13	7.6
	4	8	4.7
	5	28	16.3
	6	46	26.7
	7	25	14.5
	8	30	17.4
	9	17	9.9
Total		172	100
Mean		6.174	
14. Manual should include a list of topics for demonstrations.	1	1	.6
	2	0	0
	3	6	3.5
	4	5	2.9
	5	11	6.4
	6	19	11.0
	7	45	26.2
	8	35	20.3
	9	50	29.1
Total		172	100
Mean		7.285	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
15. Manuals should be adequately illustrated in keeping with the nature of the project.	1	0	0
	2	1	.6
	3	1	.6
	4	2	1.2
	5	10	5.8
	6	13	7.6
	7	43	25.0
	8	50	29.1
	9	52	30.2
	Total	172	100
	Mean	7.616	
16. Record forms should be contained in each manual.	1	0	0
	2	1	.6
	3	4	2.4
	4	2	1.2
	5	4	2.4
	6	8	4.7
	7	16	9.4
	8	33	19.4
	9	102	60.0
	Total	170	100
	Mean	8.141	
17. Items in the record correspond with the requirements, so members report what they have actually completed in their project.	1	0	0
	2	0	0
	3	2	1.2
	4	1	.6
	5	4	2.4
	6	8	4.7
	7	24	14.1
	8	42	24.7
	9	89	52.4
	Total	170	100
	Mean	8.135	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
<u>Statements Regarding Division of Projects into Units and Use of Record Forms</u>		
18. No project materials are needed for any project or activity. Example: Safety, Dairy Foods at present.		
1. Strongly Disagree	132	79.0
2. Disagree	28	16.8
3. Uncertain	2	1.2
4. Agree	3	1.8
5. Strongly Agree	2	1.2
Total	167	100
Mean	1.293	
19. Only one project manual is needed for each project. Example: Corn, Beef at present.		
1. Strongly Disagree	72	45.0
2. Disagree	45	28.1
3. Uncertain	16	10.0
4. Agree	20	12.5
5. Strongly Agree	7	4.4
Total	160	100
Mean	2.031	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
20. One unit is needed for each audience. (Each project would then have three units.)		
1. Strongly Disagree	19	11.2
2. Disagree	37	21.8
3. Uncertain	42	24.7
4. Agree	44	25.9
5. Strongly Agree	28	16.5
Total	170	100
Mean	3.147	
21. Four units are needed for each project with members always beginning with Unit 1 and proceeding to the upper units.		
1. Strongly Disagree	18	10.7
2. Disagree	42	25.0
3. Uncertain	67	39.9
4. Agree	33	19.6
5. Strongly Agree	7	4.8
Total	168	100
Mean	2.833	
22. Eight units are needed for each project, with one unit for each grade, with members receiving the unit for his particular grade. Example: a club member enrolling in wildlife project in the 8th grade would receive the manual for that grade rather than beginning with Unit 1.		

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
1. Strongly Disagree	9	5.4
2. Disagree	30	18.0
3. Uncertain	39	23.4
4. Agree	48	28.7
5. Strongly Agree	41	24.6
Total	167	100
Mean	3.491	
23. Animal Science Literature should be used to supplement the Animal Project manuals. Example: A member enrolling in beef would receive the beef manual plus Unit I in Animal Science, then the second year he would receive Unit II in Animal Science.		
1. Strongly Disagree	1	.7
2. Disagree	15	9.8
3. Uncertain	34	22.2
4. Agree	79	51.9
5. Strongly Agree	24	15.7
Total	153	100
Mean	3.719	
24. Plant Science Literature should be used to supplement the Crop Project Manuals. Example: A member enrolling in corn would receive the Unit I in Plant Science, then the second year he would receive Unit II in Plant Science.		

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
1. Strongly Disagree	1	.7
2. Disagree	14	9.3
3. Uncertain	33	22.0
4. Agree	78	52.0
5. Strongly Agree	24	16.0
Total	150	100
Mean	3.733	
25. Explorer type literature (multiple project manuals) should be developed for the junior audience (i.e., only one book for grades 5 and 6 / or one each for home economics and agriculture.		
1. Strongly Disagree	41	24.4
2. Disagree	53	31.5
3. Uncertain	29	17.3
4. Agree	31	18.5
5. Strongly Agree	14	8.3
Total	168	100
Mean	2.548	
26. A color pattern should be developed so you can distinguish the audience for which the manual is intended by its color.		
1. Strongly Disagree	4	2.6
2. Disagree	17	12.2
3. Uncertain	41	29.5
4. Agree	33	23.7
5. Strongly Agree	44	31.7
Total	139	100
Mean	3.691	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
27. Manuals for projects should be numbered starting with Unit I and proceeding to the upper units. Example: Unit I, Unit II, Unit III, etc.		
1. Strongly Disagree	6	4.3
2. Disagree	3	2.1
3. Uncertain	13	9.3
4. Agree	55	39.3
5. Strongly Agree	63	45.0
Total	140	100
Mean	4.186	
28. Manuals should have unit numbers which correspond to the grade for which the material is written. Example: Unit 5 for 5th grade, Unit 6 for 6th grade, Unit 7 for 7th grade, etc. (Under this system there would be no units 1, 2, 3, and 4.)		
1. Strongly Disagree	14	8.3
2. Disagree	30	20.2
3. Uncertain	31	18.5
4. Agree	49	29.2
5. Strongly Agree	40	23.8
Total	168	100
Mean	3.399	
29. Form 540 should be used as the record for all Agricultural Projects.		

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
1. Strongly Disagree	28	19.2
2. Disagree	43	29.5
3. Uncertain	40	27.4
4. Agree	31	21.2
5. Strongly Agree	4	2.7
Total	146	100
Mean	2.589	
30. Food-Nutrition Project and Activity Report 426 should be used as the record for all food projects.		
1. Strongly Disagree	16	11.9
2. Disagree	28	20.7
3. Uncertain	33	24.4
4. Agree	49	36.3
5. Strongly Agree	9	6.7
Total	135	100
Mean	3.052	
31. For projects with only one manual, separate record forms should be provided for each years.		
1. Strongly Disagree	2	1.2
2. Disagree	16	9.5
3. Uncertain	20	11.9
4. Agree	93	55.4
5. Strongly Agree	37	22.0
Total	168	100
Mean	3.875	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
32. For projects with manuals for each year, records should be included in each manual.		
1. Strongly Disagree	0	0
2. Disagree	3	1.8
3. Uncertain	7	4.1
4. Agree	78	45.6
5. Strongly Agree	83	48.5
Total	171	100
Mean	4.409	
33. For projects with manuals written to be used for more than one year, separate record forms should be available for each year. Example: Jr. High Home Groups is to be used in the 7th, 8th, and 9th grade.		
1. Strongly Disagree	1	.6
2. Disagree	10	5.9
3. Uncertain	18	10.6
4. Agree	94	55.3
5. Strongly Agree	47	27.6
Total	170	100
Mean	4.035	

Questions Related to 4-H Literature

34. Who should determine what is included in each manual. (Who should help write as well as be on the reading committee)
CHECK ONE

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
a. Agents alone	2	1.2
b. Specialists alone	6	3.5
c. Specialists and Agents	59	34.7
d. Specialists, Agents & Volunteer Leaders	36	21.2
e. Specialists, Agents, Volunteer Leaders and 4-H'ers	63	37.1
f. Other. Specify _____	4	2.4
Total	170	100
35. Do you feel Leaders Guides should be written for each project?		
Yes	105	64.0
No	58	36.0
Total	164	100
36. Project manuals which are published nationally are:		
a. Very Satisfactory	14	8.6
b. Satisfactory	128	78.5
c. Unsatisfactory	21	12.9
Total	163	100
37. Should projects be offered which have no project manuals?		
Yes	43	25.9
No	123	74.1
Total	166	100

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
38. Do you develop record forms for the projects which do not have them?		
Yes	30	18.5
No	<u>132</u>	<u>81.5</u>
Total	162	100
39. Do you try to develop manuals for projects which do not have any?		
Yes	23	14.1
No	<u>140</u>	<u>85.9</u>
Total	163	100
40. What type publications do you use for projects with no Extension 4-H manuals?		
A. No publications are used.		
Yes	34	20.6
No	<u>131</u>	<u>79.6</u>
Total	165	100
B. Adult publications are used.		
Yes	85	51.5
No	<u>80</u>	<u>48.5</u>
Total	165	100
C. Private Industry" publications are used (Example: White Lily, Martha White).		
Yes	112	67.9
No	<u>53</u>	<u>32.1</u>
Total	165	100

TABLE XXIX (continued)

Statement or Question and Response	Number of Response	Percent of Response
<u>Ratings of Present 4-H Project Literature Available from the U.T. Extension Service</u>		
<u>Quality of Content</u>		
42. Arts and Crafts		
1. Poor	7	4.6
2. Fair	27	17.8
3. Good	75	49.3
4. Excellent	43	28.3
Total	152	100
Mean	3.013	
43. Clothing		
1. Poor	8	6.8
2. Fair	21	17.8
3. Good	37	31.4
4. Excellent	52	44.1
Total	118	
Mean	3.127	
44. Food Nutrition		
1. Poor	3	2.5
2. Fair	16	13.6
3. Good	49	41.5
4. Excellent	50	42.4
Total	118	100
Mean	3.237	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
45. Health		
1. Poor	2	1.5
2. Fair	31	23.3
3. Good	77	57.9
4. Excellent	23	17.3
Total	133	100
Mean	2.910	
46. Home Improvement		
1. Poor	1	.8
2. Fair	13	10.7
3. Good	73	60.3
4. Excellent	34	28.1
Total	121	100
Mean	3.157	
47. Management		
1. Poor	5	4.2
2. Fair	29	24.6
3. Good	51	43.2
4. Excellent	33	28.0
Total	118	100
Mean	2.949	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
48. Animal Science		
1. Poor	6	5.0
2. Fair	27	22.3
3. Good	47	38.8
4. Excellent	41	33.9
Total	121	100
Mean	3.017	
49. Beef		
1. Poor	3	2.5
2. Fair	17	14.6
3. Good	49	42.4
4. Excellent	47	40.5
Total	116	100
Mean	3.237	
50. Dairy		
1. Poor	10	9.3
2. Fair	30	28.0
3. Good	46	43.0
4. Excellent	21	19.6
Total	107	100
Mean	2.729	
51. Dog Care		
1. Poor	3	2.0
2. Fair	13	8.8
3. Good	52	35.1
4. Excellent	80	54.1
Total	148	100
Mean	3.412	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
52. Horse			
1. Poor		3	2.1
2. Fair		16	11.4
3. Good		52	37.1
4. Excellent		69	49.3
Total		140	100
Mean		3.336	
53. Poultry			
1. Poor		23	20.0
2. Fair		36	31.3
3. Good		42	36.5
4. Excellent		14	12.2
Total		115	100
Mean		2.409	
54. Sheep			
1. Poor		8	9.1
2. Fair		12	13.6
3. Good		44	50.0
4. Excellent		24	27.3
Total		88	100
Mean		2.955	
55. Swine			
1. Poor		4	3.6
2. Fair		15	13.6
3. Good		53	48.2
4. Excellent		38	34.5
Total		110	100
Mean		3.136	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
56. Automotive			
1. Poor		2	1.9
2. Fair		5	4.8
3. Good		49	46.7
4. Excellent		49	46.7
Total		105	100
Mean		3.381	
57. Bicycle			
1. Poor		36	26.5
2. Fair		35	25.7
3. Good		48	35.3
4. Excellent		17	12.5
Total		136	100
Mean		2.338	
58. Electric			
1. Poor		2	1.4
2. Fair		4	2.9
3. Good		55	39.3
4. Excellent		79	56.3
Total		140	100
Mean		3.507	
59. Entomology			
1. Poor		1	.7
2. Fair		8	6.0
3. Good		52	38.8
4. Excellent		73	54.5
Total		134	100
Mean		3.470	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
60. Photography		
1. Poor	1	.7
2. Fair	5	3.3
3. Good	42	27.6
4. Excellent	104	68.4
Total	152	100
Mean	3.638	
61. Plant Science		
1. Poor	0	0
2. Fair	13	11.0
3. Good	56	47.5
4. Excellent	49	41.5
Total	118	100
Mean	3.305	
62. Corn		
1. Poor	5	4.9
2. Fair	28	27.5
3. Good	39	38.5
4. Excellent	30	29.4
Total	102	100
Mean	2.922	
63. Cotton		
1. Poor	1	1.7
2. Fair	14	23.3
3. Good	26	43.3
4. Excellent	19	31.7
Total	112	100
Mean	3.050	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
64. Forestry		
1. Poor	20	17.7
2. Fair	41	36.3
3. Good	34	30.1
4. Excellent	18	15.9
Total	113	100
Mean	2.442	
65. Garden		
1. Poor	10	7.5
2. Fair	33	24.6
3. Good	61	45.5
4. Excellent	30	22.4
Total	134	100
Mean	2.828	
66. Home Grounds		
1. Poor	3	2.3
2. Fair	10	7.6
3. Good	66	50.4
4. Excellent	52	39.7
Total	131	100
Mean	3.275	
67. Soybeans		
1. Poor	3	3.4
2. Fair	21	23.9
3. Good	39	44.3
4. Excellent	25	28.4
Total	88	100
Mean	2.977	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
68. Tobacco		
1. Poor	7	8.7
2. Fair	19	24.1
3. Good	30	38.0
4. Excellent	23	29.1
Total	79	100
Mean	2.873	
69. Small Engines		
1. Poor	1	.9
2. Fair	10	8.6
3. Good	52	44.8
4. Excellent	53	45.7
Total	116	100
Mean	3.353	
70. Tractor		
1. Poor	0	0
2. Fair	7	6.5
3. Good	38	35.2
4. Excellent	63	58.3
Total	108	100
Mean	3.519	
71. Wildlife		
1. Poor	0	0
2. Fair	6	4.3
3. Good	33	23.6
4. Excellent	101	72.1
Total	140	100
Mean	3.676	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
72. Woodworking		
1. Poor	2	1.2
2. Fair	4	3.2
3. Good	45	35.7
4. Excellent	75	59.5
Total	126	100
Mean	3.532	
73. Vet. Science		
1. Poor	1	.9
2. Fair	6	5.5
3. Good	42	38.5
4. Excellent	60	55.0
Total	109	100
Mean	3.477	
74. Safety		
1. Poor	74	63.3
2. Fair	24	20.5
3. Good	11	9.4
4. Excellent	8	6.8
Total	117	100
Mean	1.655	
75. Conservation		
1. Poor	45	44.6
2. Fair	34	33.7
3. Good	17	16.8
4. Excellent	5	5.0
Total	101	100
Mean	1.822	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
76. Beekeeping		
1. Poor	30	28.0
2. Fair	19	17.8
3. Good	37	34.6
4. Excellent	21	19.6
Total	107	100
Mean	2.458	
77. Leadership		
1. Poor	32	22.5
2. Fair	51	35.9
3. Good	42	29.6
4. Excellent	17	12.0
Total	142	100
Mean	2.310	
78. Citizenship		
1. Poor	45	33.1
2. Fair	41	30.1
3. Good	36	26.5
4. Excellent	14	10.3
Total	136	100
Mean	2.140	
79. Public Speaking		
1. Poor	7	4.6
2. Fair	38	24.8
3. Good	76	49.7
4. Excellent	32	20.9
Total	153	100
Mean	2.869	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
80. Personal Development		
1. Poor	27	20.9
2. Fair	54	41.9
3. Good	31	24.0
4. Excellent	17	13.2
Total	129	100
Mean	2.295	
81. Economics		
1. Poor	13	13.5
2. Fair	23	24.0
3. Good	47	49.0
4. Excellent	13	13.5
Total	96	100
Mean	2.625	
82. Dairy Foods		
1. Poor	55	55.0
2. Fair	22	22.0
3. Good	19	19.0
4. Excellent	4	4.0
Total	100	100
Mean	1.720	
83. Food Preservation		
1. Poor	58	55.2
2. Fair	17	16.2
3. Good	21	20.0
4. Excellent	9	8.6
Total	105	100
Mean	1.819	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
84. Bread Baking			
1.	Poor	58	56.3
2.	Fair	22	21.3
3.	Good	19	18.4
4.	Excellent	4	3.9
Total		103	100
Mean		1.699	
<u>Are there Enough Units Available?</u>			
42. Arts and Crafts			
1.	Yes	125	81.7
2.	No	27	18.3
Total		153	100
43. Clothing			
1.	Yes	102	88.7
2.	No	13	11.3
Total		115	100
44. Food-Nutrition			
1.	Yes	74	63.2
2.	No	43	36.8
Total		117	100
45. Health			
1.	Yes	69	51.9
2.	No	64	48.1
Total		133	100

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
46. Home Improvement		
1. Yes	110	91.7
2. No	10	8.3
Total	120	100
47. Management		
1. Yes	100	86.2
2. No	16	13.8
Total	116	100
48. Animal Science		
1. Yes	43	35.5
2. No	78	64.5
Total	121	100
49. Beef		
1. Yes	29	24.6
2. No	89	75.4
Total	118	100
50. Dairy		
1. Yes	22	20.2
2. No	87	79.8
Total	109	100
51. Dog Care		
1. Yes	45	29.8
2. No	106	70.2
Total	151	100

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
52. Horse			
1.	Yes	48	34.3
2.	No	92	65.7
Total		140	100
53. Poultry			
1.	Yes	22	19.0
2.	No	94	81.0
Total		116	100
54. Sheep			
1.	Yes	34	38.2
2.	No	55	61.8
Total		89	100
55. Swine			
1.	Yes	40	36.0
2.	No	71	64.0
Total		131	100
56. Automotive			
1.	Yes	95	88.8
2.	No	12	11.2
Total		107	100
57. Bicycle			
1.	Yes	48	34.5
2.	No	91	65.5
Total		139	100

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
58. Electric		
1. Yes	132	94.3
2. No	8	.7
Total	140	100
59. Entomology		
1. Yes	127	94.8
2. No	7	5.2
Total	134	100
60. Photography		
1. Yes	144	94.1
2. No	9	5.9
Total	153	100
61. Plant Science		
1. Yes	83	69.7
2. No	36	30.3
Total	119	100
62. Corn		
1. Yes	40	37.7
2. No	66	62.3
Total	106	100
63. Cotton		
1. Yes	23	35.9
2. No	41	64.1
Total	64	100

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
64. Forestry		
1. Yes	20	17.1
2. No	97	82.9
Total	117	100
65. Garden		
1. Yes	45	33.1
2. No	91	66.9
Total	136	100
66. Home Grounds		
1. Yes	88	66.2
2. No	45	33.8
Total	133	100
67. Soybeans		
1. Yes	44	49.4
2. No	45	50.6
Total	89	100
68. Tobacco		
1. Yes	34	41.5
2. No	48	58.5
Total	82	100
69. Small Engines		
1. Yes	40	33.9
2. No	78	66.1
Total	118	100

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
70. Tractor		
1. Yes	88	80.0
2. No	22	20.0
Total	110	100
71. Wildlife		
1. Yes	119	84.4
2. No	22	15.6
Total	141	100
72. Woodworking		
1. Yes	87	69.0
2. No	39	31.0
Total	126	100
73. Vet Science		
1. Yes	81	73.6
2. No	29	26.4
Total	110	100
74. Safety		
1. Yes	13	10.0
2. No	117	90.0
Total	130	100
75. Conservation		
1. Yes	17	15.5
2. No	93	84.5
Total	110	100

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
76. Beekeeping		
1. Yes	27	24.1
2. No	85	75.9
Total	112	100
77. Leadership		
1. Yes	28	19.0
2. No	119	81.0
Total	147	100
78. Citizenship		
1. Yes	31	22.0
2. No	110	78.0
Total	141	100
79. Public Speaking		
1. Yes	76	49.4
2. No	78	50.6
Total	154	100
80. Personal Development		
1. Yes	44	34.1
2. No	85	65.9
Total	129	100
81. Economics		
1. Yes	56	58.9
2. No	39	41.1
Total	95	100

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
82. Dairy Foods			
1. Yes		15	13.6
2. No		95	86.4
Total		110	100
83. Food Preservation			
1. Yes		25	22.9
2. No		84	77.1
Total		109	100
84. Bread Baking			
1. Yes		15	13.4
2. No		97	86.6
Total		112	100
Adequacy of Present Record Forms			
42. Arts and Crafts			
1. Poor		6	4.2
2. Fair		36	25.0
3. Good		75	52.1
4. Excellent		27	18.8
Total		144	100
Mean		2.854	
43. Clothing			
1. Poor		10	9.1
2. Fair		24	21.8
3. Good		46	41.8
4. Excellent		30	27.3
Total		110	100
Mean		2.873	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
44. Food-Nutrition		
1. Poor	20	17.9
2. Fair	23	20.5
3. Good	52	46.4
4. Excellent	17	15.2
Total	112	100
Mean	2.589	
45. Health		
1. Poor	10	7.9
2. Fair	31	24.6
3. Good	67	53.2
4. Excellent	18	14.3
Total	126	100
Mean	2.738	
46. Home Improvements		
1. Poor	6	5.1
2. Fair	30	25.6
3. Good	59	50.4
4. Excellent	22	18.8
Total	117	100
Mean	2.829	
47. Management		
1. Poor	6	5.3
2. Fair	29	25.4
3. Good	58	50.9
4. Excellent	21	18.4
Total	114	100
Mean	2.825	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
48. Animal Science		
1. Poor	19	16.8
2. Fair	30	26.5
3. Good	40	35.4
4. Excellent	24	21.2
Total	113	100
Mean	2.611	
49. Beef		
1. Poor	40	35.4
2. Fair	41	36.3
3. Good	20	17.7
4. Excellent	12	10.6
Total	113	100
Mean	2.035	
50. Dairy		
1. Poor	34	33.3
2. Fair	29	28.4
3. Good	28	27.5
4. Excellent	11	10.8
Total	102	100
Mean	2.157	
51. Dog Care		
1. Poor	21	15.4
2. Fair	44	32.4
3. Good	44	32.4
4. Excellent	27	19.9
Total	136	100
Mean	2.566	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
52. Horse			
1.	Poor	51	38.9
2.	Fair	37	28.2
3.	Good	31	23.7
4.	Excellent	12	9.2
Total		131	100
Mean		2.031	
53. Poultry			
1.	Poor	58	55.2
2.	Fair	32	30.5
3.	Good	12	11.4
4.	Excellent	3	2.9
Total		105	100
Mean		1.619	
54. Sheep			
1.	Poor	30	36.1
2.	Fair	29	34.9
3.	Good	15	18.1
4.	Excellent	9	10.8
Total		83	100
Mean		2.036	
55. Swine			
1.	Poor	31	30.1
2.	Fair	34	33.0
3.	Good	26	25.2
4.	Excellent	12	11.7
Total		103	100
Mean		2.184	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
56. Automotive		
1. Poor	5	5.1
2. Fair	26	26.5
3. Good	37	37.8
4. Excellent	30	30.6
Total	98	100
Mean	2.939	
57. Bicycle		
1. Poor	74	57.8
2. Fair	31	24.2
3. Good	16	12.5
4. Excellent	7	5.5
Total	128	100
Mean	1.656	
58. Electric		
1. Poor	5	3.9
2. Fair	7	5.5
3. Good	55	43.0
4. Excellent	61	47.7
Total	128	100
Mean	3.344	
59. Entomology		
1. Poor	4	3.2
2. Fair	21	16.9
3. Good	50	40.3
4. Excellent	49	39.5
Total	124	100
Mean	3.161	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
60. Photography		
1. Poor	9	6.3
2. Fair	28	19.7
3. Good	47	33.1
4. Excellent	58	40.8
Total	142	100
Mean	3.085	
61. Plant Science		
1. Poor	5	4.7
2. Fair	21	19.6
3. Good	57	53.3
4. Excellent	24	22.4
Total	107	100
Mean	2.935	
62. Corn		
1. Poor	19	19.8
2. Fair	33	34.4
3. Good	33	34.4
4. Excellent	11	11.5
Total	96	100
Mean	2.375	
63. Cotton		
1. Poor	11	19.3
2. Fair	19	33.3
3. Good	20	35.1
4. Excellent	7	12.3
Total	57	100
Mean	2.404	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
64. Forestry			
1. Poor		48	45.7
2. Fair		38	36.2
3. Good		11	10.5
4. Excellent		8	7.6
Total		105	100
Mean		1.800	
65. Garden			
1. Poor		22	17.9
2. Fair		35	28.5
3. Good		57	46.3
4. Excellent		9	7.3
Total		123	100
Mean		2.431	
66. Home Grounds			
1. Poor		8	6.6
2. Fair		32	26.4
3. Good		56	46.3
4. Excellent		25	20.7
Total		121	100
Mean		2.810	
67. Soybeans			
1. Poor		16	19.5
2. Fair		25	30.5
3. Good		33	40.2
4. Excellent		8	9.8
Total		82	100
Mean		2.402	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
68. Tobacco			
1.	Poor	17	22.7
2.	Fair	27	36.0
3.	Good	23	30.7
4.	Excellent	8	10.7
Total		75	100
Mean		2.293	
69. Small Engines			
1.	Poor	13	12.4
2.	Fair	35	33.3
3.	Good	36	34.3
4.	Excellent	21	20.0
Total		105	100
Mean		2.619	
70. Tractor			
1.	Poor	6	5.9
2.	Fair	16	15.8
3.	Good	41	40.6
4.	Excellent	38	37.6
Total		101	100
Mean		3.099	
71. Wildlife			
1.	Poor	6	4.5
2.	Fair	16	12.0
3.	Good	45	33.8
4.	Excellent	66	49.6
Total		133	100
Mean		3.286	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
72. Woodworking		
1. Poor	19	16.2
2. Fair	30	25.6
3. Good	32	27.4
4. Excellent	36	30.8
Total	117	100
Mean	2.726	
73. Vet. Science		
1. Poor	8	7.7
2. Fair	17	16.3
3. Good	45	43.3
4. Excellent	34	32.7
Total	104	100
Mean	3.010	
74. Safety		
1. Poor	81	71.1
2. Fair	18	15.8
3. Good	11	9.6
4. Excellent	4	3.5
Total	114	100
Mean	1.456	
75. Conservation		
1. Poor	46	47.9
2. Fair	27	28.1
3. Good	18	18.8
4. Excellent	5	5.2
Total	96	100
Mean	1.813	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
76. Beekeeping		
1. Poor	55	52.4
2. Fair	29	27.6
3. Good	15	14.3
4. Excellent	6	5.7
Total	105	100
Mean	1.733	
77. Leadership		
1. Poor	31	23.3
2. Fair	48	36.1
3. Good	38	28.6
4. Excellent	16	12.0
Total	133	100
Mean	2.293	
78. Citizenship		
1. Poor	36	27.5
2. Fair	46	35.1
3. Good	32	24.4
4. Excellent	17	13.0
Total	131	100
Mean	2.229	
79. Public Speaking		
1. Poor	14	9.7
2. Fair	48	33.1
3. Good	56	38.6
4. Excellent	27	18.6
Total	145	100
Mean	2.662	

TABLE XXIX (continued)

Statement or Question and Response	Number of Responses	Percent of Responses
80. Personal Development		
1. Poor	28	23.0
2. Fair	54	44.3
3. Good	27	22.1
4. Excellent	13	10.7
Total	122	100
Mean	2.205	
81. Economics		
1. Poor	13	14.4
2. Fair	34	37.8
3. Good	32	35.6
4. Excellent	11	12.2
Total	90	100
Mean	2.456	
82. Dairy Foods		
1. Poor	55	54.5
2. Fair	26	25.7
3. Good	14	13.9
4. Excellent	6	5.9
Total	101	100
Mean	1.713	
83. Food Preservation		
1. Poor	56	54.9
2. Fair	20	19.6
3. Good	17	16.7
4. Excellent	9	8.8
Total	102	100
Mean	1.794	

TABLE XXIX (continued)

Statement or Question and Response		Number of Responses	Percent of Responses
84. Bread Baking			
1. Poor		48	46.6
2. Fair		27	26.2
3. Good		19	18.4
4. Excellent		8	7.8
Total		102	100
Mean		1.913	

TABLE XXX

SUMMARY OF DATA REGARDING NUMBERS OF PROJECT UNITS
NEEDED BY AVERAGE PERCENT OF ALL RESPONDENTS
AND HONOR CLUB INITIATE GROUPS

Project	Number Manuals (Units)	Number of Pro- jects	Total County Extension Worker (N=172)	Honor Club Initiates	
				4 or Less (N=84)	More than 4 (N=88)
				----Average Percent----	
Mean for Projects	9	3	90.8	94.9	87.5
Mean for Projects	8	1	94.2	98.5	90.5
Mean for Projects	7	2	86.4	88.3	85.1
Mean for Projects	5	3	79.5	83.7	76.2
Mean for Projects	4	4	67.4	76.7	59.7
Mean for Projects*	3	4	65.6	77.2	75.3
Mean for Project	2	4	44.0	50.8	38.3
Mean for Projects	1	15	31.1	38.5	24.6
Mean for Projects	0	7	17.2	20.6	14.7
Total Average*	27	43	48.2	54.2	43.8

*Bicycle Data was not included in comparison groups.

TABLE XXXI

SUMMARY OF DATA REGARDING NUMBERS OF PROJECT UNITS
NEEDED BY AVERAGE PERCENT OF ALL RESPONDENTS
BS AND MS GROUPS

Projects	Number of Manuals	Number of Pro-jects	Total County Extension Worker (N=171)	Highest Degree Attained	
				B.S. (N=126)	M.S. (N=45)
			-----Percent Answering "Yes"-----		
Mean for Projects	9	3	90.8	90.9	91.0
Mean for Projects	8	1	94.2	95.0	92.3
Mean for Projects	7	2	86.4	86.0	87.6
Mean for Projects	5	3	79.5	81.8	72.4
Mean for Projects	4	4	67.4	66.0	70.8
Mean for Projects*	3	4	65.6	76.9	73.5
Mean for Projects	2	4	44.0	41.5	49.5
Mean for Projects	1	15	31.1	28.5	37.5
Mean for Projects	0	7	17.2	15.2	23.3
Total Average*	2.7	43	48.2	44.9	49.8

*Bicycle Data was not included in comparison groups.

TABLE XXXII

SUMMARY OF DATA REGARDING NUMBERS OF PROJECT UNITS
NEEDED BY AVERAGE PERCENT OF ALL RESPONDENTS
HOME ECONOMICS AND AGRICULTURE GROUPS

Projects	Number of Manuals	Number of Pro- jects	Total County Extension Worker (N=170)	College Major	
				Agriculture	Economics
				(N=82)	(N=88)
-----Percent Answering "Yes"-----					
Mean for Projects	9	3	90.8	85.6	93.8
Mean for Projects	8	1	94.2	95.6	93.0
Mean for Projects	7	2	86.4	92.5	80.7
Mean for Projects	5	3	79.5	79.7	79.1
Mean for Projects	4	4	67.4	72.4	60.2
Mean for Projects*	3	4	65.6	75.6	78.3
Mean for Projects	2	4	44.0	51.4	34.3
Mean for Projects	1	15	31.1	36.1	20.7
Mean for Projects	0	7	17.2	23.3	12.5
Total Average*	2.7	43	48.2	52.3	42.5

*Bicycle Data was not included in comparison groups.

TABLE XXXIII

SUMMARY OF DATA REGARDING NUMBER OF PROJECT UNITS
NEEDED FOR AVERAGE PERCENT OF ALL RESPONDENTS
AND EXTENSION EXPERIENCE GROUPS

Projects	Number of Manuals	Number of Pro- jects	Total County Extension Worker (N=170)	Years with Extension	
				4 or Less (N=93)	Over 4 (N=77)
Mean for Projects	9	3	90.8	86.3	95.9
Mean for Projects	8	1	94.2	92.3	95.9
Mean for Projects	7	2	86.4	87.8	85.6
Mean for Projects	5	3	79.5	81.3	77.3
Mean for Projects	4	4	67.4	68.2	66.5
Mean for Projects*	3	4	65.6	72.7	79.8
Mean for Projects	2	4	44.0	43.2	44.8
Mean for Projects	1	15	31.1	28.9	33.5
Mean for Projects	0	7	17.2	15.0	19.6

*Bicycle Data was not included in the comparison groups.

A COMPARATIVE RATING SHEET FOR EVALUATING TENNESSEE
4-H PROJECT AND ACTIVITY LITERATURE

(100 possible points)

Criterion and Value	Project or Activity to be Evaluated				
1. Reading level of project manual should be appropriate for grade. (8 points)					
2. Items in record should correspond with requirements. (8 points)					
3. Record form should be contained in each manual. (8 points)					
4. List of things to do should be included. (8 points)					
5. Requirements for project completion should be stated. (8 points)					
6. Primary source of information for each project should be the member's manual. (8 points)					
7. Materials needed for projects should be relatively inexpensive and easy to find. (6 points)					
8. Manuals should be adequately illustrated. (6 points)					
9. Manuals should indicate the WHY as well as the HOW of the project. (6 points)					
10. Manuals should include objectives for the project and the unit. (6 points)					

11. Members should have an option of different things to do to complete the project. (6 points)					
12. Enough information should be included so that members may complete the project by use of the manual alone. (4 points)					
13. Manuals should include a list of topics for demonstration. (4 points)					
14. Manuals should include a section on how to plan a year's work in the project. (4 points)					
15. Manuals should include sources of supplementary information. (4 points)					
16. Manuals should include an introductory statement. (3 points)					
17. Manuals should include a brief preview of what is going to be in the following unit. (3 points)					
TOTAL (Possible Points = 100)					
RANKING					

TABLE XXXIV
COMPARATIVE AND COMBINED RANKING
OF PROJECT MANUALS

Project	Combined Ranking**	Quality of Content		Are There Enough Units		Adequacy of Record	
		Mean	Ranking	% Yes	Ranking	Mean	Ranking
Electric	1	3.51	5	94	2*	3.34	1
Photography	2	3.64	2	94	2*	3.09	5
Entomology	3	3.47	7	96	1	3.16	3
Wildlife	4	3.68	1	84	6	3.29	2
Automotive	5	3.38	9	89	4*	2.94	7*
Tractor	6	3.52	4	80	8	3.10	4
Home Imp.	7	3.15	14	92	3	2.82	10*
Clothing	8	3.12	17	89	4*	2.87	8
Vet. Science	9	3.48	6	74	9	3.01	6
Management	10	2.94	23	86	5	2.82	10*
Arts & Crafts	11	3.01	20	82	7	2.85	9
Plant Science	12	3.31	12	78	10	2.94	7*
Woodworking	13	3.53	3	69	11	2.73	12
Home Grounds	14	3.26	13	66	12	2.87	11
Foods	15	3.23	14	63	13	2.58	17
Health	16	2.91	25	52	15	2.71	13
Public Speaking	17	2.87	26	49	16*	2.66	14
Economics	18	2.63	30	59	14	2.46	19
Soybeans	19	2.98	21	49	16*	2.40	21*

TABLE XXXIV (continued)

Project	Combined Ranking**	Quality of Content		Are There Enough Units		Adequacy of Record	
		Mean	Ranking	% Yes	Ranking	Mean	Ranking
Small Engines	20	3.35	10	34	21*	2.62	15
Dog Care	21	3.41	88	30	23	2.57	18
Animal Sci.	22	3.02	19	36	19*	2.61	16
Cotton	23	3.05	18	36	19*	2.40	21*
Tobacco	24	2.87	27	42	17	2.29	23*
Corn	25	2.92	24	38	18*	2.38	22
Swine	26	3.14	16	36	19*	2.18	26
Horse	27	3.34	11	34	21*	2.03	28
Garden	28	2.83	28	33	22	2.43	20
Sheep	29	2.96	22	38	18*	2.04	27*
Beef	30	3.20	15	25	24	2.04	27*
Personal Development	31	2.30	36	34	21*	2.20	25
Dairy	32	2.73	29	20	28	2.16	26
Bicycle	33	2.34	34	35	20	1.66	35
Leadership	34	2.31	35	19	28*	2.29	23*
Citizenship	35	2.14	37	22	27	2.23	24
Beekeeping	36	2.46	31	24	25	1.74	33
Forestry	37	2.44	28	17	30	1.80	31
Poultry	38	2.41	33	19	29*	1.62	36
Food Pres.	39	1.82	38*	23	26	1.79	32

TABLE XXXIV (continued)

Project	Combined Ranking**	Quality of Content		Are There Enough Units		Adequacy of Record	
		Mean	Ranking	% Yes	Ranking	Mean	Ranking
Conservation	40	1.82	39*	16	31	1.81	30
Bread Baking	41	1.70	41	13	33	1.91	29
Dairy Foods	42	1.72	40	14	32	1.71	34
Safety	43	1.65	42	10	34	1.46	37

*More than one project had this rating.

**Combined ranking was calculated as follows: (mean of quality of content) + (mean of adequacy of record form) + [(percent agreeing there are enough record units available) $\times$ 4] = combined rating.

VITA

Charles William Morgan was born in Maryville, Tennessee. He received his elementary and secondary education at Friendsville Elementary and High School. He received his Bachelor of Science degree from the University of Tennessee, with a major in Agronomy and Dairy Production, in 1969. His graduate major is in Agricultural Extension Education with a minor in Plant and Soil Science.

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