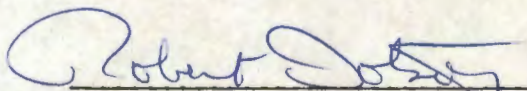


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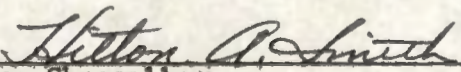
I am submitting herewith a thesis written by Stephen Herbert Lester entitled "Preferences and Expectations of Selected Senior 4-H Members and Extension Agents Regarding Tennessee Camps and Conferences." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension Education.


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Vice Chancellor
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169

PREFERENCES AND EXPECTATIONS OF SELECTED SENIOR 4-H MEMBERS AND
EXTENSION AGENTS REGARDING TENNESSEE CAMPS AND CONFERENCES

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

Stephen Herbert Lester

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ABSTRACT

The purpose of this survey-type study was to evaluate the present 4-H camp and conference programs in Tennessee. A total of 273 4-H members who attended the 1973 Tennessee State 4-H Congress and a total of 160 4-H agents responded to a mail questionnaire designed to probe member and agent preferences and expectations regarding camps and conferences.

Characteristically, members:

1. Had been in 4-H club work for an average of about seven years.
2. Had attended demonstration day about three times.
3. Had attended week-long 4-H camp about three times.
4. Had attended, on the average, less than one (0.5) senior leadership conference of less than a week, and the same number of week-long senior leadership conferences.
5. Had attended less than one (0.3) all-star conference.
6. Had attended less than one day camp (0.2).
7. Had attended less than one (0.5) other 4-H camps and conferences.
8. Had attended a grand total of about three camps and conferences of all kinds.

Other major camp and conference findings included the following:

1. Members and agents both picked, "To have fun," as the number one reason from among eight identified why members attend

camp; though members alone ranked the reason second to "To make new friends."

2. They chose "Summer employment" and "Friends did not attend" as the more important of seven reasons why 4-H'ers do not attend camp.
3. 4-H members and agents agreed that the most important opportunity provided by present camps and conferences was to develop leadership ability. Social, physical and mental development opportunities also were mentioned.
4. They felt that a first major purpose of such activities was to help them learn to get along with others. "To develop leadership" ranked as second most important major purpose.
5. Four "Value of camp" principles, eight "Program and method" principles, five "Staffing and planning" principles, and eight "Vocational and miscellaneous" principles of successful camp and conference organization and conduct were identified and tested.

In terms of specific evaluation, it was found that:

1. 4-H members felt present efforts at camp publicity and promotion were inadequate, while agents disagreed very significantly.
2. 4-H members and agents tended to agree in a positive evaluation of the present camp and conference programs.

Some significant differences were noted when 4-H members and agents were compared by sex and district.

Implications for application of findings and recommendations for further study were listed.

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CHAPTER I

INTRODUCTION

I. THE PROBLEM AND ITS SETTING

The Agricultural Extension Service had its beginning in 1904 when Dr. Seaman A. Knapp of the U. S. Department of Agriculture went to Houston, Texas, and established the first Extension office and made the first contract with a farmer to follow his instructions. From 1904 to 1914 it was known as Farmers' Cooperative Demonstration Work (10:1).*

Farmers' Cooperative Demonstration Work spread to Tennessee in the fall of 1909 when W. W. Campbell of Texas, a representative of the United States Department of Agriculture, was stationed at Jackson to stimulate interest in the movement. He devoted a major portion of his time to establishing Boys' Corn Clubs.

The exact birthplace of the movement of the 4-H idea in the State of Tennessee is not clear. However, on November 16, 1910, Thomas A. Early was appointed the first professional worker to give primary attention to Boys' Corn Club work.

The first Girls' Canning Club in Tennessee was organized in Benton County in 1911 by Miss Virginia Moore, who was appointed the first state agent in Tennessee to work with women and girls in developing canning

*Numbers in parentheses refer to alphabetically listed items in the Bibliography; while numbers after the colon are page numbers.

clubs. O. H. Benson, a former Iowa school superintendent, who had been employed by the United States Department of Agriculture as an assistant in club work, advised Miss Moore in the work.

In 1912, a farm boys' encampment was held in Nashville, Tennessee, in conjunction with the Tennessee State Fair. All expenses were paid by the Fair for one boy from each county in the state. Seventy counties took advantage of this week-long encampment.

The Cooperative Extension Service was officially established by the passage of the Smith-Lever Act in 1914. It represents a partnership arrangement between the United States Department of Agriculture and each Land Grant institution cooperating with the state and local governments.

The history of Negro 4-H Club work in Tennessee, its origin and development was similar to that of the whites, although it began a few years later--starting in 1916.

In 1920, a more definite club program of rallies, regular meetings, camps, playground games, singing, educational trips and other interesting events was developed. Camps were held in 30 counties. It was about this time that the name "4-H Club Work" was first used in Tennessee. The purpose now was to give the club member a broader training and not confine it to methods of increasing crop yields.

The State Camp was held for the first time in 1923 at the University of Tennessee in Knoxville. The attendance was primarily from what is presently included in Extension Supervisory Districts III, IV, and V (see Figure 1) the first few years as these districts had no district camps. Because of the depression, the State Camp was discontinued in 1932.

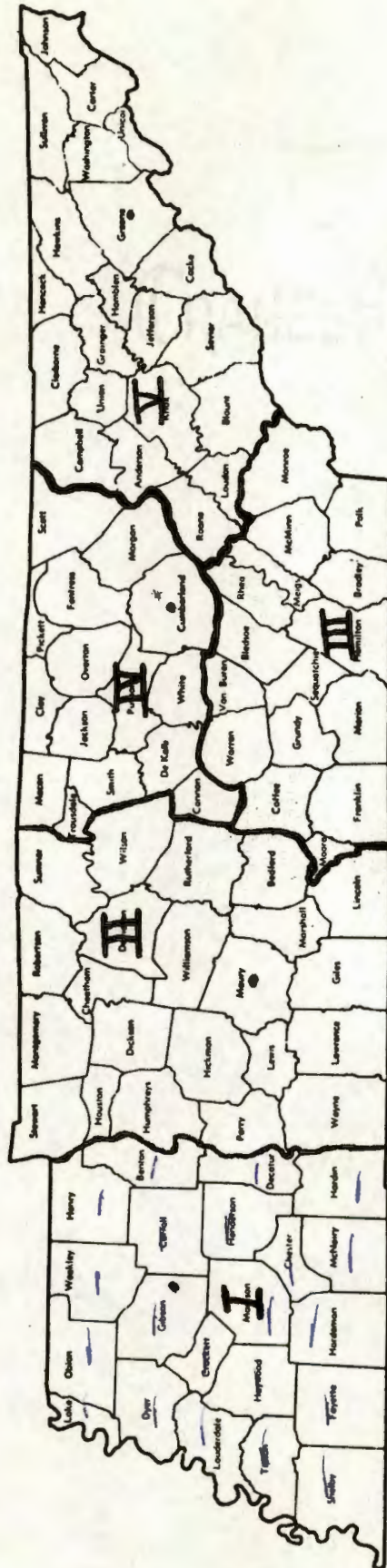


Figure 1. Locations of agricultural Extension supervisory districts and 4-H Training Centers in Tennessee.

*Four-H Training Center serves both Districts III and IV. District III campers formerly met at Camp Woodlee in Warren County.

In 1937, the State Short Course was established instead of the former State Camp. It was designed to provide training in leadership for boys and girls 16 and over, the program including a trip to Norris Dam and Big Ridge Park, Great Smoky Mountain National Park, special training in recreation, folk dances, leadership and the development of community activities.

District camps were held for the first time at the Experiment Stations at Columbia and Jackson in 1924. These were joint camps for boys and girls. The attendance at Columbia was 125 boys and girls from five counties and, at Jackson, 212 attended from seven counties. The district camps proved to be more valuable than the county camps. The equipment at the Experiment Stations made possible the development of better class work than could be given at county camps.

There developed a need for special camp buildings and equipment at the camp sites. The administration building was the only one available at Columbia. One room was used for a kitchen and the club members were served meals outside. The other rooms, halls and porches were used as sleeping quarters for girls and the auditorium was sleeping quarters for boys. Tents were loaned the camp by the U. S. Cavalry Troop at Columbia in 1925, and this made possible the establishment of a separate headquarters for boys.

Funds were donated by friends of club work to supplement small available funds from the Extension Service and a 4-H club building was erected on the Experiment Station at Columbia in 1927.

Tents were purchased for the District I camp in Jackson. From 1926 to 1932 the camp in Jackson was one of the largest camps held anywhere. More suitable facilities were made available at the University Junior College in Martin and in 1939 the camp was moved from Jackson to Martin. It was continued as a joint camp as the college was a coeducational institution.

A District V camp was held at the Experiment Station in Greeneville in 1937 for the eastern counties.

During World War II years, 4-H camps were discontinued, but after the war was over they were reinstituted.

The Crossville camp was built during World War II as a German prison of war camp. It was later secured by the University as a camp for the 4-H members in District IV. District III also uses that camp.

After World War II, the District I 4-H camp was moved from The University of Tennessee at Martin to Milan near a site where ammunition had been manufactured.

For the next decade, the 4-H Club grew at a steady rate, until in 1965, the Federal Government began to enforce integration in the Tennessee school systems. From 1965 to 1973, Tennessee coeducational camps were not held. Senior boys and girls were permitted to attend senior conferences together starting in 1972.

Though times have changed, the development of young people is still being facilitated through projects and activities in agriculture, home economics, and related fields. The development of the individual boy or girl for effective citizenship and leadership is the prime goal of today's 4-H program.

It is generally felt by Extension workers that without the use of 4-H camps and conferences, the Tennessee 4-H program would be seriously injured. Camping is people, leadership and outdoor living, focusing on the social, spiritual, and mental as well as physical development of the individual. The educational efforts of the Extension staff are multiplied many times over through the use of camps and conferences which provide worthwhile learning experiences in mental, physical, social and spiritual aspects supplementary to living and education that take place in the home community. It is felt that the camp or conference possesses spiritual values which are caught, not taught.

In the changing world of ideas and values, it is mandatory that professional Extension workers be adequately trained to recognize the potential role of camping in helping boys and girls develop as citizens. Therefore, those responsible for 4-H camps and conferences at the state and district levels should have a good understanding of the planning, promotion, supervision, staffing and management of the camps. They should be well-informed of the needs of the campers and how these needs may be adequately fulfilled.

The present study was designed to identify strengths and weaknesses of the present camp and conference programs as seen by selected 4-H members and agents. It was purposed that thought should be given to applying study findings to the planning of future camp and conference programs. The study dealt with some particular factors which might be expected to influence male and female 4-H members' and agents' feelings and judgments regarding the types of 4-H camps and conferences needed and desired in the five Extension supervisory districts.

II. STATEMENT OF THE PROBLEM

Prior to the present study, the needs of the 4-H members who attend the camps and conferences from the five supervisory districts had not been clearly defined.

Drops in 4-H club enrollment, particularly at the senior (tenth through twelfth grades) level, suggested the value of studying 4-H camps and conferences with other parts of the program.

Also, camp facilities were not being adequately used even during peak summer periods.

III. PURPOSE OF THE STUDY

The overall purpose of the study, then, was to assess the strengths and weaknesses of the present camp and conference programs as seen by selected 4-H members and agents. It was further purposed that thought should be given to applying study findings to the planning of future camp and conference programs. In addition, attention was given to identifying some of the factors which might influence the perception of these strengths and weaknesses.

In order to give additional direction to the study, the following specific objectives were formulated:

1. To determine and compare the previous 4-H experiences of member respondents in terms of numbers of years in 4-H and district events attended.

2. To determine why 4-H members attend or do not attend 4-H camps and/or conferences, as seen by all, 4-H members and agents, male and female, by districts.
3. To determine what kinds of opportunities are presently provided for youth by camps and/or conferences, as seen by all, 4-H members and agents, male and female, by districts.
4. To determine the major purposes for having 4-H camps and/or conferences, as seen by all, 4-H members and agents, male and female, by districts.
5. To propose and test some principles of successful camp and/or conference organization and operation, regarding values of camp, program content and method, staffing and planning, publicity and promotion, and vocational and miscellaneous items, as seen by all, 4-H members and agents, male and female, by districts.
6. To evaluate certain aspects of present camps and/or conferences, as seen by all, 4-H members and agents, male and female, by districts.
7. To determine what season is preferred for Senior 4-H conferences, as seen by all, 4-H members and agents, male and female, by districts.

IV. SIGNIFICANCE OF THE STUDY

At the time of this study, there had been no formal statewide attempt to identify the weaknesses and strengths of the Tennessee 4-H camps and conferences as seen by 4-H members and agents in the five

supervisory districts. Thus, it was generally agreed that there was need for a study of this kind. Those responsible for planning of 4-H camps and conferences felt that an effective educational program could best be formed by planning the 4-H camps and conferences around the needs of 4-H members in their specific districts and the State.

The results of this study should be useful in helping to plan future statewide 4-H camps and conferences for 4-H members. It should indicate differences, if any, by member and agent, male and female, and supervisory district. Thus, the state and district administrative staffs should be able to plan long- and short-range 4-H camps and conferences with better knowledge of the stated needs and beliefs of 4-H members. The findings also should be valuable to district supervisors as they counsel with individual agents regarding their specific camp and conference plans and responsibilities.

V. DEFINITION OF TERMS

Four-H Camp. A recreational experience in the out-of-doors which provides special opportunity for education and for social adjustment through group living. The primary focus of the 4-H camp should be on the camper and the utilization of all facilities of the camp, both personal and physical, for the pleasure, growth and welfare of the camper in terms of his interests and needs. The camp should utilize the resources of natural surroundings to contribute significantly to mental, physical, social and spiritual growth. Educational programs are related to the natural setting such as outdoor sports and games,

hiking and exploring, nature, crafts, woodlore, firecraft, outdoor cookery, fishing, water sports, swimming, boating, archeology, geology and conservation of natural resources. The 4-H camp is basically set up for 4-H members in the fourth, fifth, and sixth grades of school; however, some seventh, eighth, and ninth grade 4-H'ers also attend camps (5:1).

Four-H conference. Differs from the 4-H camp in that the educational programs at conferences are 4-H project related. The content of what is taught at conferences deals with a specific subject matter area (5:1).

Four-H member. A boy or girl enrolled as a 4-H member, but not a member of an organized 4-H group (6:1).

Four-H club member. A boy or girl as above but a member of an organized 4-H group (6:1).

Four-H agent. A term used throughout the thesis to designate all the county Extension workers in Tennessee whose primary job is work with 4-H club work.

Tennessee State 4-H Congress. A statewide event usually held the second week of April in Nashville, which highlights the citizenship aspect of 4-H. Each county sends senior 4-H members as Senators and Representatives to the three-day congress where they devote their time to learning about their state government.

Extension Supervisory District. A number of Tennessee counties grouped together for supervisory purposes. There are five such districts in Tennessee. Starting with District I, composed of 21 counties

in West Tennessee, District II composed of 22 counties in Middle Tennessee, District III, composed of 16 counties in the southeastern part of the state, District IV, composed of 15 counties on the Cumberland Plateau, and District V, composed of 21 counties in East Tennessee. Each district has one supervisor and two associates. (See Figure 1, page 3.)

Principle. For study purposes, a principle was defined as a generalization that might serve as a guide in developing effective 4-H camps and conferences (11:8).

VI. METHODS OF PROCEDURE

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Population and Collection of Data

The population in this study consisted of 288 4-H members who attended the 1973 Tennessee State 4-H Congress in Nashville, Tennessee, and 202 Extension agents having primary responsibility for 4-H work in Tennessee counties in 1973.

The data collection instrument was developed by the author in cooperation with The University of Tennessee Agricultural Extension Education Department in collaboration with the State 4-H Section. The data were collected by mail questionnaire sent in May, 1973, to all 4-H members who attended the Tennessee State 4-H Congress in April, 1973, and all 4-H agents. A copy of the questionnaire is included in the Appendix. The questionnaire was completed and returned by a total of 273 4-H members and 160 4-H Extension agents. Plans were made to send out two follow-up letters to both members and agents in the event that

at least a 70 percent response was not obtained from each group. Follow-up letters were made to be sent at 10-day intervals until adequate responses were obtained. Clearance to send out the letters was obtained from State and District Extension Administration. After the first mailing, 95 percent of the 4-H members returned their questionnaires, while 79 percent of the 4-H Extension agents returned their surveys. Thus, response from the first letters sent out was so productive, that plans for the mailing of follow-up letters were dropped. Therefore, totals of 273 member and 160 agent surveys were available for summary. The questionnaire was designed to find out what those attending State 4-H Congress liked or disliked about 4-H camps and conferences, and how they evaluated the present program, as well as to get their ideas in regard to the development of future programs. Their reactions to suggested principles of successful camp and conference organization and operation were likewise sought.

The 4-H Extension agents also were questioned about the strengths and weaknesses in the present 4-H camp and conference programs, and their ideas were sought regarding how camp and conference programs could be improved in the future.

Services of The University of Tennessee Computing Center were utilized in computations and analyses. Chi square and t-test values were used and the 5 percent level of confidence selected for the study. It was decided also to report the 10 percent level of significance. Average scores, average ratings, percents and rankings were used when appropriate in tables developed to present the various findings of the

study. The weighted values were: 0.0 "don't know or no response"; 1.0 "strongly disagree"; 2.0 "disagree"; 3.0 "agree"; and 4.0 "strongly agree."

It was recognized that the 4-H member audience studied (i.e. those attending State Congress) tended to include the more active seniors and that, consequently, findings would not necessarily represent other senior 4-H groups in Tennessee.

CHAPTER II.

REVIEW OF THE LITERATURE

This literature and research review was limited to material related directly to the purpose of the study; that is, to the evaluation of 4-H camps and conferences and to the factors which affect present and future 4-H member needs. No attempt was made to summarize all of the research dealing with the identification of camp and conference needs in general or factors which influence these needs in other areas. Other research is reported here which pertains directly to the present study.

Six main sections are included in this review, namely:

1. Reasons for attending camps and conferences.
2. Learning opportunities provided for 4-H'ers by present camps and/or conferences.
3. Major purposes for having 4-H camps and/or conferences.
4. Principles of successful camp and/or conference organization and operation.
 - a. Regarding values of camp principles.
 - b. Regarding program content and method principles.
 - c. Regarding staffing and planning principles.
 - d. Regarding vocational and miscellaneous principles.
 - e. Regarding publicity and promotion principles.
5. Criteria for evaluating camps and/or conferences.
6. Time of year preferred for senior 4-H conferences.

I. REASONS FOR ATTENDING CAMPS AND CONFERENCES

As the result of intensive efforts during the 1962 camping season, a detailed "Appraisal of the 4-H Camping Program in Tennessee" was prepared. Dr. G. L. Carter, Jr., with the cooperation of other members of the State 4-H Staff conducted the evaluation. In their study they stated that the reason for 4-H members to attend camp was that camping is an experience in group living at its best where the individual camper can develop independence, self-control, and self-reliance, as he helps to plan and accept responsibility for his own way of life throughout the day. Further, they viewed camp as a creative, educational experience in cooperative group living in the out-of-doors. They felt "It utilizes the resources of the natural surroundings to contribute significantly to physical, mental, spiritual, and social growth" (5.1).

In the Tennessee study of 1962, at least four major reasons why 4-H'ers should attend camp were identified. They were as follows:

1. 4-H camping is an experience in group living.
2. 4-H camping is a weaning time.
3. 4-H camping provides a good learning climate.
4. 4-H camping contributes to total growth (12:7).

II. OPPORTUNITIES PROVIDED BY CAMPS AND/OR CONFERENCES

In a study of camp management, Charlene Hamilton Powell identified the opportunities that camps should provide as the following:

1. To provide campers the opportunity to learn how to get along with people.

2. To provide campers the opportunity to make new friends.
3. To develop leadership.
4. To develop individual personality and character.
5. To provide the camper with opportunities for developing an understanding and an appreciation for nature.
6. To provide opportunities for learning new skills.
7. To provide opportunities for growing spiritually.
8. To provide the opportunity for worthy use of leisure time and wholesome fellowship.
9. To provide the opportunity for gaining tolerance (8:7).

All of these objectives of camp are set up to enable campers to get the greatest benefit and receive the most satisfaction in out-of-door living.

III. MAJOR PURPOSES FOR HAVING 4-H CAMPS AND/OR CONFERENCES

In a similar study conducted by the Agricultural Extension Service, University of Arkansas, Word noted that the primary aim of camp was to provide youth with opportunities to overcome some of their inadequacies in social skills and to develop self-discipline, self-confidence, and self-assurance. The major purpose of the camp should be to provide appropriate educational experiences for youth. In developing the camp program, the Arkansas study stated that personal and group relationships should be kept foremost in mind. In the area of personal relationships, four basic needs were identified, namely: (1) the need for 4-H'ers to have new experiences; (2) the need for 4-H'ers to give response to the

program, (3) the need for the 4-H'er to feel a sense of security, and (4) the need for the 4-H'er to receive due recognition (14:2).

IV. PRINCIPLES OF SUCCESSFUL CAMPS AND/OR CONFERENCES

In a study done by the United States Department of Agriculture, Heller noted that camping should be made up of people, leadership and outdoor living, focusing on the social, spiritual, and mental as well as physical development of the individual. It should be a process of living out-of-doors, a shared experience, learning to live together with opportunity for individual development in a natural environment (9:3).

It should be a community in a free society in which a camper can feel a sense of responsibility, while learning the arts of outdoor camping.

In Dimock's study of the organization and administration of camp programs, the camp should be planned so that the environment for the development of children and young people is exploited to its fullest (3). Dimock feels that the type of camp program used should take the camper into consideration. In the first place, attendance at the camp is voluntary, and in the second place, there is a control over the total environment that cannot be obtained to the same degree in any other free environment. The camp staff can set up for the achievement of the camp's objectives a set of conditions that are unified and positive in their influence. He feels that the camp is small enough that the tempo of life can be adjusted to the needs of campers. He feels that the environment of the camp should be rich in offering activities that

children like. Dimock also felt that the ratio of adult counselors to campers should be larger than the ratio of leaders to children in any other educational setting. This factor makes possible a high degree of individual attention to each camper (3).

In a study done by the Tennessee Extension Service, Dr. George Foster found that many other factors should be taken into consideration when staffing and planning the 4-H camp (13:3).

The professional staff should consist of only (1) agents who are expected to make professional contributions, (2) State specialists who are also expected to make their primary contribution in "precamp" and "pre-in-camp" planning and training.

The Tennessee study stated that there should be one adult volunteer leader for every eight club members who lives and works directly with them throughout the camp period in a family living pattern.

The Tennessee study (13:4) also stated that when planning the camp, the following considerations should be taken into account:

1. Planning for following year's camp begins with a careful evaluation of the previous year's camp.
2. Planning is initiated early enough for staff members to know and adequately prepare for their responsibilities well ahead of the camp.
3. Three stages of camp planning are involved:
 - a. Precamp.
 - b. Pre-in-camp.
 - c. During camp.

4. Everyone to be involved in program execution has a part in program planning.
5. The welfare of the individual 4-H member in attendance is a prime consideration in planning.
6. Daily staff meetings are held for evaluation and planning purposes.

Hamilton concluded from her study in Tennessee that it was imperative for the camp to maintain good public relations if the camp was to be successful (8:41).

The study made by the United States Department of Agriculture suggested that the best way to publicize and promote the 4-H camp and conference was to promote 4-H camp the year round. Announcement brochures, news releases, marked clothing and materials, special events, and just telling the story at different 4-H gatherings were found to be most productive (9:28).

V. EVALUATION OF PRESENT CAMPS AND/OR CONFERENCES

The Arkansas study mentioned earlier above showed that through general observations and the use of a survey, stating the items in question form, camps and conferences could be evaluated with relative accuracy (14:10). Items should relate to various aspects of the activities and the opinions of campers and staff regarding their success or effectiveness.

CHAPTER III

FINDINGS OF THE STUDY

I. NUMBER OF YEARS 4-H RESPONDENTS WERE IN 4-H AND EVENTS ATTENDED

Comparison of Male and Female 4-H Members

Members from the five districts were asked to indicate how many years they had been a 4-H member and how many times they had attended the different 4-H events at their district 4-H camp since becoming a 4-H member. Averages were then calculated. Data in Table I represent a comparison of the average numbers of years that all 4-H respondents, male and female members, had been members in the 4-H club and the number of 4-H events attended by each group at their district 4-H camp since becoming a 4-H member. Percents were calculated on the number of respondents reporting.

When members were asked to indicate how many years they had been members of the 4-H club, the average number of years for all respondents was 6.7 years, with only 12 percent reporting in the one to five year category, while 86 percent of the respondents reported six or more years in 4-H. The average number of years for male members was 6.6 years, while the average number for females was 6.7 years. In the male group, 10 percent reported in the one to five year category, while 14 percent of the female members reported in the same category. Eighty-seven percent of the male members and 85 percent of the females reported six or

TABLE I

PERCENTS AND AVERAGES OF ALL 4-H RESPONDENTS, MALE AND FEMALE MEMBERS,
REPORTING THE NUMBERS OF YEARS IN THE 4-H CLUB AND THE NUMBERS
OF DISTRICT EVENTS ATTENDED

Variable	Total (N = 273)	Male (N = 113)	Female (N = 160)
-----percent reporting-----			
Number of Years in 4-H Club			
No response	2	3	1
1-5 years	12	10	14
6-7 years	54	55	53
8 years and over	32	32	32
Average number of years	6.7	6.6	6.7
Times Attended Demonstration Day			
Not any	25	27	24
One-two	29	27	31
Three-five	28	24	30
Six and over	18	22	15
Average number	2.7	2.8	2.6
Times Attended Week-Long 4-H Camp			
Not any	19	21	18
1-2 years	39	42	36
3-4 years	20	17	23
5 years and over	22	20	23
Average number	2.6	2.3	2.7
Times Attended Weekend or Portion of Week Senior Leadership Conference			
Not any	57	57	57
Once	35	34	35
Two years and over	8	9	8
Average number	0.5	0.5	0.5
Times Attended Week-Long Senior Leadership Conference			
Not any	67	68	66
Once	23	20	25
Two and over	10	12	9
Average number	0.5	0.5	0.5

TABLE I (continued)

Variable	Total (N = 273)	Male (N = 113)	Female (N = 160)
-----percent reporting-----			
Times Attended Weekend All Star Conference ^b			
Not any	76	69	82
Once	19	23	16
Two-over	5	8	3
Average number	0.3	0.4	0.3
Times Attended Day Camp			
Not any	89	86	91
One-four	11	14	9
Average number	0.2	0.3	0.1
Times Attended Others			
Not any	75	73	77
One-nine	25	27	23
Average number	0.5	0.5	0.4
Number of Above Events Attended Once or More			
Not any	4	4	4
One event	13	12	14
Two-three	50	50	49
Four-over	33	34	33
Average number	2.9	3.0	2.9

^aThe chi-square value between male and female was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

more years in 4-H. It should be noted that nearly one-third (32 percent) of members in all categories reported having been 4-H members eight years or more.

When members were asked how many times they had attended demonstration day, the total average reported was 2.7 times. One-fourth, 25 percent, had not attended. Twenty-nine percent of the members had attended one or two times, while 46 percent had attended three or more times. Only 18 percent of the total had attended six or more times. The average number of times for male members was 2.8 times, while the average number of times for female members was 2.6 times. Twenty-seven percent of the male members had attended demonstration day one to two times, while 31 percent of the female members had attended one to two times. The percent of male members who had attended three or more times was 46 percent, while 45 percent of the female members had attended so many. Twenty-two percent of the male members had attended six or more times as compared to only 15 percent of the female members.

When members were asked how many times they had attended week-long 4-H camp, the total average was 2.6 times. Thirty-nine percent of the members had attended one or two years, while 42 percent had attended three or more years. Twenty-two percent reported that they had attended five years or more. The male members reported an average of 2.3 times, while females reported an average attendance of 2.7 times. Forty-two percent of the male members and 36 percent of the females had attended one to two years. Thirty-seven percent of the male members and 46 percent of the girls had attended three or more years. Twenty percent of

the male members reported attending five years or more, while 23 percent of the female members reported in the same category.

When male and female members were asked to indicate how many times they had attended weekend or portion of week senior leadership conference, the total average was 0.5 times. Only 43 percent of the total respondents had attended at least one time, while only 8 percent had attended two years or more. When male and female members were compared, it was found that the average for both groups also was 0.5 times, with 43 percent of each group attending at least once. Only 9 percent of the male members and 8 percent of the female members had attended two or more years.

The average number of times for all 4-H respondents attending week-long senior leadership conference was 0.5 times. Thirty-three percent of all respondents had attended at least one time, while only 10 percent had attended two or more times. When male and female members were compared, only 33 percent of the former and 34 percent of the latter were found to have attended at least once. Only 9 percent of the female members had attended two or more times as compared to 12 percent of the males.

When members were asked how many times they had attended weekend All Star Conference, the total average was only 0.3 with 24 percent of the members attending Conference at least once, only 5 percent having attended two or more times. When male and female members were compared, it was found that significantly more of the boys, 31 percent, than the girls, 19 percent, had attended All Star Conference at least once. Males had an average of 0.4, while female members had an average of

0.3 times attending. Eight percent of the males had attended two or more times; while only 3 percent of the female members had done so.

The total average number of times all respondents had attended day camp was only 0.2 times, with 11 percent reportedly attending from one to four times. Male members had an average of 0.3 times, with 14 percent attending one to four times, while the average for female members was 0.1 times, with 9 percent attending one to four times.

When members were asked how many other 4-H events they had attended, other than what was listed in Table I, page 20, the total average for all respondents was 0.5, with 25 percent of the members attending from one to nine additional events. When male and female members were compared, it was noted that 27 percent of the former and 23 percent of the latter had attended other events. The average for male members was 0.5, while female members had an average of 0.4 other events.

The combined average total of the above events attended by all 4-H respondents was 2.9. Thirteen percent of all respondents had attended one event at least once, while 50 percent had attended two or three and 33 percent had attended the events four or more times. The combined average for male members was 3.0 events attended; while female members had an average of 2.9. Twelve percent of the male and 14 percent of female members had attended one event at least once. The percent of male members attending two or more events was 84 percent, while for female members it was 82 percent. About one-third each of the male and female members had attended four or more events at least once.

The data presented in Table I, page 20, indicate that there was little difference between male and female 4-H members concerning the number of years they had been members of the 4-H club, as well as the number of district events they had attended. Significant difference was found on attendance at only one event, All-Star Conference--significantly more boys than girls attending.

Comparison of Members by Extension Supervisory Districts

Members from the five districts were asked to indicate how many years they had been a 4-H member and how many times they had attended the different 4-H events at their district 4-H camp since becoming a 4-H member. Averages were then calculated. Data in Table II represent a comparison of the average number of years that all 4-H respondents, had been members in the 4-H club and the number of 4-H events attended by each group at their district 4-H camp since becoming a 4-H member. Percents of the five districts were then calculated based on the number of respondents reporting.

When members in the five districts were asked to indicate how many years they had been a 4-H member, the total average was 6.7 years, with 12 percent of the members ranging in the one to five year category, while 86 percent of the members had been in 4-H six or more years. Thirty-two percent were in the eight year or more group. Members in District I averaged only 5.9 years as 4-H members, with 16 percent in the one to five year category, 64 percent in the six to seven year group, and 14 percent in the eight year or more category. District II members averaged a high 7.0 years in 4-H, with 11 percent of their members in

TABLE II

PERCENTS AND AVERAGES OF ALL 4-H RESPONDENTS IN THE FIVE EXTENSION SUPERVISORY DISTRICTS, REPORTING THE NUMBERS OF YEARS IN THE 4-H CLUB AND THE NUMBERS OF DISTRICT EVENTS ATTENDED

Variable	Total (N = 273)	Districts				
		I (N = 50)	II (N = 71)	III (N = 53)	IV (N = 38)	V (N = 61)
-----percent reporting-----						
Number of Years in 4-H Club ^a						
No response	2	6	3	0	0	0
1-5 years	12	16	11	17	3	11
6-7 years	54	64	35	62	71	51
8 years-over	32	14	51	21	26	38
Average number of years	6.7	5.9	7.0	6.5	6.9	6.9
Times Attended Demonstration Day						
Not any	24	35	19	17	24	28
One-two	30	32	28	36	18	31
Three-five	27	16	35	26	29	28
Six years-over	19	17	18	21	29	13
Average number	2.7	1.8	3.0	3.1	3.6	2.2
Times Attended Week-Long 4-H Camp						
Not any	20	22	23	19	13	18
1-2 years	38	36	27	38	42	51
3-4 years	20	22	23	17	24	16
5 years-over	22	20	27	26	21	15
Average number	2.6	2.5	2.7	2.7	2.7	2.1
Times Attended Weekend or Portion of Week Senior Leadership Con- ference ^b						
Not any	57	48	44	59	68	70
Once	35	48	45	32	21	25
2 years- over	8	4	11	9	11	5
Average number	0.5	0.6	0.7	0.5	0.5	0.3

TABLE II (continued)

Variable	Total (N = 273)	Districts				
		I (N = 50)	II (N = 71)	III (N = 53)	IV (N = 38)	V (N = 61)
-----percent reporting-----						
Times Attended Week-Long Senior Leadership Conference ^a						
Not any	67	94	45	46	84	78
Once	23	4	35	42	13	14
Twice	8	2	14	8	3	8
Three	2	0	6	4	0	0
Average number	0.5	0.1	0.8	0.7	0.2	0.3
Times Attended Weekend All-Star Conference						
Not any	76	72	68	79	92	79
Once	19	18	25	19	8	18
Two-over	5	10	7	2	0	3
Average number	0.3	0.4	0.5	0.3	0.1	0.3
Times Attended Day Camp						
Not any	89	86	96	85	92	87
One-nine	11	14	4	15	8	13
Average number	0.2	0.4	0.1	0.3	0.2	0.2
Times Attended Others						
Not any	75	80	82	70	61	77
One-nine	25	20	18	30	39	23
Average number	0.5	0.4	0.4	0.6	0.5	0.4
Number of Above Events Ever Attended Once or More ^c						
Not any	3	6	2	1	2	4
Once	13	18	9	8	11	20
Two-three	50	52	35	55	71	46
Four-over	34	24	54	36	16	30
Average number	3.0	2.6	3.3	3.2	2.7	2.6

^aChi square values between districts were significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

the one to five year category, 35 percent in the six to seven year group, and 51 percent in the eight year or more category. District III members averaged 6.5 years in 4-H with 17 percent in the one to five year category, 62 percent in the six to seven year category, and 21 percent in the eight year or more group. Members in District IV, averaged 6.9 years, 3 percent ranging in the one to five year category, 71 percent in the six to seven year group. Twenty-six percent of the members ranged in the eight year and over category. District V members averaged 6.9 years, with 11 percent ranging in the one to five year category, and 51 percent of the members in the eight year or more category. Only 38 percent of the members were in the eight year or more 4-H group.

Members in the various districts were found to differ very significantly in the total average for the number of years that the 4-H members had been enrolled in 4-H.

When 4-H members were asked to indicate how many times they had attended demonstration day, the average total was 2.7 times, with 30 percent of the members attending one or two times, while 27 percent had attended three to five times. Only 19 percent of all members had attended six or more times. Members in District I, averaged 1.8 times with 32 percent attending one to two times, while 16 percent attended three to five times. Only 17 percent had attended six or more times. District II members averaged 3.0 times, with 28 percent attending one to two times, while 35 percent attended three to five times. Only 18 percent had attended six or more times. District III members averaged 3.1 times, with 36 percent of their members attending one to two times,

while 26 percent of the members had attended three to five times. Only 21 percent of the members in District III had attended six or more times. Members in District IV, averaged 3.6 times, with 18 percent of the members attending one to two times, while 29 percent of the members had attended three to five times. Twenty-nine percent of the members had attended six or more times. District V members averaged 2.2 times, with 31 percent of the members attending demonstration day one to two times, while 28 percent had attended three to five times. Only 13 percent of the members had attended six or more times.

When members were asked to indicate how many times they had attended week-long 4-H camp, the total average was 2.6 times, with 38 percent of the members attending one or two years, while 20 percent of the members had attended three or four years. Only 22 percent of all members had attended five years or more. Members in District I averaged 2.5 years with 36 percent of the members attending one to two years, while 22 percent had attended three to four years. Twenty percent of the members had attended five years or more. District II members averaged 2.7 years, with 27 percent of the members attending one to two years, while 23 percent of the members had attended three to four years. Twenty-seven percent of the members had attended five years or more. Members in District III averaged 2.7 years, with 38 percent of the members attending one to two years, while 17 percent of the members had attended three to four years. Twenty-six percent of the members had attended five years or more. Members in District IV averaged 2.7 percent, with 42 percent of the members attending one to two years, while

24 percent of the members had attended three to four years. Twenty-one percent of the members had attended five years or more. Members in District V averaged 2.1 years, with 51 percent of the members ranging in the one to two year category, while 16 percent of the members ranged in the three to four year category. Only 15 percent of the members were in the five year or more category.

When members were asked to indicate how many times they had attended weekend or portion of week senior leadership conference, the total average was 0.5, with 35 percent of the members having attended once, while 8 percent of the members had attended two years or more. Members in District I averaged 0.6 times, with 48 percent of them having attended once, while 4 percent of the members had attended two years or more. Members in District II averaged 0.7 times, with 45 percent of them having attended once, while 11 percent of the members had attended two years or more. Members in District III averaged 0.5 times, with 32 percent of the members having attended once, while 9 percent of the members had attended two years or more. District IV members averaged 0.5 times, with 21 percent of the members having attended once, while 11 percent of the members had attended two years or more. Members in District V averaged 0.3 times, with 25 percent of the members having attended once, while 5 percent of them had attended two years or more.

Members in the various districts were found to differ significantly in the total average for the number of years that the 4-H members had attended weekend or portion of week senior leadership conference.

When members were asked to indicate how many times they had attended week-long senior leadership conference, the total average was 0.5 times,

with 23 percent of the members attending once, while 8 percent of the members had attended twice. Only 2 percent of the members had attended three times. Members in District I averaged only 0.1 times in attendance, with 4 percent of the members attending once, while 2 percent of the members had attended twice and none three times. Members in District II averaged 0.8 times, with 35 percent of the members having attended once, while 14 percent of the members had attended twice. Only 6 percent of the members had attended three times. Members in District III averaged 0.7 times, with 42 percent of the members having attended once, while 8 percent of the members had attended twice. Only 4 percent of the members had attended three times. District IV members averaged 0.2 times, with 13 percent of the members having attended once, while only 3 percent had attended twice. Members in District V averaged 0.3 times, with 14 percent of the members having attended once, while only 8 percent of the members had attended twice.

Members in the various districts were found to differ very significantly in the total average of the members for the number of times they had attended week-long senior leadership conference proved to be very significant.

When members were asked to indicate how many times they had attended weekend All-Star Conference, the total average was 0.3 times, with 19 percent of the members having attended once, while only 5 percent of the members had attended two or more times. Members in District I averaged attending 0.4 times, with 18 percent having attended once, while 10 percent of the members attended two or more times. District II

members averaged 0.5 times. Twenty-five percent of the members had attended once while only 7 percent of the members had attended two or more times. Members in District III averaged 0.3 times, with 19 percent of the members having attended once, while only 2 percent had attended two or more times. District IV members averaged 0.1 times, with only 8 percent of the members having attended once. None had attended more than once. Members in District V averaged 0.3 times with 18 percent of the members attending once, as compared to only 3 percent of the members having attended two or more times.

When members were asked to indicate how many times they had attended day camp, the total average was only 0.2 times, with 11 percent of the members having attended one to nine times. Members in District I averaged attending a high 0.4 times with 14 percent of them having attended one to nine times. District II members averaged 0.1 times, with 4 percent of them having attended one to nine times. District III members averaged 0.3 times, with 15 percent of the members attending one to nine times. Members in Districts IV and V averaged 0.2 times, with 8 percent of the members in District IV having attended one to nine times, while 13 percent of the members in District V had attended the same number of times.

The overall average for members attending other events was 0.5 times, with 25 percent of the members attending from one to nine times. Members in District I, II and V averaged 0.4 times, with 20 percent of the members in District I attending one to nine times, while of District II members, 18 percent had attended from one to nine times.

Twenty-three percent of District V members had attended from one to nine times, while members in District III averaged a high 0.6 times, with 30 percent of the members attending from one to nine times. District IV members averaged 0.5 times, with 39 percent of them having attended from one to nine times.

When a closer look was taken of the number of the above events ever attended once or more by all members, the combined total average was about 3.0 events, with 13 percent of the members having attended once, while 84 percent of them had attended two or more events. Only 34 percent of the members had attended four or more events. Members in Districts I and V averaged attending 2.6 events, with 18 percent of the members in District I having attended once, while 76 percent of them had attended two or more events; 24 percent of the members having attended four or more events. Twenty percent of District V members had attended once, while 76 percent had attended two or more events. Only 30 percent of the members had attended four or more events. Members in District II averaged a high 3.3 events, with 9 percent of them attending once, while 89 percent of the members had attended two or more events. More than one half, 54 percent, of the members in District II had attended four or more events. Members in District III averaged 3.2 events, with 8 percent of the members attending only once, while 91 percent of the members had attended two or more events. Thirty-six percent of District III members had attended four or more events. District IV members averaged 2.7 events, with 11 percent having attended once, while 87 percent of the members had attended two or more events. Only 16 percent of

the members had attended four or more events. When the members were compared by districts on the number of events ever attended once or more, it was found that they did not differ significantly though significance was approached.

The data presented in Table II, page 27, reflects the fact that the majority of the members in the five districts reported averages that were in about the same range with only small variations from district to district. District II members had been enrolled in 4-H slightly longer than most of the members in the other districts and gave slightly higher percentages on the total average number of events attended.

II. REASONS FOR MEMBERS ATTENDING AND NOT ATTENDING CAMP

Reasons for 4-H Members Attending Camp

Comparison of all respondents, 4-H members and agents. Table III includes data regarding reasons selected by 4-H members and agents for 4-H'ers to attend 4-H camp. Answers of all respondents, agents and members, show that the top four ranking reasons were, in order:

1. Reason 1, "To have fun"
2. Reason 2, "To make new friends"
3. Reason 3, "Friends were attending"
4. Reason 4, "To learn more about agriculture and/or home economics"

When 4-H members and agents are compared on the top-ranking four reasons, it is noted that they were very significantly different on each and every item excepting Reason 6, "Agent wanted them to attend."

TABLE III

ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED BY ALL
RESPONDENTS, 4-H MEMBERS AND AGENTS FOR 4-H'ERS
ATTENDING 4-H CAMP

Reason for Attending Camp	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank
1. To have fun ^a	1	2.44	2	2.81	1	1.81
2. To make new friends ^a	2	2.91	1	2.56	3	3.49
3. Friends were attending ^a	3	3.73	4	4.40	2	2.58
4. To learn more about agriculture and/or home economics ^a	4	4.00	3	3.17	7	5.41
5. To get away from home for a week's vacation ^a	5	5.03	6	5.29	4	4.59
6. Agent wanted them to attend	6	5.39	5	5.28	8	5.56
7. Parents wanted them to attend ^a	7	5.45	7	5.68	5	5.06
8. To learn to swim ^a	8	5.83	8	6.28	6	5.06

*The lower the average rank, the higher the value placed upon it by the respondents.

^aThe t-test value between members and agents was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

While members selected Reasons 2, 1, 4 and 3 in that order, agents ranked the Reasons 1, 3, 2 and 5, Reason 5 being, "To get away from home for a week's vacation." This last reason was ranked sixth by members and fourth by agents.

Members placed Reason 6, "Agents wanted them to attend," fifth in rank, while agents ranked it eighth, the difference between the two groups showed no significance.

The reverse to the above was true on Reasons 7, "Parents wanted them to attend," and 8, "To learn to swim," with agents ranking both substantially higher.

A few other reasons suggested were not clearly identifiable, but differences between members and agents proved to be very significant.

Comparison of male and female 4-H members. Table IV includes data regarding reasons given by 4-H members, 113 of them male and 160 of them female, for 4-H'ers to attend 4-H camp.

When 4-H members, male and female, are compared on the reasons, it is noted that there were no significant differences.

While males selected Reasons 2, 1, 4, and 3 in that order, females ranked the first four Reasons 3, 2, 4, and 1 in order of importance.

Males placed Reason 5, fifth in rank, while females ranked it sixth.

The reverse to the above is true on Reason 6, males ranking it sixth, while females ranked it fifth.

Reasons 7, 8, and a few unlisted others were all ranked the same by both male and female with no significant differences.

TABLE IV
ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED BY
4-H MEMBERS, MALE AND FEMALE, FOR 4-H'ERS
ATTENDING CAMP

Reason for Attending Camp	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank
1. To have fun	1	2.8	2	3.0	3	2.7
2. To make new friends	2	2.6	1	2.7	2	2.5
3. My friends were attending	4	4.4	4	4.3	4	4.5
4. To learn more about agriculture and/or home economics	3	3.2	3	3.0	1	2.3
5. To get away from home for a week's vacation	6	5.3	5	5.1	6	5.4
6. Agent wanted them to attend	5	5.3	6	5.2	5	5.4
7. Parents wanted them to attend	7	5.7	7	5.7	7	5.7
8. To learn to swim	8	6.3	8	6.1	8	6.4

*The lower the average rank, the higher the value placed upon it by the respondents.

^aThe t-test value between male and female was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Comparison of male and female Extension agents. Table V includes data regarding reasons selected by 160 4-H Extension agents, 81 of them male and 79 of them female, for 4-H'ers to attend 4-H camp.

When 4-H Extension agents, male and female, are compared on the top-ranking four reasons, it is noted that on Reasons 2 and 8, they were very significantly different, while on Reason 4, they were significantly different.

It is noted that both male and female 4-H agents selected Reasons 1, 3, and 2 in that order, while males ranked Reason 4 eighth, and females ranked it seventh. Reasons 5, 6, 7, and 9 showed no significant differences. Reason 5, was ranked fourth in importance by male and female Extension agents. Reason 6, was ranked seventh by males and eighth by female agents. Reason 7 was ranked fifth by males and sixth by females.

Males ranked Reason 8, sixth in importance, while females ranked it fifth, the difference between the two groups proving to be very significant.

The few other reasons suggested were not clearly identifiable and no significant difference was found.

Comparison of Extension supervisory districts. The data shown in Table VI present data regarding reasons selected by 4-H members for 4-H'ers attending 4-H camp from Districts I, II, III, IV and V. When Districts I, II, III, IV and V are compared on the top-ranking four reasons, it is noted that the members in the districts proved not to be significantly different.

TABLE V

ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED BY 4-H EXTENSION AGENTS, MALE AND FEMALE, FOR 4-H'ERS ATTENDING CAMP

Reason for Attending Camp	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank
1. To have fun	1	1.8	1	1.9	1	1.8
2. To make new friends ^a	3	3.5	3	4.3	3	2.7
3. Friends were attending	2	2.6	2	2.7	2	2.5
4. To learn more about agriculture and/or home economics ^b	7	5.4	8	5.9	7	4.9
5. To get away from home for a week's vacation	4	4.6	4	4.9	4	4.3
6. Agent wanted them to attend	8	5.6	7	5.8	8	5.3
7. Parents wanted them to attend	6	5.1	5	5.3	6	4.9
8. To learn to swim ^a	5	5.1	6	5.5	5	4.6

*The lower the average rank, the higher the value placed upon the item by respondents.

^aThe t-test value between male and female was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE VI

ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED BY 4-H MEMBERS IN THE FIVE SUPERVISORY DISTRICTS, FOR 4-H'ERS ATTENDING CAMP

Reason for Attending Camp	Districts											
	Total (N = 273)		I (N = 50)		II (N = 71)		III (N = 53)		IV (N = 38)		V (N = 61)	
	Average Rank	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank	Rank
1. To have fun	2	2.8	1	2.6	2	2.8	2	2.9	3	2.9	2	2.9
2. To make new friends	1	2.6	3	3.2	1	2.3	1	2.4	1	2.2	1	2.7
3. Friends were attending ^c	4	4.4	4	4.4	4	4.0	4	4.7	4	4.4	4	4.7
4. To learn more about agriculture and/or home economics	3	3.2	2	3.2	3	3.3	3	3.3	2	2.9	3	3.1
5. To get away from home for a week's vacation	6	5.3	5	4.8	6	5.6	7	5.7	5	5.2	6	5.1
6. Agents wanted them to attend	5	5.3	6	5.3	5	5.4	5	5.0	7	5.8	5	5.0
7. Parents wanted them to attend	7	5.7	7	5.9	7	6.0	6	5.5	6	5.6	7	5.4
8. To learn to swim	8	6.3	8	6.3	8	6.2	8	6.2	8	6.3	8	6.4

*The lower the average rank, the higher the value placed upon it by respondents.

^aChi-square value between districts was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

Members in District I selected Reasons 1, 3, 4 and 2 in that order, while those in Districts II, III and V ranked the Reasons 2, 1, 4 and 3 and members in District IV ranked the top four reasons 3, 1, 4 and 2. Differences between districts approached significance on Reason 3.

Reason 5 was ranked fifth by members in Districts I and IV, and members in Districts II and V ranked it sixth, while those in District III ranked it seventh.

Reason 6, was ranked fifth by members in Districts II, III, and V, while members in District I ranked it sixth, and those in District IV placed it seventh.

Reason 7 was ranked sixth by members in Districts III and IV, while Districts I, II and V ranked it seventh.

Members in the five districts ranked Reasons 8 and a few other unlisted reasons in the same order. Reasons proved not to be significantly different by districts.

Reasons for Members Not Attending Camp

Comparison of all respondents, 4-H members and agents. Table VII includes data regarding reasons selected by 4-H members and agents for 4-H'ers not attending 4-H camp. Answers of all respondents, agents and members, show that the top four ranking reasons were, in order:

1. Reason 1, "Summer employment"
2. Reason 2, "Friends did not attend"
3. Reason 3, "Parents"
4. Reason 4, "Camp programs did not appeal"

TABLE VII
 ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED
 BY ALL RESPONDENTS; 4-H MEMBERS AND AGENTS FOR
 4-H'ERS NOT ATTENDING 4-H CAMP

Reason for Not Attending Camp	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank
1. Summer employment	1	2.7	1	2.7	2	2.7
2. Friends did not attend ^a	2	3.1	2	3.5	1	2.6
3. Parents ^a	3	3.5	3	3.8	3	3.1
4. Camp programs did not appeal ^b	4	3.7	4	3.8	4	3.4
5. Did not know about camp ^a	5	4.3	5	3.9	6	5.1
6. Cost was too high	6	4.3	6	4.4	5	4.2
7. Extension agent	7	6.0	7	6.0	7	6.1

*The lower the average rank, the higher the value placed upon it by respondents.

^aThe t-test value between members and agents was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

When 4-H members and agents are compared on the top-ranking four reasons, it is noted that Reasons 2 and 3 showed that members and agents differed very significantly, while differences on Reason 4 proved significant. While members selected Reasons 1, 2, 3 and 4 in that order, agents ranked the Reasons 2, 1, 3 and 4.

Differences on Reason 5, "Did not know about camp," were very significant.

Reason 6, "Cost was too high," Reason 7, "Extension agent," and some unlisted other reasons were not significantly different.

Members ranked Reason 5, fifth and agents ranked it sixth. The reverse was true for Reason 6, with members placing it sixth, while agents ranked it fifth.

Comparisons of male and female 4-H members. Table VIII includes data regarding reasons given by 4-H members, 113 of them male and 160 of them female, for 4-H'ers to not attend camp.

When 4-H members, male and female, are compared on the top-ranking four reasons, it is noted that only on Reason 1, were there any significant differences in degree of ranking, though both placed it first. Reason 1 differences proved to be very significant, boys ranking it even higher than girls.

While males selected Reasons 1, 3, 2 and 5, in that order, females ranked the first four Reasons 1, 2, 4 and 3, in order of importance.

Males placed Reason 5, fourth in rank, while females ranked it fifth.

TABLE VIII

ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED BY 4-H MEMBERS,
MALE AND FEMALE, FOR 4-H'ERS NOT ATTENDING 4-H CAMP

Reason for Not Attending Camp	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank
1. Summer employment ^a	1	2.7	1	2.3	1	3.0
2. Friends did not attend	2	3.5	3	3.7	2	3.3
3. Parents	3	3.8	2	3.6	4	3.9
4. Camp programs did not appeal	4	3.8	5	3.7	3	3.9
5. Did not know about camp	5	3.9	4	3.7	5	4.0
6. Cost was too high	6	4.4	6	4.6	6	4.3
7. Extension agent	7	6.0	7	6.1	7	6.0

*The lower the average rank, the higher the value placed upon it by respondents.

^aThe t-test value between male and female was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

Reasons 6, 7 and some unlisted others were ranked by both male and female in the same order with no significant differences.

Comparison of male and female Extension agents. Table IX includes data regarding reasons selected by 160 4-H Extension agents, 81 of them males and 79 of them females, for 4-H'ers to not attend 4-H camp.

When 4-H Extension agents, male and female, are compared on the top-ranking four reasons, it is noted that differences on Reason 2 were very significant, while Reasons 1, 3 and 4, were not significantly different. Males ranked the top four Reasons 1, 2, 3 and 4, while females ranked the top four reasons 2, 1, 3 and 4 in order. Reason 5, was ranked sixth by both male and female, while Reason 6, was ranked fifth by those in both groups. When male and female were compared on Reason 6, it was noted that differences on the reason approached but did not attain significance.

Differences on Reason 7, proved to be very significant, with male and female ranking it seventh in importance. Women agents ranked it higher in average number terms. Other unlisted reasons were not ranked differently.

Comparison of Extension supervisory districts. The data shown in Table X present data regarding reasons selected by 4-H members for 4-H'ers to attend 4-H camp from Districts I, II, III, IV and V.

When members in Districts I, II, III, IV and V, are compared on the top-ranking four reasons, it is noted that differences were not significant. Members in Districts I and V ranked the top four

TABLE IX

ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED BY 4-H EXTENSION AGENTS, 81 OF THEM MALE AND 79 OF THEM FEMALE, FOR 4-H'ERS NOT ATTENDING CAMP

Reason for Not Attending Camp	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Rank	Rank	Average Rank	Rank	Average Rank
1. Summer employment	2	2.7	1	2.7	2	2.6
2. Friends did not attend ^a	1	2.6	2	2.9	1	2.2
3. Parents		3.1	3	3.3	3	3.0
4. Camp programs did not appeal	3	3.4	4	3.5	4	3.4
5. Did not know about camp	5	5.0	6	5.3	6	4.9
6. Cost was too high ^c	4	4.2	5	4.5	5	3.9
7. Extension agent ^a	6	6.1	7	6.5	7	5.7

*The lower the average rank, the higher the value placed upon it by respondents.

^aThe t-test value between male and female was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE X

ACTUAL RANKS AND AVERAGE RANKS* OF REASONS SELECTED BY ALL RESPONDENTS, 4-H MEMBERS AND AGENTS
FOR 4-H'ERS NOT ATTENDING 4-H CAMP

Reason for Not Attending Camp	Districts											
	Total		I		II		III		IV		V	
	Average Rank	(N = 273)	Average Rank	(N = 50)	Average Rank	(N = 71)	Average Rank	(N = 53)	Average Rank	(N = 38)	Average Rank	(N = 61)
1. Summer employment	1	2.7	1	2.7	1	2.8	1	2.5	1	2.0	1	3.2
2. Friends did not attend	2	3.5	2	3.4	2	3.3	3	4.1	2	3.3	2	3.3
3. Parents	4	3.9	5	3.8	3	3.5	2	3.8	4	3.8	5	4.0
4. Camp programs did not appeal	3	3.8	4	3.8	4	3.6	4	4.1	3	3.7	4	3.9
5. Did not know about camp	5	3.9	3	3.7	5	4.1	6	4.2	5	3.9	3	3.4
6. Cost was too high	6	4.4	6	4.4	6	4.4	5	4.2	6	4.8	6	4.2
7. Extension agent	7	6.0	7	6.1	7	5.9	7	5.7	7	6.0	7	6.2

*The lower the average rank, the higher the value placed upon it by respondents.

^aChi-square value between districts was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

Reasons 1, 2, 5 and 4, while members in District II ranked the Reasons 1, 2, 3 and 4, and members in District III ranked the Reasons 1, 3, 2 and 4. Members in District IV ranked the Reasons 1, 2, 4 and 3.

Reason 5 was ranked third by members in Districts I and V, while members in Districts II and IV placed the reason fifth. Members in District III ranked the reason sixth.

Members in Districts I, II, IV and V, ranked Reason 6 sixth, while members in District III ranked it fifth.

Reasons 7 and unlisted other reasons were ranked in the same order by members in the five districts, with no significant differences.

III. OPPORTUNITIES PROVIDED BY 4-H CAMP

Comparison of All Respondents, 4-H Members and Agents

Table XI includes data in regard to the opportunities presently provided by 4-H camps as seen by 4-H agents and members. Answers of all respondents, agents and members show top ranking opportunities were, in order:

1. Opportunity 1, "Opportunities for leadership"
2. Opportunity 2, "Social development"
3. Opportunity 3, "Physical development"
4. Opportunity 4, "Mental development"

When 4-H members and agents are compared on the top-ranking four opportunities, it is noted that they were all very significantly different on each and every item, except for Opportunity 1, which was significantly different. While members selected Opportunities 1, 2, 3

TABLE XI

OPPORTUNITIES PRESENTLY PROVIDED BY 4-H CAMPS AS SEEN
BY ALL RESPONDENTS, MEMBERS AND AGENTS ACCORDING
TO PERCENTS REPORTING AND RANKS

Opportunity Presently Provided by Camp*	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Percent Reporting	Rank	Percent Reporting	Rank	Percent Reporting
1. Opportunities for leadership ^b	1	91	1	88	2	96
2. Social development ^a	2	89	2	85	1	97
3. Physical development ^a	3	88	3	84	3	96
4. Mental development ^a	4	85	4	80	4	95
5. Spiritual development ^a	5	77	5	72	5	86
6. Outdoor living experience	6	44	6	45	6	44

*No responses were deleted for Chi Square calculations.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

and 4, in that order, agents ranked the opportunities 2, 1, 3 and 4. Opportunity 5, proved to be very significantly different though both members and agents ranked it fifth. Opportunity 6 and unlisted other items were ranked in the same order by both males and females. Opportunity 6 did not prove significant.

Comparison of Male and Female 4-H Members

Table XII includes data regarding opportunities provided by 4-H camps as seen by all members, 113 of them male and 160 of them female.

When 4-H members, male and female, are compared on the top-ranking four reasons, it is noted that no significant difference was found on any of the opportunities.

Both males and females ranked the opportunities 1, 2, 3 and 4, in that order. Opportunities 5 and 6 also were ranked in the same order showing no significant differences.

Comparison of Male and Female Extension Agents

Table XIII includes data regarding opportunities provided by 4-H camp as seen by 4-H Extension agents, 81 of them males, and 79 of them females.

When 4-H Extension agents, male and female, are compared on the top-ranking four opportunities, it is noted that Opportunity 1 was not significantly different at the .05 level, but was significant at the .10 level. Opportunities 2, 3 and 4 did not show any significant difference. Males ranked the Opportunities 1, 2, 3 and 4, in that order, while females ranked the opportunities 4, 1, 2 and 3. Opportunities 5

TABLE XII

OPPORTUNITIES PRESENTLY PROVIDED BY 4-H CAMPS AS SEEN BY
ALL MEMBERS, MALE AND FEMALE RESPONDING ACCORDING
TO PERCENTS AND RANKS

Opportunity Presently Provided by Camp*	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
1. Opportunities for leadership	1	88	1	87	1	88
2. Social development	2	84	2	81	2	86
3. Physical development	3	83	3	81	3	84
4. Mental development	4	78	4	77	4	79
5. Spiritual development	5	71	5	68	5	73
6. Outdoor living experiences	6	44	6	41	6	47

*Nonresponses were deleted for chi-square calculations.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE XIII

OPPORTUNITIES PRESENTLY PROVIDED BY 4-H CAMP AS SEEN BY
4-H EXTENSION AGENTS, MALE AND FEMALE, ACCORDING
TO PERCENTS AND RANKS

Opportunity Presently Provided by Camp*	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
1. Opportunities for leadership ^c	3	93	1	96	4	87
2. Social development	1	95	2	94	1	96
3. Physical development	2	93	3	93	2	94
4. Mental development	4	91	4	90	3	92
5. Spiritual development	5	83	5	82	5	85
6. Outdoor living experiences	6	42	6	46	6	38

*Nonresponses were deleted for chi-square calculations.

^aSignificant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

and 6 were ranked in the same order by both males and females, there being no significant differences.

Comparison of Extension Supervisory Districts

The data shown in Table XIV concern the opportunities presently provided by 4-H Camp as seen by 4-H respondents in Districts I, II, III, IV and V.

When the five districts are compared on the top-ranking four opportunities, it is noted that districts did not differ significantly on any reasons at the required level. While members in District I ranked the Opportunities 2, 1, 3 and 4 in that order, and those in Districts II and III ranked the Opportunities 1, 3, 2 and 4. Members in Districts IV and V ranked the Opportunities 1, 2, 3 and 4. Opportunities 5 and 6 and some unlisted other opportunities were ranked in the same order by all 4-H members in the five different districts.

IV. MAJOR PURPOSES FOR HAVING 4-H CAMP

Comparison of All Respondents, 4-H Members and Agents

Table XV includes data concerning the major purposes for having 4-H camp as seen by 273 4-H members and 160 Extension agents. Answers of all respondents, agents and members, show that the top four ranking purposes were, in order:

1. Purpose 1, "To provide campers with the opportunity to learn how to get along well with other people"
2. Purpose 2, "To develop leadership"

TABLE XIV

OPPORTUNITIES PRESENTLY PROVIDED BY 4-H CAMP AS SEEN BY 4-H RESPONDENTS IN DISTRICTS I, II, III, IV, AND V BY PERCENTS REPORTING AND RANKS

Opportunity Provided by Camp	Total (N = 273)		Districts											
			I (N = 50)		II (N = 71)		III (N = 53)		IV (N = 38)		V (N = 61)			
	Rank	Percent Reporting	Rank	Percent Reporting	Rank	Percent Reporting	Rank	Percent Reporting	Rank	Percent Reporting	Rank	Percent Reporting		
1. Opportunities for leadership	1	88	2	82	1	92	1	89	1	90	1	85		
2. Social development	2	84	1	86	3	90	3	76	2	84	2	82		
3. Physical development	3	83	3	76	2	92	2	79	3	79	3	84		
4. Mental development	4	78	4	74	4	85	4	76	4	79	4	80		
5. Spiritual development	5	71	5	62	5	80	5	76	5	66	5	67		
6. Outdoor living experience	6	44	6	46	6	35	6	43	6	42	6	56		

^aChi-square value between districts was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE XV

ACTUAL RANKS AND PERCENTS OF 433 RESPONDENTS (273 MEMBERS
AND 160 AGENTS) STATING MAJOR PURPOSES (IN THE TOP 3)
FOR HAVING 4-H CAMP

Purpose for Having 4-H Camp*	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Percent Reporting	Rank	Percent Reporting	Rank	Percent Reporting
1. To provide campers with the opportunity to learn how to get along well with other people	1	62	1	57	1	69
2. To develop leadership ^c	2	44	2	49	3	37
3. To develop individual personality and character	3	37	4	36	2	40
4. To provide the campers with opportunities to assume responsibility	4	36	3	38	4	31
5. To provide campers with the opportunity to make new friends	5	30	5	32	6	28
6. To provide opportunities for learning new skills ^c	6	23	7	19	5	30
7. To provide opportunities for learning specific agriculture and home economics subject matter ^c	7	23	6	24	8	22
8. To provide the opportunity for worthy use of leisure time and wholesome fellowship ^b	8	21	9	17	7	27

TABLE XV (continued)

Purpose for Having 4-H Camp*	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
9. To provide the camper with opportunities for developing an understanding and an appreciation for nature ^b	9	14	8	18	9	9
10. To provide opportunities for growing spiritually ^c	10	4	10	6	10	1
11. To provide opportunities for gaining tolerance	11	2	11	10	11	1

*Each respondent was asked to select three major purposes. No responses were deleted for chi-square calculations.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

3. Purpose 3, "To develop individual personality and character"

4. Purpose 4, "To provide the campers with opportunities to assume responsibility"

When 4-H members and agents are compared on the top-ranking four purposes, it is noted that none of the differences were significant. However, almost significantly more members than agents chose Purpose 2. While members selected Purposes 1, 2, 4 and 3 in that order, agents ranked the Purposes 1, 3, 2 and 4.

Purpose 5, "To provide campers with the opportunity to make new friends," Purpose 6, "To provide opportunities for learning new skills," and Purpose 7, "To provide opportunities for learning specific agriculture and home economics subject matter" did not register significant differences though significance was approached on Purposes 6 and 7. Purpose 8, "To provide the opportunity for worthy use of leisure time and wholesome fellowship," and Purpose 9, "To provide the camper with opportunities for developing an understanding and an appreciation for nature" did find significant differences between members and agents. Purpose 10, "To provide opportunities for growing spiritually," found differences approaching significance, but Purpose 11, "Tolerance" was completely insignificant.

While members ranked Purpose 5, fifth, agents ranked it sixth. Purpose 6 was ranked seventh by members and fifth by agents. Members placed Purpose 7, sixth, while agents placed it eighth. Purpose 8, was ranked ninth by members and seventh by agents. Agents ranked Purpose 9, ninth while members ranked it eighth. Purposes 10 and 11 were ranked in the same order by both members and agents.

Comparison of Male and Female 4-H Members

Table XVI includes data regarding the major purposes for having 4-H camp as seen by 113 males and 160 females.

When 4-H members, male and female, are compared on the top-ranking five purposes, it is noted that there were no significant differences.

Both males and females selected Purposes 1, 2, 4, 3 and 5, in that order as the top-ranking purposes for having 4-H camp.

When males and females are compared on the last six purposes, it was found that both groups ranked the Purposes 7, 6, 10 and 11, the same, but switched on Purposes 8 and 9. No significant differences were found.

Comparison of Male and Female Extension Agents

Table XVII includes data regarding the major purposes for having 4-H camp as seen by 81 males and 79 females.

When Extension agents, male and female, are compared on the top-ranking five purposes, it is noted that there were no significant differences.

While males ranked the Purposes 1, 3, 2, 4 and 6, females ranked the Purposes 1, 2, 3, 4 and 6, in that order.

When comparison is made of the last six purposes, it is seen that males ranked the Purposes 7, 5, 8, 9, 10 and 11, in that order of importance, while females ranked the Purposes 5, 8, 7, 9, 10 and 11.

Purposes 7 and 9 were not significant at the .05 level, but were significant at the .10 level. Males and females did not prove to be

TABLE XVI

ACTUAL RANKS AND PERCENTS OF 273 4-H RESPONDENTS (113 MALE AND
160 FEMALE) STATING MAJOR PURPOSES (IN THE TOP 3)
FOR HAVING 4-H CAMP

Purpose for Having 4-H Camp*	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
1. To provide campers with the opportunity to learn how to get along well with other people	1	58	1	59	1	57
2. To develop leadership	2	49	2	50	2	48
3. To develop individual personality and character	4	36	4	38	4	34
4. To provide the campers with opportunities to assume responsibility	3	39	3	39	3	39
5. To provide campers with the opportunity to make new friends	5	31	5	30	5	32
6. To provide opportunity for learning new skills	7	19	7	18	7	21
7. To provide opportunities for learning specific agriculture and home economics subject matter	6	24	6	23	6	26
8. To provide the opportunity for worthy use of leisure time and wholesome fellowship	9	17	8	18	9	16
9. To provide the camper with opportunities for developing an understanding and appreciation for nature	8	18	9	17	8	18

TABLE XVI (continued)

Purpose for Having 4-H Camp*	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
10. To provide opportunities for growing spiritually	10	6	10	7	10	6
11. To provide opportunities for gaining tolerance	11	3	11	2	11	4

*Each respondent was asked to select three major purposes. No responses were deleted for chi-square analysis.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE XVII

ACTUAL RANKS AND PERCENTS OF 160 4-H AGENT RESPONDENTS (81 OF THEM MALE
AND 79 OF THEM FEMALE) STATING MAJOR PURPOSES (IN TOP 3)
FOR HAVING 4-H CAMP

Purpose for Having 4-H Camp*	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Percent	Rank	Percent	Rank	Percent
1. To provide campers with the opportunity to learn how to get along well with other people	1	69	1	72	1	66
2. To develop leadership	3	37	3	33	2	41
3. To develop individual personality and character	2	40	2	44	3	35
4. To provide the campers with opportunities to assume responsibility	4	31	4	28	4	33
5. To provide campers with the opportunity to make new friends	6	28	6	25	6	32
6. To provide opportuni- ties for learning new skills	5	30	7	27	5	33
7. To provide opportuni- ties for learning specific agriculture and home economics subject matter ^c	8	22	5	28	8	15
8. To provide the opportunity for worthy use of leisure time and wholesome fellow- ship	7	28	8	25	7	32

TABLE XVII (continued)

Purpose for Having 4-H Camp*	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
9. To provide the camper with opportunities for developing an understanding and an appreciation for nature ^c	9	9	9	14	9	9
10. To provide opportunities for growing spiritually	10	1	10	1	10	1
11. To provide opportunities for gaining tolerance	11	1	11	0	11	1

*Each respondent was asked to select three major purposes. No responses were deleted for chi-square analysis.

^aSignificant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

significantly different on the other purposes, nor was significance approached.

Comparison of Extension Supervisory Districts

The data shown in Table XVIII concerns the major purposes for having 4-H camp as stated by 4-H members in Extension Districts I, II, III, IV and V.

When the members in five districts are compared on the top-ranking five purposes it is noted that they only differed very significantly on Purpose 2. Differences on all of the other purposes did not prove to be significant.

While members in Districts I, II, and III, placed the first five items Purposes 1, 4, 3, 2 and 5, those in District IV ranked the Purposes 1, 7, 3, 2 and 4, and members in District V placed them 1, 2, 3, 5 and 4 in that order. The last six purposes were ranked by members in District I as Purposes 6, 7, 9, 8, 10 and 11. Members in District II ranked the Purposes 7, 6, 8, 9, 10 and 11, while those in District III ranked the Purposes 9, 7, 8, 6, 10 and 11. Members in District IV placed the Purposes 6, 5, 9, 8, 10 and 11, in that order. Members in District V ranked the Purposes 9, 6, 8, 7, 10 and 11, in that order.

V. SETS OF PRINCIPLES OF SUCCESSFUL 4-H CAMP AND CONFERENCE

ORGANIZATION AND OPERATION

Comparison of All Respondents, 4-H Members and Agents

The data in Table XIX represent a summary comparison of the four sets that made up a success factors opinionnaire completed as a part of

TABLE XVIII

ACTUAL RANKS AND PERCENTS OF ALL 4-H RESPONDENTS (113 OF THEM MALE AND 160 OF THEM FEMALE) IN DISTRICTS I, II, III, IV AND V, STATING MAJOR PURPOSES (IN TOP 3) FOR HAVING 4-H CAMP

Purpose for Having 4-H Camp*	Total (N = 273) Percent Rank Reporting	Districts				
		I (N = 50) Percent Rank Reporting	II (N = 71) Percent Rank Reporting	III (N = 53) Percent Rank Reporting	IV (N = 38) Percent Rank Reporting	V (N = 61) Percent Rank Reporting
1. To provide campers with the opportunity to learn how to get along well with other people	1 57	1 66	1 54	1 45	1 56	1 69
2. To develop leadership	4 36	4 32	4 42	4 32	7 29	2 40
3. To develop individual personality and character	3 36	3 32	3 42	3 33	3 34	3 40
4. To provide the campers with opportunities to assume responsibility	2 38	2 40	2 46	2 40	2 44	5 25

TABLE XVIII (continued)

Purpose for Having 4-H Camp*	Districts									
	Total (N = 273)	I (N = 50)		II (N = 71)		III (N = 53)		IV (N = 38)		V (N = 61)
	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting
5. To provide campers with the opportunity to make new friends	5 32	5 28	5 34	5 33	4 34	4 34	4 28			
6. To provide opportunities for learning new skills	7 19	6 26	7 16	9 16	6 30	9 16				
7. To provide opportunities for learning specific agri-culture and home economics subject matter	6 24	7 24	6 24	7 21	5 30	6 24				
8. To provide the opportunity for worthy use of leisure time and wholesome fellowship	9 17	9 14	8 16	8 19	9 15	8 20				

TABLE XVIII (continued)

Purpose in Having 4-H Camp*	Total (N = 273) Percent Rank Reporting	Districts										
		I (N = 50)		II (N = 71)		III (N = 53)		IV (N = 38)		V (N = 61)		
		Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	Percent Rank Reporting	
9. To provide the camper with opportunities for developing an understanding and an appreciation for nature	8	18	8	18	9	5	6	25	8	24	7	21
10. To provide opportunities for growing spiritually	11	6	10	4	10	4	10	8	10	10	10	6
11. To provide opportunities for gaining tolerance	10	10	11	2	11	2	11	0	11	3	11	6

*Each respondent was asked to select three major purposes.

^aChi-square value between districts was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE XIX

AVERAGE SCORES AND RANKS OF ALL RESPONDENTS, MEMBERS AND AGENTS, ON
VALUES OF CAMP, PROGRAM CONTENT AND METHOD, STAFFING AND PLANNING,
AND VOCATIONAL AND MISCELLANEOUS SETS OF PRINCIPLES REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Set of Principles*	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Values of camp ^a	1	3.2	1	3.3	1	3.0
2. Program content and method	2	2.8	2	2.8	2	2.8
3. Staffing and planning ^a	3	2.5	3	2.6	4	2.4
4. Vocational and miscellaneous	4	2.5	4	2.5	3	2.5
Total		2.7		2.9		2.7

*In the key used: 3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

^aThe t-test value was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

the questionnaire by the 273 4-H members and 160 4-H Extension agents. The data are in rank order and include average ratings, from the most important to the least important 4-H camp and/or conference principle as seen by 4-H members and agents. Combined average ratings for all respondents, members and agents also have been tabled. Members tended to score sets higher than agents.

The "Values of Camp," Principle Set 1, received a first place ranking from both members and agents. Four principles to be discussed later made up this set. The difference between the average rating 3.3, "agree," of the members and 3.0, "agree," of the agents was very significant. Principle Set 2, "Program content and method," was ranked second by both members and agents. Eight principles to be discussed later composed this set. The average score for members and agents alike was 2.8 "agree." Differences between the two groups were not significant.

The members ranked Principle Set 3, "Staffing and planning," third, while agents ranked it fourth. Five principles composed this set. Differences on the instrument proved to be very significant. The average score for members was 2.6 "agree," while the average score for agents was 2.4 "disagree." Thus, there was a significant difference between the two groups.

Principle Set 4, "Vocational and miscellaneous," was ranked fourth by 4-H members and third by 4-H agents. Eight principles to be discussed later comprised this set. The average score for members and agents was 2.5 "agree."

The combined total average scores for all responding on all four sets of principles was 2.7 "agree," members averaging 2.9 "agree" and agents totaling 2.7 "agree."

Comparison of Male and Female 4-H Members

Table XX presents the average scores and the rankings of the 4-H members, 113 of them males, and 160 of them females, regarding how they felt about the four sets of principles. Both sexes agreed with Principle Set 1 the most fully. However, there was no appreciable difference between the average rating 3.2 "agree," of the males and the average rating 3.3 "agree" of the females.

Principle Set 2 found females agreeing, 2.8, and males, 2.7, also agreeing with it, though at lower levels than for Principle Set 1.

The average rating for Principle Set 3, was the same for both males and females, with a rating of 2.6 "agree."

When males and females were compared on Principle Set 4, it was noted that both rated 2.5, barely in the "agree" category.

The combined total average ratings for all members on all four sets was 2.7 "agree," females being slightly higher, 2.8, than males, 2.7.

Comparison of Male and Female 4-H Extension Agents

Table XXI presents the average scores and the rankings of the 4-H Extension agents, 81 of them males, and 79 of them females, regarding how they felt about the four sets of principles regarding successful camps and conferences.

TABLE XX

AVERAGE SCORES AND ACTUAL RANKS FOR ALL MEMBERS (113 MALES AND 160 FEMALES) ON VALUES OF CAMP, PROGRAM CONTENT AND METHOD, STAFFING AND PLANNING, AND VOCATIONAL AND MISCELLANEOUS SETS OF PRINCIPLES REGARDING 4-H CAMP ORGANIZATION AND OPERATION

Set of Principles*	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Values of camp	1	3.3	1	3.2	1	3.3
2. Program content and method	2	2.8	2	2.7	2	2.8
3. Staffing and planning	3	2.6	3	2.6	3	2.6
4. Vocational and miscellaneous	4	2.5	4	2.5	4	2.5
Total		2.7		2.7		2.8

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test value was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE XXI

AVERAGE SCORES AND ACTUAL RANKS FOR AGENTS (81 MALE AND 79 FEMALE) ON VALUES OF CAMP, PROGRAM CONTENT AND METHOD, STAFFING AND PLANNING, AND VOCATIONAL AND MISCELLANEOUS SETS OF PRINCIPLES REGARDING 4-H CAMP ORGANIZATION AND OPERATION

Set of Principles*	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Values of camp	1	3.0	1	3.0	1	3.1
2. Program content and method	2	2.8	2	2.8	2	2.7
3. Staffing and planning	4	2.4	4	2.4	4	2.4
4. Vocational and miscellaneous	3	2.5	3	2.5	3	2.6
Total		2.7		2.7		2.7

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

No significant differences were found on any of the sets of principles.

Principle Set 1, received a first place ranking from Extension agents of both sexes and no great difference was found between the average score, 3.0, "agree," of males and the average score, 3.1, "agree," of the female agents.

There was an appreciable difference in ratings on Principle Set 2, with males ranking it second, while females placed it third. The average score for males was 2.8 "agree" and for females was 2.7 "agree."

Principle Set 3, was ranked fourth by both male and female Extension agents. The average scores of both groups was 2.4 "disagree." Thus, they did not accept the principles here included.

When male and female Extension agents were compared on Principle Set 4, both groups ranked the instrument third, with male agents rating a lower 2.5, while female agents rated a higher 2.6.

The combined total average ratings for the male and female Extension agents on the four principle sets was 2.7 "agree," though they both disagreed with Principle Set 3.

Comparison of Extension Supervisory Districts

Table XXII presents the average scores and rankings of members and agents in Tennessee Extension Supervisory Districts in terms of member and agent feelings regarding 4-H camp organization and operation. Principle Sets remain in the same sequence established earlier based on member and agent reactions.

TABLE XXII

AVERAGE SCORES* AND RANKS FOR ALL RESPONDENTS, ACCORDING TO EXTENSION SUPERVISORY DISTRICTS, ON VALUES OF CAMP, PROGRAM CONTENT AND METHOD, STAFFING AND PLANNING, AND VOCATIONAL AND MISCELLANEOUS SETS OF PRINCIPLES REGARDING 4-H CAMP ORGANIZATION AND OPERATION**

Set of Principles	Total (N = 433)						Districts											
	I			II			III			IV			V					
	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score			
1. Values of camp ^a	1	3.3	1	3.0	1	3.1	1	3.2	1	2.9	1	3.3	1	3.1	1	3.3	1	3.1
2. Program content and method	2	2.8	2	2.8	2	2.8	2	2.7	2	2.8	2	2.7	2	2.8	2	2.8	2	2.7
3. Staffing and planning ^a	3	2.6	4	2.4	3	2.7	4	2.6	3	2.6	4	2.5	3	2.6	4	2.4	3	2.6
4. Vocational and miscellaneous	4	2.5	3	2.5	4	2.6	3	2.6	4	2.4	3	2.6	4	2.4	3	2.4	4	2.6
Total		2.7		2.7		2.7		2.7		2.7		2.7		2.7		2.7		2.7

*In the key used:
3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

**The t-test was run between all members and agents, see Table XIX, page 68.

^aSignificant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

The totals of all respondents, agents and members, and total averages for all four principle sets were in the "agree" classification.

Members and agents in each and all of the five districts agreed with Principle Set 1 as the most important set rating all sets in the "agree" category.

Principle Set 2, was ranked second by members and agents in all districts, with average scores ranging in the "agree" classification.

Principle Set 3, differences proved to be very significant. Members in Districts I, II, III and V ranked the instrument, third in importance, while the agents in Districts I, II, IV and V, ranked the instrument fourth in importance. Agents in District III, ranked the instrument third, while members in District IV ranked the instrument fourth in importance. Members and agents in Districts I and II rated the set in the "agree" category. While District III and V members rated it 2.6, in the "agree" classification, their agents rated the set 2.4 and 2.2, respectively, "disagree." Both agents and members in District IV rated Principle Set 3 in the "disagree" classification.

Principle Set 4, was ranked fourth, by members in Districts I, II, III and V, while agents in District III also ranked it fourth. Members in Districts IV and agents in Districts I, II, IV and V placed the set third, in importance.

Members in Districts I and V scored the set 2.6, "agree," while members in Districts II, III and IV rated it 2.4 in the "disagree" category. Agents in Districts I, II and V rated it in the "agree" category, while agents in Districts III and IV rated it 2.4 "disagree."

The combined total average for all four principle sets was 2.7, "agree." Members and agents in the five supervisory districts had a combined total average of "agree." Members in District V had the highest average, 2.9, and agents in District IV the lowest, 2.6.

VI. ITEMS COMPOSING PRINCIPLE SET 1, "VALUES OF CAMP"

REGARDING 4-H CAMP ORGANIZATION AND OPERATION

Comparison of All Respondents, 4-H Members and Agents

The data presented in Table XXIII provide a comparison of 4-H members' and 4-H Extension agents' opinions regarding principles composing Principle Set 1, "Values of camp." The data in this table represent rank order and average scores, from the most important to the least important principles making up Principle Set 1 as seen by each group. The combined average scores for 4-H members and 4-H agents on all four principles also have been computed.

The principles that are combined to form Principle Set 1, were, in rank order:

1. Principle 1, "Camp should provide physical exercise such as hiking, boating, swimming, riding and sports"
2. Principle 2, "A camper should feel a sense of responsibility in the camping community, while working with fellow campers"
3. Principle 3, "Members should have freedom in choosing the education activities in which they will participate"
4. Principle 4, "Camps should provide opportunities for pioneer camping (sleeping, cooking out, etc.)"

TABLE XXIII

AVERAGE SCORES* AND RANKS OF ALL RESPONDENTS, 4-H MEMBERS AND AGENTS,
ON PRINCIPLE SET 1, THE VALUES OF CAMP, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Values of Camp Set	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp should provide physical exercise such as hiking, boating, swimming, riding and sports	1	3.5	1	3.5	1	3.5
2. A camper should feel a sense of responsibility in the camping community while working with fellow campers	2	3.5	2	3.5	2	3.5
3. Members should have freedom in choosing the educational activities in which they will participate	3	3.3	3	3.3	3	3.3
4. Camps should provide opportunities for pioneer camping (sleeping, cooking out, etc.) ^a	4	2.4	4	2.6	4	1.9
Total		3.2		3.3		3.0

*In the key used: 3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

^aThe t-test was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Principles 1 and 2 were ranked in that order by both members and agents, and were in the 3.5 "strongly agree" category. Principle 3, was ranked third by both members and agents, and was in the 3.3 "agree" category. Differences on Principle 4, were very significant. Members and agents both ranked it fourth, but there was a noticeable difference in the average scores. While members placed it 2.6, "agree," agents placed it 1.9, "disagree," thus showing that agents did not see outdoor camping opportunities as part of camping and conferences.

The combined average scores and the individual ratings of the members, 3.3, were slightly higher than the ratings of the agents, 3.0. However, 4-H members and agents disagreed on only one principle, namely that having to do with pioneer-type of activities.

Comparison of Male and Female 4-H Members

Table XXIV includes a comparison of 4-H members, 113 of them male and 160 of them female, on principles combined to form Principle Set 1, in regard to organizing and operating 4-H camp. The data in the table represent rank order and average scores from the most important to the least important principle as seen by each group. The combined average scores for males and females have been computed.

When male and female were compared on each of the four "Values of Camp" principles, it was noted that the sexes did not differ significantly in their ratings. However, males ranked Principle 1 second; while females ranked it first. Males gave it an average rating of 3.4 "agree," while females gave it an average rating of 3.6 "strongly agree." Principle 2, was ranked first in importance by males and second by

TABLE XXIV

AVERAGE SCORES* AND RANKS ON ALL 4-H RESPONDENTS (113 MALE AND 160 FEMALE) ON PRINCIPLE SET 1, THE VALUES OF CAMP, REGARDING 4-H CAMP ORGANIZATION AND OPERATION

Principle in the Values of Camp Set	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Average		Average		Average	
	Rank	Score	Rank	Score	Rank	Score
1. Camp should provide physical exercise such as hiking, boating, swimming, riding and sports	2	3.5	2	3.4	1	3.6
2. A camper should feel a sense of responsibility in the camping community while working with fellow campers	1	3.5	1	3.5	2	3.5
3. Members should have freedom in choosing the educational activities in which they will participate	3	3.3	3	3.3	3	3.3
4. Camps should provide opportunities for pioneer camping	4	2.6	4	2.6	4	2.7
Total		3.3		3.2		3.3

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

females. Males and females both had an average score of 3.5 "strongly agree" on the principle. Both males and females ranked Principle 3, third in importance, with an average rating of 3.3 "agree." Principle 4, was ranked fourth by both male and female, with an average rating of 2.6 "agree."

The combined average score for females, 3.3, was slightly higher than that for males, 3.2, even though both groups generally agreed with all of the principles in the "Values of camp" set.

Comparison of Male and Female 4-H Extension Agents

Data in Table XXV include the average scores and rankings of male and female 4-H Extension agents on four principles combined to form Principle Set 1, regarding 4-H camp organization and operation.

The female 4-H Extension agents tended to rank Principle 1 first in importance while male 4-H Extension agents tended to rank it second. Thus, males placed the principle in the "agree" category, while females placed it in the "strongly agree" category. Principle 2, was ranked first in importance by males and second in importance by females. Males placed the principle in the "agree" category, while females placed it also in the "strongly agree" range. Principles 3 and 4, were ranked in that order by both males and females. However, males and females placed Principle 3 in the "agree" range, while both groups placed Principle 4, in the "disagree" range.

The combined average ratings for both male and female 4-H Extension agents were in the "agree" category.

TABLE XXV

AVERAGE SCORES* OF ALL 4-H EXTENSION AGENTS (81 MALE AND 79 FEMALE) ON
PRINCIPLE SET 1, THE VALUES OF CAMP, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Values of Camp Set	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp should provide physical exercise such as hiking, boating, swimming, riding, and sports	1	3.5	2	3.4	1	3.6
2. A camper should feel a sense of responsibility in the camping community while working with fellow campers	2	3.5	1	3.4	2	3.5
3. Members should have freedom in choosing the educational activities in which they will participate	3	3.3	3	3.4	3	3.3
4. Camp should provide opportunities for pioneer camping	4	1.9	4	1.8	4	2.0
Total		3.0		3.0		3.1

*In the key used: 3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

^aThe t-test was significant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

Data in Table XXV then, indicate that there were some slight differences in rankings and in average scores given the four principles by the male and female Extension agents, though none were significant.

Comparison of Extension Supervisory Districts

Table XXVI presents the average scores and rankings of members and agents in the five Supervisory Districts in terms of their feelings regarding utility of the principles for 4-H camp organization and operation. Principles remain in the same order established earlier based on member and agent reactions. The total averages for Principles 1 and 2 for members and agents were in the "strongly agree" category. Principle 3, was in the "agree" group; Principle 4, was in the "disagree" classification. The only principle to show significant difference between members and agents was Principle 4, the differences being very significant.

Members in Districts I, IV and V placed Principle 1 as the most important principle included in Principle Set 1, with average ratings of 3.6, 3.6, and 3.5, respectively. Members in Districts II and III placed Principle 1, second in importance with average ratings of 3.5 each. Agents in Districts I, II, and IV placed Principle 1, first in importance, with average ratings of 3.6, 3.5, and 3.4, respectively, while agents in Districts III and V placed Principle 1, second, with ratings of 3.5 and 3.4.

Principle 2, of Principle Set 1, was ranked second by members in Districts I, IV and V, with ratings of 3.5, 3.5, and 3.4, respectively; while members in Districts II and III ranked Principle 2, first in

TABLE XXVI

AVERAGE SCORES* AND RANKS FOR ALL RESPONDENTS, 4-H MEMBERS AND AGENTS, ACCORDING TO EXTENSION SUPERVISORY DISTRICTS, ON PRINCIPLE SET 1, THE VALUES OF CAMP, REGARDING 4-H CAMP ORGANIZATION AND OPERATION**

Principle in the Values of Camp Set	Total (N = 435)						Districts												V									
	Member		Agent		Average		I		II		III		IV		V		Member		Agent		Average		Member		Agent		Average	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
1. Camp should provide exercise such as hiking, boating, swimming, riding, and sports	1	3.5	1	3.5	1	3.6	1	3.6	2	3.5	1	3.5	2	3.5	2	3.5	1	3.5	1	3.4	1	3.4	1	3.5	2	3.4		
2. A camper should feel a sense of responsibility in the camping community while working with fellow campers	2	3.5	2	3.5	2	3.5	1	3.4	1	3.6	2	3.4	1	3.6	3	3.4	2	3.5	2	3.4	2	3.4	2	3.4	1	3.6		
3. Members should have freedom in choosing the educational activities in which they will participate	3	3.3	3	3.3	3	3.4	3	3.3	3	3.1	3	3.2	3	3.3	1	3.6	3	3.5	3	3.4	3	3.4	3	3.3	3	3.2		
4. Camps should provide opportunities for pioneer camping (sleeping, cooking out, etc.) ^a	4	2.6	4	1.9	4	2.6	4	1.9	4	2.5	4	1.7	4	2.5	4	1.9	4	2.8	4	1.8	4	1.8	4	2.8	4	2.1		
Total		3.3		3.1		3.3		3.1		3.2		2.9		3.3		3.1		3.3		3.0		3.0		3.3		3.1		

*In the key used:
3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

**The t-test was run between all members and agents, see Table XXIII, page 77.

^aSignificant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

importance, with average ratings of 3.6 each. Agents in Districts I and V placed Principle 2 first in importance with respective average ratings of 3.4 "agree" and 3.6 "strongly agree." Agents in Districts II and IV placed Principle 2, second in importance with average ratings of 3.4, while those in District III placed it third with an average of 3.4 "agree." Principle 3, did not show much variation among members and agents in the five districts, all members placing it third in importance, with ratings of 3.4, 3.1, 3.3, 3.5, and 3.3, respectively, while agents in Districts I, II, IV and V also placed the principle third, with average ratings of 3.3, 3.2, 3.4, and 3.2. Agents in District III placed Principle 3 first in importance with a rating of 3.6 "strongly agree."

Principle 4, of Principle Set 1, showed very significant differences between members and agents in the five districts. Both members and agents placed Principle 4, fourth in importance, with members tending to score the principle in the "agree" category and agents to score it in the "disagree" range.

The data in Table XXVI, page 83, indicate that members and agents did generally agree on all the principles that made up Principle Set 1, excepting Principle 4, where there was disagreement.

VII. ITEMS COMPOSING PRINCIPLE SET 2, "PROGRAM CONTENT AND METHOD," REGARDING 4-H CAMP ORGANIZATION AND OPERATION

Comparison of All Respondents, 4-H Members and Agents

Consideration of data presented in Table XXVII permits a comparison of the 4-H members and Extension agents on the eight principles that made up Principle Set 2, "Program content and method."

TABLE XXVII

AVERAGE SCORES* AND RANKS FOR ALL RESPONDENTS, 4-H MEMBERS AND AGENTS,
ON PRINCIPLE SET 2, PROGRAM CONTENT AND METHOD, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Program Content and Method Set	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp should provide physical exercise such as hiking, boating, swimming, riding and sports	1	3.5	1	3.5	1	3.5
2. Educational values gained at camp should come through a "learning by doing" experience	2	3.4	2	3.4	2	3.5
3. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "Kid Stuff"	3	3.1	3	3.1	4	3.1
4. Good career-vocation employability experiences should be offered for older youth	4	3.1	4	3.0	3	3.1
5. Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members	5	2.8	5	2.9	5	2.7
6. There should be a program on drug abuse ^b	6	2.6	6	2.7	7	2.5

TABLE XXVII (continued)

Principle in the Program Content and Method Set	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
7. Camp should be planned in a way that it serves as a laboratory for nature and ecology study	7	2.4	7	2.4	6	2.5
8. Sex education should be taught in the 4-H program at camp or conferences	8	1.5	8	1.5	8	1.5
Total		2.8		2.8		2.8

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test value between members and agents was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Principle 1, "Camp should provide physical exercise such as hiking, boating, swimming, riding and sports," was ranked first in importance by both members and agents, with like average scores of 3.5 "strongly agree."

Members and agents ranked Principle 2, "Educational values gained at camp should come through a 'learning by doing' experience," second, with average scores of 3.4 "agree" and 3.5 "strongly agree," respectively.

Principle 3, "The camp should offer surprise activities to the group which are unusual and adventuresome; thus appealing to older youth with events that are not just 'Kid Stuff'," was ranked third in importance by members with an average score of 3.1 "agree," while agents ranked it fourth, having an average score of 3.1 also.

Members and agents reversed the above rankings on Principle 4, "Good career-vocation employability experiences should be offered for older youth," by members placing it fourth, while agents placed it third in importance, with both ranging in the "agree" category.

Principle 5, "Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members," was ranked fifth in importance, by members and agents and had average ratings of "agree."

Members and agents differed on Principle 6, "There should be a program on drug abuse," with members placing it sixth in importance, with an average score of 2.7 "agree," while 4-H Extension agents ranked it seventh, with an average score of 2.5 barely "agree." Principle 6 differences were significant at the .05 level.

Principle 7, "Camp should be planned in a way that it serves as a laboratory for nature and ecology study," was ranked seventh by members and sixth by agents, with members having a low average score of 2.4 "disagree," while agents had an average score of only 2.5 "agree."

Both members and agents ranked Principle 8, "Sex education should be taught in the 4-H program at camp or conferences," eighth in importance, with both groups rating it in the "disagree" range.

Thus, data presented in Table XXVII, page 85, indicated that there was little difference in average scores on the various principles by members and agents, although there was a slight difference in their specific rankings of the principles that make up the "Program content and method" needs.

Comparison of Male and Female 4-H Members

Study of data shown in Table XXVIII makes possible a comparison of male and female 4-H members' opinions regarding Principle Set 2.

Principle 1, was placed first in importance, by both male and female 4-H members, with males having an average rating of 3.4 and females 3.6. Principle 2, was placed second by both groups, with the average scores of 3.3 and 3.4. Principle 3, was placed third by males and fourth by females. Males' average score was 3.0, while females' was 3.1. Sex differences on Principle 4 were significant, with males ranking it fifth, and females ranking it third. However, the average scores for both male and female were in the "agree" category with females being slightly higher than males.

Principle 5, was ranked fourth by males and fifth by females, with both having average scores of 2.9 "agree." Males and females both ranked Principle 6, sixth in rank with males having an average score

TABLE XXVIII

AVERAGE SCORES* AND RANKS OF ALL 4-H MEMBERS (113 MALE AND 160 FEMALE)
ON PRINCIPLE SET 2, PROGRAM CONTENT AND METHOD, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Program Content and Method Set	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp should provide physical exercise such as hiking, boating, swimming, riding and sports	1	3.5	1	3.4	1	3.6
2. Educational values gained at camp should come through a "learning by doing" experience	2	3.4	2	3.3	2	3.4
3. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "Kid Stuff"	3	3.1	3	3.0	4	3.1
4. Good career-vocation employability experience should be offered for older youth ^b	4	3.0	5	2.8	3	3.2
5. Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members	5	2.9	4	2.9	5	2.9
6. There should be a program on drug abuse	6	2.7	6	2.8	6	2.7

TABLE XXVIII (continued)

Principle in the Program Content and Method Set	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
7. Camp should be planned in a way that it serves as a laboratory for nature and ecology study ^c	7	2.4	7	2.2	7	2.5
8. Sex education should be taught in the 4-H program at camp or conferences	8	1.5	8	1.5	8	1.5
Total		2.8		2.7		2.8

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test value between sexes was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

of 2.8, while females averaged 2.7. Principles 7 and 8, were ranked in the same order, with males having an average score of 2.2 for Principle 7 and females having an average score of 2.5. When a comparison was made of male and female members, the principle was found not to be significant at the .05 level, but was significant at the .10 level. Members disagreed with Principle 7, while agents accepted it. Sexes did not differ significantly on Principle 8. Male and female members both "disagreed" with the principle.

The ratings were the same on five of the eight principles in Principle Set 2 for male and female 4-H members. Six of the average scores ranged in the same category for both male and female members. The combined total average scores for the two sexes were 2.7 and 2.8, respectively.

These data indicate that, although there were some minor differences between the ranking and ratings, there was considerable agreement between the sexes. Disagreement occurred on Practices 4 and 7.

Comparison of Male and Female 4-H Extension Agents

The data presented in Table XXIX represent a comparison of principles that make up Principle Set 2, selected by all agents, male and female. Principles 1 and 2, were ranked in that order with both males and females averaging in the "strongly agree" classification. Principle 3, was ranked fourth by male and female agents, and ranged in the "agree" category for both groups. Principle 4, ranged in the

TABLE XXIX

AVERAGE SCORES* AND RANKS OF 4-H AGENTS (81 MALE AND 79 FEMALE) ON
PRINCIPLE SET 2, PROGRAM CONTENT AND METHOD, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Program Content and Method Set	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp should provide physical exercise such as hiking, boating, swimming, riding, and sports	1	3.5	1	3.5	1	3.5
2. Educational values gained at camp should come through a "learning by doing" experience	2	3.5	2	3.5	2	3.5
3. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "Kid Stuff"	4	3.1	4	3.1	4	3.1
4. Good career-vocation employability experiences should be offered for older youth	3	3.1	3	3.1	3	3.2
5. Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members	5	2.7	5	2.9	5	2.6
6. There should be a program on drug abuse ^c	7	2.5	7	2.7	7	2.3

TABLE XXIX (continued)

Principle in the Program Content and Method Set	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
7. Camp should be planned in a way that it serves as a laboratory for nature and ecology study	6	2.5	6	2.6	6	2.5
8. Sex education should be taught on the 4-H pro- gram at camp or conferences	8	1.5	8	1.6	8	1.4
Total		2.8		2.8		2.7

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test between sexes was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

"agree" group with both male and female agents ranking it third in importance. Principle 5, was ranked fifth by both male and female Extension agents, with an average rating of 2.9 for the former, and 2.6 for the latter. Principle 6, was ranked seventh by both male and female agents and was not proven significant at the .05 level, but was significant at the .10 level, with male agents averaging 2.7 "agree," while female agents averaged 2.3 "disagree." Principle 7, was ranked sixth by both male and female agents, with a rating of "agree." Principle 8, was ranked eighth by male and female agents, average scores being 1.6 "disagree" for the former and 1.4 "strongly disagree" for the latter.

The combined total average scores for both male and female agents ranged in the "agree" category. All principles in the set were ranked the same by both male and female agents. There were some differences as to how male and female agents scored the different principles. Differences between sexes on Principle 6, were not significant at the .05 level, but were significant at the .10 level. This principle showed the greatest difference with male agents ranging in the "agree" classification, and female agents ranging in the "disagree" category. Male and female agents both "disagreed" with Principle 8, females disagreeing strongly.

Comparison of Extension Supervisory Districts

Table XXX presents the average scores and the rankings of the members and agents in the five different districts in terms of their feelings about the different principles that compose Principle Set 2

TABLE XXX

AVERAGE SCORES* AND RANKS OF ALL RESPONDENTS (4-H MEMBERS AND AGENTS), ACCORDING TO EXTENSION
DISTRICTS ON PRINCIPLE SET 2, PROGRAM CONTENT AND METHOD, REGARDING 4-H CAMP
ORGANIZATION AND OPERATION**

Principle in the Program Content and Method Set	Total (N = 413)			Districts											
				I		II		III		IV		V			
	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Member Rank Score	Agent Rank Score	Member Rank Score	Agent Rank Score	Member Rank Score	Agent Rank Score	Member Rank Score	Agent Rank Score	Member Rank Score	Agent Rank Score
1. Camp should provide physical exercise such as hiking, boating, swimming, riding, and sports	1	3.5	1	3.6	1	3.6	1	3.5	1	3.5	1	3.4	1	3.4	1
2. Educational values gained at camp should come through "learning by doing" experience	2	3.4	2	3.5	2	3.6	2	3.5	2	3.5	2	3.5	2	3.5	1
3. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "kid Stuff"	3	3.1	3	3.1	3	3.2	3	3.2	3	3.1	3	3.0	4	3.0	3
4. Good career-vocation employability experiences should be offered for older youth	4	3.0	4	3.1	4	3.2	4	3.2	4	3.0	5	3.0	5	3.0	4
5. Camps on 4-H subject matter such as engineering, animal sciences, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members	5	2.9	5	2.7	5	3.0	5	2.8	5	2.5	4	3.0	3	3.1	6
6. There should be a program on drug abuse	6	2.7	6	2.5	6	2.9	6	2.6	6	2.5	6	2.4	6	3.1	7
7. Camp should be planned in a way that it serves as a laboratory for nature and ecology study	7	2.4	7	2.5	7	2.2	7	2.4	7	2.2	7	2.3	6	2.5	7
8. Sex education should be taught in the 4-H program at camp or conference	8	1.5	8	1.5	8	1.8	8	1.2	8	1.3	8	1.6	8	1.7	8
Total	2.8	2.8	2.9	2.8	2.8	2.7	2.7	2.8	2.7	2.8	2.7	2.8	2.7	3.0	2.7

*In the key used: 3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

**The t-test was run between all members and agents; see Table XXVII, page 85.

^aSignificant at .01 level or less.

^bSignificant at .05 level.

^cSignificant at .10 level.

"Program content and method." Principles remain in the same sequence established earlier based on 4-H members and 4-H agents reactions. Members in Districts I, II, III, and V placed the top four ranking Principles 1, 2, 3 and 4 in that order, while members in District IV ranked the Principles 2, 1, 4 and 5. District I, II and IV members "strongly agree" with Principle 1, while members in Districts III and V range in the "agree" category. Members in Districts I, II and III range in the "agree" category on Principle 2, while members in Districts IV and V "strongly agree." Members in all five districts range in the "agree" classification on Principles 3 and 4.

The 4-H Extension agents in District I placed the top-four ranking Principles 1, 2, 3 and 4 in that order, while agents in District II placed the Principles 1, 3, 4 and 2. Agents in District III placed the top-four ranking Principles 1, 2, 3 and 5, while agents in District IV placed the Principles 1, 2, 5 and 3. Agents in District V ranked the Principles 2, 1, 3 and 4. Agents in Districts I, II and III rated Principle 1 in the "strongly agree" category, while agents in Districts IV and V rated in the "agree" group. Principle 2, was rated in the "strongly agree" category by agents in Districts I, III and V, while the agents in Districts II and IV rated it in the "agree" classification. Agents in the five districts rated Principles 3 and 4. "agree." Principle 6 was the only principle to prove significantly different on the member-agent comparison. The difference was significant at the required .05 level.

Members and agents in the five districts both rated in the "agree" category on Principle 5. In Districts I and II, agents and members ranked Principle 5, fifth in importance; while members in District III ranked Principle 5, fifth, and agents placed it fourth. Members in District IV ranked Principle 5, third, while agents ranked it sixth. Members in District V ranked Principle 5, sixth, and agents ranked it fifth. Principle 6 was ranked sixth by members in Districts I, II, III and IV, while members in District V ranked it fifth. Agents in Districts I, II and V ranked Principle 6, sixth in importance, while agents in Districts III and IV ranked it seventh. Both groups in Districts I and II rated in the "agree" classification, while both in District III rated in the "disagree" group. In District IV, members had an average rating in the "agree" category, while agents rated it in the "disagree" category. In District V, members "agreed" and agents "disagreed." Agents and members disagreed significantly on Principle 6.

Principle 7, was ranked seventh by both members and agents in Districts I, II and V. Members in Districts III and IV ranked it seventh, while agents ranked it sixth in District III, fourth in District IV. Members in Districts I, II, III and IV rated it in the "disagree" classification, while members in District V rated it in the "agree" category.

Agents in Districts I, II and V rated in the "disagree" category, while agents in Districts III and IV rated in the "agree" category.

Principle 8, was ranked eighth in importance by both members and agents in all five districts. All respondents, members and agents in

all five districts rated in the "disagree" or "strongly disagree" category on Principle 8.

The data presented in Table XXX, page 95, indicate that members and agents in the five districts "agreed" with all of the principles, excepting Principle 8, with which they all "disagreed." Differences between the groups were significant on only one principle, Principle 6.

VIII. ITEMS COMPOSING PRINCIPLE SET 3, "STAFFING AND
PLANNING," REGARDING 4-H CAMP ORGANIZATION
AND OPERATION

Comparison of All Respondents, 4-H Members and Agents

The data in Table XXXI represent a comparison of how members and agents felt about five principles dealing with the staffing and planning of 4-H camps. The data include rank order and average scores, from the most important to the least important principles that make up Principle Set 3, "Staffing and planning," as seen by each group. The combined average scores for the members and agents also are presented.

When 4-H members and 4-H agents were compared, they proved to be significantly different on all principles except for Principle 2, "4-H members who have attended camp should be involved in the camp planning process." Differences on Principle 1, "Teen leaders make the best camp leaders for Junior members," were very significant with members ranking the principle first in importance, with an average rating of 3.0, "agree," while agents ranked it third in importance with a lower average rating of 2.6, also "agree."

TABLE XXXI

AVERAGE SCORES* AND RANKS FOR ALL RESPONDENTS, 4-H MEMBERS AND AGENTS
ON PRINCIPLE SET 3, STAFFING AND PLANNING, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Staffing and Planning Set	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Teen leaders make the best camp leaders for Junior members ^a	1	2.8	1	3.0	3	2.6
2. 4-H members who have attended camp should be involved in the camp planning process	2	2.7	2	2.8	2	2.7
3. There is a need for a wildlife specialist to work with campers on nature activities ^a	3	2.6	4	2.4	1	2.8
4. Adults who are only slightly older than the senior members make the best camp leaders for seniors ^a	4	2.7	3	2.8	4	2.2
5. All classes offered at 4-H camp should be taught by college stu- dents to promote a closer relationship between teacher and camper, thus causing greater interest ^b	5	1.9	5	2.0	5	1.7
Total		2.5		2.6		2.4

*In the key used: 3.5 thru 4.0 = strongly agree

2.5 thru 3.4 = agree

1.5 thru 2.4 = disagree

0.5 thru 1.4 = strongly disagree

^aThe t-test value between members and agents was significant at
.01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

The average rankings of agents and members were about the same for Principle 2, both ranking the principle second. Members had an average rating of 2.8, while agents had an average rating of 2.7, "agree."

The members ranked Principle 3, "There is a need for a wildlife specialist to work with campers on nature activities," fourth in importance, with an average rating of 2.4, "disagree," while agents ranked it first in importance, with an average score of 2.8, "agree." Differences between groups on Principle 3 proved to be very significant.

Members ranked Principle 4, "Adults who are only slightly older than the senior members make the best camp leaders for seniors," third in importance, with an average score of 2.8, "agree," while agents ranked it fourth, with an average score of 2.2, "disagree." Differences between groups on Principle 4 were very significant.

The 4-H members and 4-H agents both ranked Principle 5, "All classes offered at 4-H camp should be taught by college students to promote a closer relationship between teacher and camper, thus causing greater interest," fifth in importance, with members having an average score of 2.0, "disagree," while agents had an even lower average rating of 1.7, "disagree." Differences between members and agents on Principle 5 proved to be significant.

The combined total average score for the 4-H members on principles composing Principle Set 3, "Staffing and planning," was 2.6, "agree," whereas the combined total average score for agents was only 2.4, "disagree."

The data indicate that agents gave lower scores on all of the staffing and planning principles than did 4-H members excepting on

Principle 3 where the reverse was true. Either agents and/or members disagreed with the last three practices.

Comparison of Male and Female 4-H Members

The data in Table XXXII show the average scores and rankings of male and female 4-H members, on five principles that comprised Principle Set 3, "Staffing and planning."

Male and female 4-H members ranked all of the principles in Principle Set 3, the same. Principles 1, 2, 3, 4 and 5, were ranked in the order of 1, 2, 4, 3 and 5 by both groups. When comparing male and female 4-H respondents on the principles, it was found that they were not significantly different on any principle included, although male and female 4-H respondents did differ slightly on the average scores they assigned to the various principles. On Principles 1, 2 and 4, male and female 4-H respondents rated in the "agree" range. On Principle 3, males rated in the "disagree" category, while females barely rated in the "agree" group. On Principle 5, both males and females rated in the "disagree" classification.

In terms of combined total average scores, both males and females rated 2.6, "agree."

The data in Table XXXII indicate that there were no significant differences in either the rankings or scores of the principles that composed Principle Set 3, by male and female 4-H members. However, average scores of male and female members varied slightly.

TABLE XXXII

AVERAGE SCORES* AND RANKS FOR 4-H RESPONDENTS (113 MALES AND 160 FEMALES) ON PRINCIPLE SET 3, STAFFING AND PLANNING, REGARDING 4-H CAMP ORGANIZATION AND OPERATION

Principle in the Staffing and Planning Set	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Teen leaders make the best camp leaders for Junior members	1	3.0	1	2.9	1	3.0
2. 4-H members who have attended camp should be involved in the camp planning process	2	2.8	2	2.8	2	2.7
3. There is a need for a wildlife specialist to work with campers on nature activities	4	2.4	4	2.4	4	2.5
4. Adults who are only slightly older than the senior members make the best camp leaders for seniors	3	2.8	3	2.8	3	2.8
5. All classes offered at 4-H camp should be taught by college students to promote a closer relationship between teacher and camper, thus causing greater interest	5	2.0	5	2.0	5	2.0
Total		2.6		2.6		2.6

*In the key used: 3.5 thru 4.0 = strongly agree

2.5 thru 3.4 = agree

1.5 thru 2.4 = disagree

0.5 thru 1.4 = strongly disagree

^aThe t-test between male and female was significant at the .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Comparison of Male and Female 4-H Extension Agents

Study of data in Table XXXIII makes possible a comparison of male and female 4-H Extension agents' reactions to the principles that composed Principle Set 3. When responses of male and female 4-H Extension agents were compared on the five principles, it was found that only on Principle 3 were they different, and then only approaching significance. Males had an average rating of 2.7, while females had an average rating of 3.0 for Principle 3. It was ranked first in importance by those in both groups. Principle 2 was ranked second in importance with males and females rating 2.7 "agree." Principle 1 was ranked third in importance, with both groups averaging 2.6 "agree." Principles 4 and 5 were ranked in that order, with male and female agents rating them in the "disagree" category.

The combined total average score for both male and female 4-H Extension agents on all principles composing Opinionaire Instrument 3, rated 2.4, "disagree."

These data indicate that, there were no differences in rankings, but there were slight differences between male and female agents on the ratings of principles. Thus, there was considerable agreement between the sexes.

Comparison of Extension Supervisory Districts

The data in Table XXXIV present a comparison of members' and agents' opinions on principles that composed Principle Set 3 by districts.

Principle 1 was placed first in importance by members in Districts I, II and IV, with those in District I rating it 3.0, those in

TABLE XXXIII

AVERAGE SCORES* FOR 4-H EXTENSION AGENTS (81 MALE AND 79 FEMALES) ON
PRINCIPLE SET 3, STAFFING AND PLANNING, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Staffing and Planning Set	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Teen leaders make the best camp leaders for Junior members	3	2.6	3	2.6	3	2.6
2. 4-H members who have attended camp should be involved in the camp planning process	2	2.7	2	2.7	2	2.7
3. There is a need for a wildlife specialist to work with campers on nature activities ^c	1	2.8	1	2.7	1	3.0
4. Adults who are only slightly older than the senior member make the best camp leader for seniors	4	2.2	4	2.2	4	2.1
5. All classes offered at 4-H camp should be taught by college stu- dents to promote a closer relationship between teacher and camper, thus causing greater interest	5	1.7	5	1.7	5	1.7
Total		2.4		2.4		2.4

*In the key used: 3.5 thru 4.0 = strongly agree

2.5 thru 3.4 = agree

1.5 thru 2.4 = disagree

0.5 thru 1.4 = strongly disagree

^aThe t-test value between male and female was significant at
.01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE XXXIV

AVERAGE SCORES* AND RANKS OF ALL RESPONDENTS (4-H MEMBERS AND AGENTS) FOR TENNESSEE EXTENSION
SUPERVISORY DISTRICTS^a ON PRINCIPLE SET 3, STAFFING AND PLANNING, REGARDING
4-H CAMP ORGANIZATION AND OPERATION**

Principle in the Staffing and Planning Set	Total (N = 433)						Districts												V												
	I			II			III			IV			V			VI			VII			VIII			IX			X			
	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	Member Rank Score	Agent Rank Score	Average Rank Score	
1. Teen leaders make the best camp leaders for junior members ^a	1	3.0	3	2.6	1	3.0	3	2.6	1	3.3	1	3.0	2	2.8	3	2.6	1	2.7	4	2.1	2	2.8	1	2.4							
2. 4-H members who have attended camp should be involved in the camp planning process	2	2.8	2	2.7	2	2.8	1	3.2	3	2.5	3	2.6	1	2.9	2	2.8	2	2.6	2	2.2	1	3.0	2	2.4							
3. There is a need for a wildlife specialist to work with campers on nature activities ^a	4	2.4	1	2.8	3	2.6	2	3.2	4	2.2	2	2.8	4	2.5	1	3.2	4	2.5	1	2.7	4	2.5	3	2.4							
4. Adults who are only slightly older than the senior members make the best camp leaders for seniors ^a	3	2.8	4	2.2	4	2.9	4	2.1	2	2.9	4	2.4	3	2.7	4	2.0	3	2.6	3	2.1	3	2.8	4	2.0							
5. All classes offered at 4-H camp should be taught by college students to promote a closer relationship between teacher and camper, thus causing greater interest ^b	5	2.0	5	1.7	5	1.8	5	1.7	5	2.1	5	1.6	5	2.0	5	1.5	5	1.8	5	1.9	5	2.0	5	1.8							
Total		2.6		2.4		2.7		2.6		2.6		2.5		2.6		2.4		2.4		2.2		2.6		2.2							

*In the key used:
3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

**The t-test was run between all members and agents. See Table XIII, page 99.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

District II, 3.3, and members in District IV, 2.7. Members in Districts III and V placed Principle 1, second in importance with like ratings of 2.8. Principle 2, was placed first in importance by members in Districts III and V, with average ratings in the "agree" category. Members in Districts I and IV placed Principle 2, second in importance, also with an average score in the "agree" group. Members in District II placed Principle 2 third with a 2.5 rating. Principle 3, was ranked third by members in District I, and rated 2.6, "agree," while members in Districts II, III, IV and V placed the principle fourth in importance. District II members rated it 2.2, "disagree," while Districts III, IV and V rated it alike, 2.5, barely "agree." Members in Districts III, IV and V placed Principle 4, third in importance, while members in District I placed it fourth in importance, with an average rating of 2.9. Members in District II ranked Principle 4, second, with an average rating of 2.9 "agree." Principle 5, was ranked fifth by members in the five districts, and was rated in the "disagree" category by all five districts.

Agents in Districts II and V ranked Principle 1, first, in importance with the former rating it 3.0, "agree" and the latter 2.4, "disagree." Agents in Districts I and III ranked the Principle third in importance, with both rating it 2.6, "agree." Agents in District IV ranked Principle 1, fourth in importance, with an average rating of only 2.1 "disagree."

When agents and members were compared on Principle 1, it was noticed that they differed very significantly. All members averaged

scores in the "agree" category, while agents varied with ratings in both the "agree" and "disagree" classification.

Principle 2, was ranked second by agents in Districts III, IV and V, with agents in District III rating it 2.8, while District IV agents averaged 2.2, and District V agents, 2.4. District I agents, placed Principle 2, first in importance, 3.2, "agree," while District II agents placed the principle third, with a 2.6 average.

When members and agents in the districts were compared, it was found that they did not differ significantly on Principle 2.

Agents in Districts III and IV placed Principle 3, first in importance with ratings of 3.2 and 2.7, respectively. Agents in Districts I and II placed Principle 3, second, with a rating of 3.2 and 2.8, respectively, "agree." District V agents ranked Principle 3, third, and scored it in the "disagree" grouping.

Principle 3, found agents and members differing significantly when compared. Agents in all but District V rated Principle 3 in the "agree" classification, while members in all but District II scored it "agree."

Agents in Districts I, II, III and V, placed Principle 4, fourth in importance, and rated it in the "disagree" category. Agents in District IV placed Principle 4 third in importance with a 2.1, "disagree," rating.

When members and agents were compared on Principle 4, the difference was shown to be very significant. It is interesting to note that all agents rated Principle 4 in the "disagree" category; while all members in the five districts rated Principle 4 in the "agree" classification.

Principle 5, was ranked fifth by all members and agents in the five districts, with an average rating in the "disagree" category. Principle 5, found members with significantly higher scores than agents.

The total combined average score of members in the five districts averaged 2.6, "agree," while for agents it was 2.4, "disagree."

The data in Table XXXIV, page 105, indicated that there were some differences among members and agents by districts on the principles composing Principle Set 3, as to their ranking. Members and agents were at least significantly different on all principles excepting Principle 2.

IX. ITEMS COMPOSING PRINCIPLE SET 4, "VOCATIONAL AND
MISCELLANEOUS," REGARDING 4-H CAMP ORGANIZATION
AND OPERATION

Comparison of All Respondents, 4-H Members and Agents

The data in Table XXXV provide a comparison of the potential utility of eight principles composing Principle Set 4, "Vocational and miscellaneous," as seen by 4-H members and 4-H agents. The data in this table include rank order and average ratings, from the most important to the least important vocational and miscellaneous principles as seen by 273 4-H members and 160 4-H Extension agents. Combined average ratings for the 4-H members and for the 4-H agents also are tabled.

Principle 1, "The camp should offer surprise activities to the group which are unusual and adventuresome; thus appealing to older youth with events that are not just 'Kid Stuff'," and Principle 2,

TABLE XXXV

AVERAGE SCORES* AND RANKS FOR ALL RESPONDENTS, 4-H MEMBERS AND AGENTS
ON PRINCIPLE SET 4, VOCATIONAL AND MISCELLANEOUS, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Vocational and Miscellaneous Set	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "Kid Stuff"	1	3.1	1	3.1	1	3.1
2. Good career-vocation employability experiences should be offered for older youth	2	3.1	2	3.0	2	3.1
3. Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members	3	2.8	3	2.9	3	2.7
4. Boys and girls should attend 4-H camps at the same times ^b	4	2.7	4	2.8	5	2.5
5. "Off-season" camps in which specialized programs such as project personal growth, and careers are discussed should be offered	5	2.5	5	2.4	4	2.5

TABLE XXXV (continued)

Principle in the Vocational and Miscellaneous Set	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
6. Senior members should have to meet certain requirements (honor clubs, all-star, etc.) before being eligible to attend a senior conference ^b	6	2.1	6	2.1	7	2.2
7. Weekend conferences would promote more involvement than week-long conferences for senior members ^a	7	2.1	7	1.9	6	2.4
8. The 4-H record book should be used as a requirement for 4-H members to attend camp ^b	8	1.8	8	1.8	8	1.6

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test value between members and agents was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

"Good career-vocation employability experiences should be offered for older youth," were ranked in the order of 1 and 2 in importance. Both rated in the "agree" category for both members and agents. Principle 3, "Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members," was ranked third in importance by members and agents, with an average rating of "agree."

Members placed Principle 4, "Boys and girls should attend 4-H camps at the same times," fourth in importance, while agents ranked it fifth, the difference between the groups proving significant. Principle 4 was rated 2.8, "agree," by members; while agents rated the principle a lower 2.5, "agree."

The reverse to the above was true on Principle 5, "Off-season camps in which specialized programs such as project personal growth, and careers are discussed should be offered," and Principle 6, "Senior members should have to meet certain requirements (honor clubs, all-star, etc.) before being eligible to attend a senior conference," with agents ranking Principle 5, fourth in importance with an average rating of 2.5, barely "agree," while members ranked Principle 5, fifth in importance with an average rating of 2.4, barely "disagree." Members placed Principle 6, sixth in importance with an average rating of 2.1, while agents ranked the principle, seventh in importance, with an average rating of 2.2. Differences between members and agents on Principle 6 proved to be significant.

Principle 7, "Weekend conferences would promote more involvement than week-long conferences for senior members," was ranked seventh by members and sixth by agents. Differences were very significant on this principle when the two groups were compared, with members rating Principle 7 with an average rating of 1.9, "disagree," and agents having a higher average rating of 2.4, "disagree."

Principle 8, "The 4-H record book should be used as a requirement for 4-H members to attend camp," was ranked eighth in importance by both members and agents, with both groups rating the principle in the "disagree" category. When agents and members were compared, it was found that the former disagreed significantly more strongly than members.

The combined total average for members and agents on the eight principles was 2.5, "agree," though one or both groups disagreed with the last four principles. While agents tended to score Principles 4, 6 and 8 significantly lower than members, the latter group scored Principle 7 very significantly lower.

Comparison of Male and Female 4-H Members

Consideration of data presented in Table XXXVI permits a comparison of the reactions male and female 4-H members to the principles that compose Principle Set 4. Principle 1 was ranked second in importance by members with an average rating of 3.0, while agents also ranked the principle second, with an average rating of 3.1. Principle 2 was ranked fourth by members with an average rating of 2.8 and first by agents with an average rating of 3.2. When males and females were compared on

TABLE XXXVI

AVERAGE SCORES* AND RANKS FOR ALL 4-H RESPONDENTS (113 MALE AND 160 FEMALES) ON PRINCIPLE SET 4, VOCATIONAL AND MISCELLANEOUS, REGARDING 4-H CAMP ORGANIZATION AND OPERATION

Principle in the Vocational and Miscellaneous Set	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "Kid Stuff"	1	3.1	2	3.0	2	3.1
2. Good career-vocation employability experiences should be offered for older youth ^b	2	3.0	4	2.8	1	3.2
3. Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, etc., should be offered to junior high and senior 4-H members	3	2.9	3	2.9	3	2.8
4. Boys and girls should attend 4-H camps at the same times ^a	4	2.8	1	3.2	5	2.5
5. "Off-season" camps in which specialized programs such as project, personal growth, and careers are discussed should be offered ^b	5	2.4	5	2.2	4	2.6

TABLE XXXVI (continued)

Principle in the Vocational and Miscellaneous Set	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
6. Senior members should have to meet certain requirements (honor clubs, all-star, etc.) before being eligible to attend a senior conference	6	2.0	6	2.0	6	2.0
7. Weekend conferences would promote more involvement than week-long conferences for senior members	7	1.9	7	2.0	7	1.8
8. The 4-H Record Book should be used as a requirement for 4-H members to attend camp ^c	8	1.8	8	2.0	8	1.7
Total		2.5		2.5		2.5

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test value between sexes was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Principle 2, differences proved to be significant. Females tended to rate the principle higher than males.

Principle 3 was ranked third by male and female 4-H members. Males rated 2.9, while females rated 2.8. Males rated Principle 4 very significantly higher than females, placing it first in importance versus fifth. Males rated Principle 4 an average 3.2, "agree," while females rated it 2.5, barely an "agree" item. Males placed Principle 5, fifth in importance with an average rating of 2.2, "disagree," while females ranked Principle 5, fourth in importance with an average rating of 2.6 "agree." When male and female members were compared on Principle 5, this difference too was shown to be significant.

Principles 6, 7 and 8 were ranked in that order by both male and female. Principles 7 and 8 were rated in the "disagree" category by both groups, with males having slightly higher ratings. Differences on Principle 8 were not significant at the .05 level, but were significant at the .10 level when male and female members were compared. The average for males on Principle 8 was 2.0, while females rated 1.7.

The combined total average rating for both groups was 2.5, barely "agree." Male and female 4-H members differed at least significantly on Principles 2, 4 and 5, and approached significance on Principle 8.

Comparison of Male and Female 4-H Extension Agents

Consideration of data presented in Table XXXVII permits a comparison of the reactions of 4-H agents to items included in Principle Set 4.

The male agents ranked Principle 1 first in importance with an average rating of 3.1, while female agents, in contrast ranked

TABLE XXXVII

AVERAGE SCORES* AND RANKS FOR 4-H AGENTS (81 MALE AND 79 FEMALE) ON
PRINCIPLE SET 4, VOCATIONAL AND MISCELLANEOUS, REGARDING
4-H CAMP ORGANIZATION AND OPERATION

Principle in the Vocational and Miscellaneous Set	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "Kid Stuff"	1	3.1	1	3.1	2	3.1
2. Good career-vocation employability experiences should be offered to older youth	2	3.1	2	3.1	1	3.2
3. Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members	3	2.7	3	2.8	4	2.6
4. Boys and girls should attend 4-H camps at the same times	5	2.5	4	2.6	6	2.4
5. "Off-season" camps in which specialized programs such as project, personal growth, and careers are discussed should be offered ^c	4	2.5	5	2.4	3	2.7

TABLE XXXVII (continued)

Principle in the Vocational and Miscellaneous Set	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Average		Average		Average	
	Rank	Score	Rank	Score	Rank	Score
6. Senior members should have to meet certain requirements (honor clubs, all-star, etc.) before being eligible to attend a senior conference	7	2.2	7	2.2	7	2.3
7. Weekend conferences would promote more involvement than week-long conferences for senior members	6	2.4	6	2.3	5	2.5
8. The 4-H Record Book should be used as a requirement for 4-H members to attend camp	8	1.6	8	1.6	8	1.7
Total		2.5		2.5		2.6

*In the key used: 3.5 thru 4.0 = strongly agree
 2.5 thru 3.4 = agree
 1.5 thru 2.4 = disagree
 0.5 thru 1.4 = strongly disagree

^aThe t-test value between sexes was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Principle 1, second with an average rating of 3.1. Principle 2 was ranked second by males with an average rating of 3.1, while female agents rated it 3.2. Male agents ranked Principle 3, third in importance, while female agents ranked it fourth. Both groups rated Principle 3, with an average score of "agree." Principle 4 was ranked fourth by male agents, with an average score of 2.6, while female agents ranked the principle sixth in importance with an average score of 2.4, "disagree."

Principle 5 was ranked fifth by males, and third by females. When differences between male and female agents were compared on Principle 5, they were proved not to be significant at the required .05 level. However, they were significant at the .10 level, with male agents rating Principle 5, 2.4, "disagree" and female agents rating 2.7, "agree." Principle 6 was ranked seventh in importance by both sexes and both average scores were "disagree." Principle 7 was ranked sixth by male agents and fifth by female agents. Male agents had an average rating of 2.3, "disagree," while female agents rated the principle 2.5, barely an "agree" item. Male and female 4-H Extension agents ranked Principle 8, eighth in importance, with ratings in the "disagree" category.

The combined average total scores for male and female agents on the principles composing Principle Set 4, rated 2.5, "agree." The difference between male and female agents was slight. Perusal of the data in Table XXXVII suggest that there were considerable differences in average rankings on at least five of the eight vocational and

miscellaneous principles as seen by male and female agents and also that differences in the rating of the principles were generally slight. One or both groups disagreed with Principles 4, 5, 6, 7 and 8.

Comparison of Extension Supervisory Districts

The data in Table XXXVIII present a comparison of members and agents in the five districts on the eight principles that composed Principle Set 4. Principle 1 was placed first in importance by members in Districts I, II, III and V, while District IV members ranked the purpose second in importance. The members in the five districts rated Principle 1 with an average rating of "agree." Principle 2 was ranked second in importance by members in Districts I, III and V, while District II and IV members placed the principle third in rank. Members in the five districts "agreed" with the principle. There was some variation on Principle 3, with District II and V members ranking the principle fourth, while District I members ranked it third, and members in District III ranked it fifth in importance. District IV members ranked Principle 3, first in importance. Members in the five districts rated it in the "agree" classification. Principle 4 was ranked fourth by members in Districts I and IV, while members in Districts III and V ranked the principle third in order. District II members ranked Principle 4, second in importance. Members from the five districts rated it in the "agree" category. Principle 5 was ranked fifth in importance by members in Districts I, II, IV and V, while members in District III ranked the principle fourth in importance. Members in all but Districts III and V disagreed with Principle 5.

TABLE XXXVIII

**AVERAGE SCORES* AND RANKS OF ALL RESPONDENTS (273 4-H MEMBERS AND 160 AGENTS) FOR
TENNESSEE EXTENSION SUPERVISORY DISTRICTS ON PRINCIPLE SET 4, VOCATIONAL
AND MISCELLANEOUS, REGARDING 4-H CAMP ORGANIZATION AND OPERATION****

Principle in the Vocational and Miscellaneous Set	Total (N = 433)										Districts										
	I					II					III					IV					
	Member	Average	Rank	Score	Agent	Member	Average	Rank	Score	Agent	Member	Average	Rank	Score	Agent	Member	Average	Rank	Score	Agent	
1. The camp should offer surprise activities to the group which are not usually available to some; thus appealing to older youth with events that are not just "wild Sturgeon" type.	1	3.1	1	3.2	1	3.5	1	3.0	2	3.2	1	3.0	2	3.0	2	3.1	2	2.9	1	3.2	2
2. The camp should be held in a place where employment opportunities should be offered for older youth on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members.	2	3.0	2	3.1	2	3.2	3	2.9	1	3.4	2	2.9	3	2.9	3	2.8	1	3.1	2	3.2	3
3. Boys and girls should be offered to attend at the same time.	3	2.8	3	3.0	3	2.8	4	2.9	4	2.6	5	2.6	1	3.1	1	3.1	3	2.8	4	2.8	6
4. "Off-season" camps in which specialized programs such as project, research, and careers are discussed should be offered.	4	2.8	4	2.6	7	2.1	2	3.0	5	2.6	3	2.8	6	2.1	4	2.5	4	2.6	3	3.0	1
5. Senior members should have to meet certain requirements (clubs, all-star, etc.) before being eligible to attend a senior conference.	5	2.4	5	2.5	5	2.4	4	2.7	5	2.3	3	2.6	4	2.6	4	2.3	5	2.3	5	2.6	5
6. The camp should be held in a place where employment opportunities should be offered for older youth on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members.	6	2.0	7	2.2	8	1.8	6	2.1	6	1.9	7	2.1	7	1.8	7	2.0	6	2.3	7	1.9	4
7. The camp should be held in a place where employment opportunities should be offered for older youth on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members.	7	1.9	6	2.4	6	2.2	5	2.6	7	1.8	6	2.5	6	1.9	5	2.2	8	1.6	6	2.3	7
8. The camp should be held in a place where employment opportunities should be offered for older youth on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members.	8	1.8	8	1.6	7	2.0	8	1.9	8	1.7	8	1.7	8	1.7	8	1.6	7	1.9	8	1.9	8
Total		2.5		2.6		2.6		2.4		2.4		2.6		2.4		2.4		2.4		2.6	

*In the key used:
3.5 thru 4.0 = strongly agree
2.5 thru 3.4 = agree
1.5 thru 2.4 = disagree
0.5 thru 1.4 = strongly disagree

**The t-test was run between members and agents. See Table XIV, page 109.

*Significant at .01 level.

b*Significant at .05 level.

c*Significant at .10 level.

Principle 6 was placed eighth in order by members in District I, while members in District III ranked it seventh in order. Members in Districts II, IV and V, ranked Principle 6, sixth in rank. Members from the five districts rated it in the "disagree" category. Principle 7 was ranked sixth in order by members in Districts I and III, while members in Districts II and V ranked the principle seventh in order. District IV members ranked the principle eighth in importance. Members in Districts II, III and V ranked Principle 8, eighth in importance, while members in Districts I and IV ranked the principle seventh in rank. Members in the five districts "disagreed" with Principle 8.

Agents in Districts II, III, IV and V ranked Principle 1, second in importance, while agents in District I ranked the principle first in importance. Principle 2 was ranked first in order by agents in Districts II and IV. District I agents ranked Principle 2, second in importance, while agents in Districts III and V ranked the principle third in importance. Principle 3 was ranked third in rank by agents in Districts I and IV. District II agents ranked Principle 3, fourth, while District III agents ranked the principle first in rank. District V ranked Principle 3, sixth in rank. Principles 1, 2 and 3 were "agreed" with as principles by agents in the five districts.

Principle 4 varied among the agents in the five districts with District I agents ranking it seventh, and District II agents ranking it fifth in importance, while District III agents ranked the principle sixth in rank. Agents in District IV ranked Principle 4, fourth in rank and agents in District V ranked it first in order. Agents in

Districts II, IV and V rated it in "agree," while agents in Districts I and III rated it "disagree."

When members and agents were compared on Principle 4, the difference proved to be significant. Members in the five districts had an average rating of "agree," while two of five groups of agents "disagreed." The other three groups of agents rated it "agree."

Principle 5 was ranked fourth in importance by agents in Districts I and III, while agents in Districts IV and V ranked Principle 5, fifth in importance. Agents in District II ranked Principle 5, third in rank. Agents in Districts III and IV rated it in the "disagree" category, while agents in Districts I, II and V rated it "agree." Principle 6 was ranked sixth by agents in District I, while agents in Districts II, III and IV ranked it the principle seventh in importance. Agents in District V ranked Principle 6, fourth in rank. Agents in Districts I, II, III and IV rated it "disagree," while agents in District V "agreed" with the principle.

Principle 7 was ranked fifth in importance by agents in Districts I and III, while agents in Districts II and IV ranked the principle, sixth in rank. Agents in District V ranked Principle 7, seventh in rank. Agents in Districts I and II scored Principle 7, "agree." Agents in Districts III, IV and V rated it "disagree." Agents in the five districts ranked Principle 8, eighth in importance, with an average rating of "disagree."

When members and agents in the five districts were compared on the principles that make up Principle Set 4, "Vocational and miscellaneous,"

it was noted that differences on Principles 4, 6, 7 and 8 proved to be at least significant. Differences on Principle 7 were very significant. Members and agents were much alike on other principles.

Four-H members rated Principle 4, higher than agents. Members rated the principle in the "agree" classification, while two out of five district groups of agents "disagreed."

Principle 7 was rated in the "disagree" category by members in the five districts, while four out of five groups of agents also disagreed with it as a principle.

Members rated Principle 7 in the "disagree" category, while only three out of five groups of agents rated it "disagree." The other two groups of agents rated it in the "agree" category.

Members in all five supervisory districts disagreed with Principle 8, while three of five groups of agents also rated it "disagree." The other two groups of agents rated the principle in the "strongly disagree" category.

The combined average total score for agents and members in the five districts on the eight principles was 2.5, barely "agree."

In summary, the data in Table XXXVIII, page 120, indicated that there were some differences between members and agents as to how they ranked the different principles. Significant differences between agents and members were found on Principles 4, 6, 7 and 8.

Principle 4, "Boys and girls should attend 4-H camps at the same time," seemed to be one of the most discriminating principles making up the vocational and miscellaneous set, with two out of five groups of

agents "disagreeing" with the principle, while the members in all five districts rated it "agree."

X. EVALUATION OF PUBLICITY AND PROMOTION EFFORTS RELATED
TO THE PRESENT 4-H CAMP PROGRAM

Comparison of All Respondents, 4-H Members and Agents

The data in Table XXXIX represent a comparison of how well members and agents felt 4-H camp was presently being publicized and promoted. Six criteria were used to evaluate the present camp related publicity and promotion efforts. The combined average scores represent reactions of members and agents on all six criteria.

When comparing 4-H members and agents, differences on Principles 2, 3, 4, 5 and 6 were found to be very significant. The two groups on Criterion 1, "Camp brochures tell who can attend camp, about the cost, camp staff, health and insurance, arrival and leaving times, visiting hours, program and recreation. These brochures also tell what to bring to camp and how to apply for camp," did not prove to be significantly different. Members rated the principle 2.9, agreeing this was true at present, while agents rated it 2.8, also "agree." Criterion 1, was ranked first by members, while agents ranked it second in terms of how well it was presently being met.

Members ranked Criterion 2, "The agents promote camping opportunities among young people in the county," second regarding how well it was being done, average rating of 2.5 "agree," while 4-H agents placed the principle first, with an average rating of 3.1, "agree." Differences on Criterion 2

TABLE XXXIX

AVERAGE SCORES* AND RANKS FOR ALL 4-H RESPONDENTS, 4-H MEMBERS AND AGENTS ON PUBLICITY AND PROMOTION CRITERIA EVALUATING THE PRESENT 4-H CAMP PROGRAM

Publicity and Promotion Criterion	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp brochures tell who can attend camp, about the cost, camp staff, health and insurance, arrival and leaving times, visiting hours, program and recreation. These brochures also tell what to bring to camp and how to apply for camp	1	2.8	1	2.9	2	2.8
2. The agents promote camping opportunities among young people in the county ^a	2	2.7	2	2.5	1	3.0
3. The parents of campers are informed by the agent about the objectives and activities of camp ^a	3	2.4	3	2.2	3	2.9
4. The 4-H camping program is promoted during the off-season at 4-H meetings, leader conferences, school assemblies, service club meetings, and countywide 4-H programs ^a	4	2.4	4	2.2	4	2.9
5. 4-H camp is adequately publicized through the local newspaper ^a	5	2.1	5	1.9	6	2.4

TABLE XXXIX (continued)

Publicity and Promotion Criterion	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
6. Our county properly uses radio and/or TV to publicize camp ^a	6	2.0	6	1.7	5	2.5
Total		2.4		2.2		2.8

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)
 2.5 thru 3.4 = agree (adequate)
 1.5 thru 2.4 = disagree (inadequate)
 0.5 thru 1.4 = strongly disagree (very inadequate)

^aThe t-test value between members and agents was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

proved to be very significant with agents feeling promotional efforts were better than did members. Criterion 3, "The parents of campers are informed by the agent about the objectives and activities of camp," was ranked third by both members and agents with the average rating of members being 2.2, "disagree," that this criterion was being met while agents rated it 2.9, "agree." Criterion 3 was very significantly different with agents rating it higher. Criterion 4, "The 4-H camping program is promoted during the off-season at 4-H meetings, leader conferences, school assemblies, service club meetings and countywide 4-H programs," was ranked fourth in importance by both members and agents. Members "disagreed," rating 2.2, that the criterion was being met, while agents rated it 2.9, "agree." Criterion 4 differences also proved to be very significant.

Members ranked Criterion 5, "4-H camp is adequately publicized through the local newspaper," fifth in importance with an average rating of 1.9, "disagreeing" that the criterion was presently being met, while 4-H agents placed it sixth with an average rating of 2.4, also "disagreeing." When members and agents were compared, Criterion 5 differences proved to be very significant with the latter scoring it higher. Criterion 6, "Our county properly uses radio and/or TV to publicize camp," was ranked sixth in present performance by members and fifth as seen by agents. When members and agents were compared on Criterion 6, it was found that they were very significantly different, members rating it 1.7, "disagreeing," while agents rated it 2.5, "agreeing" that the criterion was being met at present.

The total combined average scores of both members and agents on the six criteria rated it 2.4, "disagree" even though the total average score for members was 2.2, "disagree" and 2.8, "agree" for agents. The data in Table XXXIX, page 125, show that agents tended to give higher scores than did members and rankings also were somewhat different. Members felt the efforts were presently inadequate on the last four (3, 4, 5, 6) criteria, while agents agreed on only Criterion 5.

Comparison of Male and Female 4-H Members

Consideration of data presented in Table XL permits a comparison of male and female 4-H members on six publicity and promotional evaluative criteria. The only criterion on which the two groups were very different was Criterion 2, proving not to be significant at the .05 level, but significant at the .10 level. Male and female members differed in that male members rated the present program inadequate, 2.2 rating, while females had an average score of 2.7, "agree," thus adjudging it to be adequate.

Male and female members ranked the criteria, in order, 1, 2, 4, 3, 5 and 6. Males gave an average rating of 2.9, "agree" to the way Criterion 1 was presently being met, while females rated the principle 2.8, also "agree." Present performance on Criterion 3, was rated 2.2, "disagree," by all 4-H member respondents. Males and females also rated Principles 4, 5 and 6 in the "disagree" category.

The combined total average score for both male and female 4-H members was 2.2, "disagree." Thus the data presented in Table XL indicated that there was no difference in average rankings by male

TABLE XL

AVERAGE SCORES* AND RANKS FOR 4-H RESPONDENTS (113 MALE AND 160 FEMALES)
ON PUBLICITY AND PROMOTION CRITERIA EVALUATING
THE PRESENT 4-H CAMP PROGRAM.

Publicity and Promotion Criterion	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp brochures tell who can attend camp, and about the cost, camp staff, health and insurance, arrival and leaving times, visiting hours, program and recreation. These brochures also tell what to bring to camp and how to apply for camp	1	2.9	1	2.9	1	2.8
2. The agents promote camping opportunities among young people in the county ^c	2	2.5	2	2.2	2	2.7
3. The parents of campers are informed by the agent about the objectives and activities of camp	4	2.2	4	2.2	4	2.1
4. The 4-H camping program is promoted during the off-season at 4-H meetings, leader conferences, school assemblies, service club meetings and countywide 4-H programs	3	2.2	3	2.2	3	2.1
5. 4-H camp is adequately publicized through the local newspaper	5	1.9	5	2.0	5	1.9

TABLE XL (continued)

Publicity and Promotion Criterion	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
6. Our county properly uses radio and/or TV to publicize camp	6	1.7	6	1.8	6	1.6
Total		2.2		2.2		2.2

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)
 2.5 thru 3.4 = agree (adequate)
 1.5 thru 2.4 = disagree (inadequate)
 0.5 thru 1.4 = strongly disagree (very inadequate)

^aThe t-test value between sexes was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

and female 4-H members regarding publicity and promotion inadequacies although there were slight differences in specific ratings on the publicity and promotion criteria, especially on Criterion 2.

Comparison of Male and Female 4-H Extension Agents

The data presented in Table XLI represent opinions of male and female agents regarding an evaluation of present 4-H Camp efforts using the six publicity and promotion criteria. Data in the table show the average ratings and rankings of male and female 4-H Extension agents. Combined average totals were also made on male and female respondents.

Of the five different criteria related to present publicity and promotion efforts, male and female agents ranked four with the same rankings and four other principles with the same categorical ratings. Males ranked present performance on the criteria in the order 4, 1, 3, 2, 6 and 5, while female agents ranked present performance on the criteria in the order of 4, 1, 2, 3, 6 and 5. Both male and female agents "agreed" present performance was adequate in terms of Criteria 1, 2, 3 and 4, while they "disagree" with performance adequacy on Criterion 5. While females rated performance on Criterion 6, 2.6, "agree," males rated present efforts 2.4, inadequate. Sexes were found not to be significantly different.

The combined total average score for male and female agents on all six criteria was 2.8, "agree." The data in Table XLI indicate that there was a slight difference between the rankings and ratings given the present program in terms of publicity and promotion criteria by male and female 4-H agents. When average ratings were considered within

TABLE XLI

AVERAGE SCORES* AND RANKS FOR 4-H EXTENSION AGENTS (81 MALE AND 79 FEMALE) ON PUBLICITY AND PROMOTION CRITERIA EVALUATING THE PRESENT 4-H CAMP PROGRAM

Publicity and Promotion Criterion	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Camp brochures tell who can attend camp, and about the cost, camp staff, health and insurance, arrival and leaving times, visiting hours, program and recreation. These brochures also tell what to bring to camp and how to apply for camp	4	2.8	4	2.8	4	2.8
2. The agents promote camping opportunities among young people in the county	1	3.0	1	3.0	1	3.1
3. The parents of campers are informed by the agent about the objectives and activities of camp	2	2.9	3	2.8	2	3.0
4. The 4-H camping program is promoted during the off-season at 4-H meetings, leader conferences, school assemblies, service club meetings and countywide 4-H programs	3	2.9	2	2.9	3	2.9
5. 4-H camp is adequately publicized through the local newspaper	6	2.4	6	2.4	6	2.4

TABLE XLI (continued)

Publicity and Promotion Criterion	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
6. Our county properly uses radio and/or TV to publicize camp	4	2.5	5	2.4	5	2.6
Total		2.8		2.7		2.8

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)
 2.5 thru 3.4 = agree (adequate)
 1.5 thru 2.4 = disagree (inadequate)
 0.5 thru 1.4 = strongly disagree (very inadequate)

^aThe t-test value between sexes was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

each group, it was noticed that females agreed the present program met five of six criteria, while males agreed on four of six criteria. Males noted inadequate publicity via local newspaper, radio and television; while females felt the news publicity only to be inadequate.

Comparison of Extension Supervisory Districts

The data in Table XLII present a comparison of members' and agents' evaluations of present 4-H Camp publicity and promotion efforts in terms of six criteria and according to five supervisory districts. The program was rated highest on Criterion 1 by members in Districts I, II, III and IV, with members in Districts I, III and IV rating 3.1, "agreeing" the criterion was met, and members in District II rating it 2.8. Members in District V placed present camp brochure efforts, Criterion 1, second in effectiveness with an average score of 2.5, "agree." Publicity and promotion effectiveness was ranked second as measured by Criterion 2 by members in Districts I, II, III and IV, while members in District V placed it first. District I and IV members rated present promotional efforts inadequate by Criterion 2 guidelines. Members in Districts II, III and V adjudged present efforts acceptable. Members in Districts I, II and V placed publicity and promotional efforts inadequate as measured by Criterion 4 third in rank effectiveness. Members in Districts III and IV ranked effectiveness on Criterion 4, fourth, rating it inadequate. Members in the five districts ranked publicity and promotional efforts on Criterion 5, inadequate and fifth. Effectiveness on Criterion 6 was ranked sixth by members in the five districts showing it to be least

TABLE XLII

AVERAGE SCORES* OF ALL RESPONDENTS (4-H MEMBERS AND AGENTS) BY TENNESSEE EXTENSION
SUPERVISORY DISTRICTS ON PUBLICITY AND PROMOTION CRITERIA EVALUATING THE
PRESENT 4-H CAMP PROGRAM**

Publicity and Promotion Criterion	Total (N = 453)										Districts									
	I		II		III		IV		V		VI		VII		VIII		IX		X	
	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score	Member Rank Score	Agent Average Score
1. Camp brochures tell who can attend camp, and about the cost, camp staff, health and insurance, arrival and leaving times, visit- ing hours, program and recreation	1 2.9	4 2.8	1 3.1	3 3.1	1 2.8	4 2.8	1 3.1	4 2.8	1 3.1	4 2.8	1 3.1	4 2.8	1 3.1	4 2.8	1 3.1	4 2.8	1 3.1	4 2.8	1 3.1	4 2.8
2. The agents promote camping opportunities among young people in the county ^a	2 2.5	1 3.0	2 2.3	1 3.0	2 2.5	1 2.9	2 2.6	1 3.5	2 2.4	2 3.0 ^a	1 2.5	1 2.5	1 2.5	1 2.5	1 2.5	1 2.5	1 2.5	1 2.5	1 2.5	1 2.5
3. The parents of campers are informed by the agent about the objec- tives and activities of camp ^a	3 2.2	2 2.9	4 2.3	4 2.9	4 2.2	2 2.9	3 2.5	2 3.2	3 2.5	1 3.1	4 1.9	3 2.7	3 2.7	3 2.7	3 2.7	3 2.7	3 2.7	3 2.7	3 2.7	3 2.7
4. The 4-H camping program is promoted during the off-season at 4-H meetings, leader con- ferences, school assemblies, service club meetings and countywide 4-H programs ^a	4 2.2	3 2.9	3 2.3	2 3.0	3 2.2	3 2.8	4 2.0	3 2.8	4 2.0	3 2.8	4 2.0	3 2.8	4 2.0	3 2.8	4 2.0	3 2.8	4 2.0	3 2.8	4 2.0	3 2.8
5. 4-H camp is adequately publicized through the local newspaper ^a	5 1.9	6 2.4	5 2.0	6 2.7	5 2.0	6 2.3	4 2.0	5 2.2	5 2.1	6 2.6	5 1.6	6 2.3	5 1.6	6 2.3	5 1.6	6 2.3	5 1.6	6 2.3	5 1.6	6 2.3
6. Our county properly uses radio and/or TV to publicize camp ^a	6 1.7	5 2.5	6 1.8	5 2.9	6 1.6	5 2.6	6 1.8	6 1.8	6 2.0	5 2.8	6 1.4	5 2.4	6 1.4	5 2.4	6 1.4	5 2.4	6 1.4	5 2.4	6 1.4	5 2.4
Total	2.2	2.8	2.3	2.9	2.2	2.7	2.3	2.7	2.3	2.7	2.0	2.6	2.3	2.7	2.3	2.7	2.0	2.6	2.3	2.7

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)
2.5 thru 3.4 = agree (adequate)
1.5 thru 2.4 = disagree (inadequate)
0.5 thru 1.4 = strongly disagree (very inadequate)

**The t-test was between all members and agents. See Table XXXIX, page 125.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

adequate of the six. Members in Districts I, II, III and IV rated it inadequate, while members in District V rated 1.4, "strongly disagreed" that Criterion 6 was currently being met.

Agents in District I ranked effectiveness on Criterion 1, third with a rating of 2.9, while agents in Districts II, III, IV and V, ranked it fourth in importance and rated it in the adequate category. Performance on Criterion 2, was ranked first by agents in Districts I, II, III and IV, while agents in District V ranked it first with a 2.9, adequate classification. Agents in Districts II and III placed performance on Criterion 3, second with a rating of adequate. District I agents ranked effectiveness on Criterion 3, fourth among criteria with an average rating of 2.9, adequate, while agents in District IV placed it first with a rating of 3.1. District V agents ranked effectiveness on Criterion 3, third with an average rating of 2.7, adequate.

Agents in Districts I and V placed present publicity and promotion effectiveness on Criterion 5, second in rank with an average rating of adequate, while Districts II, III and IV ranked the criterion third, also with average ratings of adequate. Agents in Districts I, II, IV and V placed present performance on Criterion 6, fifth in effectiveness, with agents in Districts I, II and IV rating it adequate, while District V agents rated performance on Criterion 6, in the inadequate category. Agents in District III, placed performance as measured by Criterion 6 sixth in effectiveness with an average rating of 1.8, inadequate.

The combined average total for agents on the six criteria designed to measure publicity and promotional effectiveness was 2.8 "agree," meaning they felt, in the main, that efforts were adequate.

When opinions of members and agents were compared on the degree to which the six criteria related to publicity and promotional effectiveness, were met it was noted that differences on Criterion 1 were the only ones not significantly different, while differences on each and every other one of the criteria proved to be very significant.

Differences between members and agents on Criterion 2 were very significant, with all agents, on the average, agreeing the criterion was being met and members in Districts I and IV disagreeing, though other members agreed.

Differences on Criterion 3 proved to be very significant with agents in the five districts, on the average, agreeing the criterion was presently met, while members in all five districts "disagreed." Differences on Principle 4, also proved to be very significant, with agents feeling present performance was adequate, while members "disagreed." Criteria 5 and 6 differences were very significant with much variation among members and agents. Members in the five districts rated performance as measured by Criterion 5, while two out of five groups of agents agreed the present efforts were adequate on Criterion 5. Three of the five district groups of agents rated present promotional efforts on Criterion 6 in the adequate classification, while four of the five district groups of members rated the efforts inadequate, one group "strongly disagree" that the criterion was presently being met.

The data in Table XLII, page 135, thus indicated that there was much variation among members and agents by districts in the rankings and especially the ratings measuring publicity and promotion effectiveness by means of the six criteria. Members definitely rated in the "disagree" category regarding whether or not criteria were being met, while agents "agreed" that the majority of the criteria were being met. The only criterion on which members and agents agreed as a total was Criterion 1.

XI. EVALUATION OF PRESENT 4-H CAMP PROGRAM

Comparison of All Respondents, 4-H Members and Agents

The data in Table XLIII represent a comparison of opinions of 273 4-H members and 160 4-H Extension agents as to how they felt about criteria for evaluating the present camp program. The data in the table represent rank order and average ratings, from the most effective to the least effective as seen by the different groups. Combined average ratings for the 4-H members and agents also were computed.

Present performance on Criterion 1, "Our 4-H agents show a sincere interest in young people," was ranked first in effectiveness by 4-H members and agents. The average rating for members was 3.3 "agree," while the average rating for agents was 3.1, also agreeing the criterion was being met. When members and agents were compared, differences were found not to be significant at the .05 level, but were significant at the .10 level.

TABLE XLIII

AVERAGE SCORES* AND RANKS FOR ALL RESPONDENTS, 4-H MEMBERS AND AGENTS
ON EVALUATIVE CRITERIA REGARDING THE PRESENT 4-H CAMP PROGRAM

4-H Camp Evaluative Criterion	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Our 4-H agents show a sincere interest in young people ^c	1	3.2	1	3.3	1	3.1
2. Most 4-H agents have a working knowledge of the needs and interests of youth ^c	2	3.0	2	3.0	2	2.8
3. Our 4-H agent understands the purpose and values of camping ^c	3	2.9	3	2.9	3	2.7
4. Camp adequately provides inspirational programs (e.g., vespers, flag raising, grace at meals, etc.) ^b	4	2.7	4	2.8	4	2.5
5. The cost of camp is too high ^a	5	2.5	5	2.3	5	2.9
Total		2.8		2.9		2.9

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)
2.5 thru 3.4 = agree (adequate)
1.5 thru 2.4 = disagree (inadequate)
0.5 thru 1.4 = strongly disagree (very inadequate)

^aThe t-test value between members and agents was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Present performance on Criterion 2, "Most 4-H agents have a working knowledge of the needs and interests of youth," was ranked second in effectiveness by members and agents, with members giving it an average score of 3.0, while agents rated it 2.8. When members and agents were compared, the differences proved not to be significant at the .05 level, but were significant at the .10 level. Effectiveness on Criterion 3, "Our 4-H agent understands the purpose and values of camping," was ranked third by members and agents, with members rating it 2.9, while agents rated a lower 2.7. The item proved not to be significant at the .05 level, but it was significant at the .10 level. Performance on Criterion 4, "Camp adequately provides inspirational programs (e.g., vespers, flag raising, grace at meals, etc.)," was ranked fourth in effectiveness by members and agents, with an average rating of 2.8, "agree," for members and an average rating of 2.5, "agree," for agents. When agents and members were compared on Criterion 4, their reactions were shown to be significantly different, both rating present program effectiveness adequate. Criterion 5, "The cost of camp is too high," was rated fifth by members and agents. It was rated 2.3, "disagree" by members, and was rated 2.9, "agree" by 4-H agents. When a comparison of members and agents was made, differences between the two proved to be very significant. In short, members felt camp costs were not too high, while agents disagreed.

The combined total average rating for members and agents for the five criteria was 2.8, "agree." In the main, then, members and agents felt the camp program to be adequate.

Comparison of Male and Female 4-H Members

The data in Table XLIV show the average scores and rankings of male and female 4-H members, on criteria related to an evaluation of the present camp program.

Male and female 4-H members both ranked Evaluative Criteria 1, 4 and 5 in that order, males ranking Criterion 2, third in effectiveness, and female members ranking it, second. Criterion 3 was ranked second by male members and third by female members. When male and female 4-H members were compared, it was noted that their reactions were not significantly different. However, male and female members varied slightly on some ratings.

Criteria 1, 2, 3 and 4 found the present 4-H camp program adequate as rated by male and female members, while both groups rated Criterion 5, inadequate.

The combined average score for agents and members for camp program effectiveness as measured by five criteria was 2.9, adequate. The data in Table XLIV suggest that there were no appreciable differences between male and female 4-H members in the rankings and ratings on the different items. None were significantly different.

Comparison of Male and Female 4-H Extension Agents

Study of data in Table XLV makes possible a comparison of male and female 4-H Extension agents' evaluations on the five criteria used on the present camp program.

When male and female 4-H Extension agents were compared on the five criteria, no significant differences were found.

TABLE XLIV

AVERAGE SCORES* AND RANKS FOR 4-H RESPONDENTS (113 MALES AND 160 FEMALES) ON EVALUATIVE CRITERIA REGARDING THE PRESENT CAMP PROGRAM

4-H Camp Evaluative Criterion	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Our 4-H agent shows a sincere interest in young people	1	3.3	1	3.3	1	3.3
2. Most 4-H agents have a working knowledge of the needs and interests of youth	2	3.0	3	2.9	2	3.1
3. Our 4-H agent understands the purpose and values of camping	3	2.9	2	3.0	3	2.9
4. Camp adequately provides inspirational programs (e.g. vespers, flag raising, grace at meals, etc.)	4	2.8	4	2.7	4	2.8
5. The cost of camp is too high	5	2.3	5	2.4	5	2.3
Total		2.9		2.9		2.9

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)
 2.5 thru 3.4 = agree (adequate)
 1.5 thru 2.4 = disagree (inadequate)
 0.5 thru 1.4 = strongly disagree (very inadequate)

^aThe t-test value between sexes was significant at the .01 level.

^bSignificant at the .05 level.

^cSignificant at the .10 level.

TABLE XLV

AVERAGE SCORES* AND RANKS FOR 4-H EXTENSION AGENTS (81 MALES AND 79 FEMALES) ON EVALUATIVE CRITERIA REGARDING THE PRESENT CAMP PROGRAM

4-H Camp Evaluative Criterion	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Rank	Average Score	Rank	Average Score	Rank	Average Score
1. Our 4-H agent shows a sincere interest in young people	1	3.1	1	3.2	1	3.0
2. Most 4-H agents have a working knowledge of the needs and interest of youth	2	2.8	2	2.9	2	2.8
3. The cost of camp is too high	3	2.8	3	2.9	3	2.7
4. Our 4-H agent understands the purpose and values of camping	4	2.7	4	2.7	4	2.7
5. Camp adequately provides inspiration programs (e.g., vespers, flag raising, grace at meals, etc.)	5	2.5	5	2.5	5	2.5
Total		2.8		2.8		2.7

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)
 2.5 thru 3.4 = agree (adequate)
 1.5 thru 2.4 = disagree (inadequate)
 0.5 thru 1.4 = strongly disagree (very inadequate)

^aThe t-test value between sexes was significant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

Criteria 1, 2, 3, 4 and 5 were rated in that order by both male and female Extension agents. Ratings by male and female ranged in the "agree" category on all items indicating program adequacy.

The combined average score for all five criteria was 2.8 "agree." Male agents tended to rate the program higher than did female agents. Thus, there was considerable agreement between agents of both sexes.

Comparison of Extension Supervisory Districts

The data in Table XLVI present a comparison of reactions of members and agents in the five supervisory districts, on the five criteria designed to evaluate the present camp program.

Members and agents in Districts I, II, III, IV and V ranked program effectiveness on Criterion 1 in the order of 1, 1, 2, 2 and 1, with an average rating of adequate or "agree." Criterion 2 scores ranked second in order by members and agents in Districts I and II, with an average rating of adequate. Members and agents in District III ranked Criterion 2, first in effectiveness, with an average score of "agree," while members in District IV ranked Criterion 2, first, agents ranked the item fourth, with both groups ranging in the "agree" category. Members in District V ranked the program on Criterion 2, second, while agents ranked the item third in effectiveness, with an adequate rating.

Performance on Criterion 3 was ranked third by members and agents in Districts I, II, and IV with an average score of adequate. Members and agents in District III ranked program effectiveness as measured by Criterion 3, fourth with an average rating of adequate. Members in

TABLE XLVI

AVERAGE SCORES* AND RANKS OF ALL RESPONDENTS (273 4-H MEMBERS AND 160 4-H AGENTS) FOR
TENNESSEE EXTENSION SUPERVISORY DISTRICTS ON EVALUATIVE CRITERIA REGARDING
THE PRESENT CAMP PROGRAM**

4-H Camp Evaluative Criterion	Total (N = 433)										Districts										V				
	I					II					III					IV					V				
	Member Rank	Member Score	Agent Rank	Agent Score	Average	Member Rank	Member Score	Agent Rank	Agent Score	Average	Member Rank	Member Score	Agent Rank	Agent Score	Average	Member Rank	Member Score	Agent Rank	Agent Score	Average	Member Rank	Member Score	Agent Rank	Agent Score	Average
1. Our 4-H agents show a sincere interest in young people ^c	1	3.5	1	3.1	1	3.4	1	2.8	1	3.3	1	3.2	2	3.1	2	3.4	2	3.2	1	3.1	1	3.2			
2. Most 4-H agents have a working knowledge of the needs and interest of youth ^c	2	3.0	2	2.8	2	3.2	2	2.7	2	3.1	2	2.8	1	3.2	1	3.1	1	3.0	2	2.6	3	2.7			
3. Our 4-H agent understands the purpose and values of camping ^c	3	2.9	4	2.7	3	3.1	3	2.6	3	3.0	3	2.8	4	3.0	4	2.6	3	3.1	3	2.5	4	2.6			
4. Camp adequately provides inspira- tional programs (e.g., vespers, flag raising, grace at meals, etc.) ^b	4	2.8	5	2.5	4	3.0	4	2.5	4	2.8	4	2.7	3	3.0	5	2.5	4	2.8	5	2.3	4	2.4	5	2.3	
5. The cost of camp is too high ^a	5	2.3	3	2.8	5	2.6	5	2.6	5	2.1	5	2.7	5	2.4	3	2.8	5	2.5	1	3.3	5	2.3	2	2.8	
Total		2.9		2.8		3.1		2.7		2.9		2.8		3.0		2.9		2.96		2.60		2.69			

*In the key used: 3.5 thru 4.0 = strongly agree (very adequate)

2.5 thru 3.4 = agree (adequate)

1.5 thru 2.4 = disagree (inadequate)

0.5 thru 1.4 = strongly disagree (very inadequate)

**The t-test value was run between members and agents. See Table XLII, page 135.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

District V ranked it third, while agents ranked it fourth. Both groups in District V scored Criterion 3 effectiveness in the "agree" category.

Effectiveness on Criterion 4 was ranked fourth by members and agents in Districts I and II, with an average rating of adequate, while members in District III ranked it third and agents ranked the item fifth. Members rated the program as measured by Criterion 4 in the adequate category, while agents felt it was inadequate. Members in District V ranked Criterion 4, effectiveness fourth, while agents ranked the item, fifth. Both groups rated program effectiveness on Criterion 4, in the inadequate category. Members and agents in Districts I, II, III and IV tended to "agree" that the present program met Criterion 4 of evaluation, while District V agents and members felt it was inadequate. Agents rated the item slightly lower than did members. Program effectiveness on Criterion 5 was ranked fifth by members and agents in Districts I and II, on the average rating agreement that the criterion was being met. District III members ranked the program on Criterion 5, fifth in effectiveness, with an average score of 2.4 "disagree," while agents ranked the item third, with an average score of 2.8, "agree." Members in District IV ranked the program on Criterion 5, fifth in effectiveness, while agents ranked it first, with both groups agreeing to its adequacy. District V members ranked Criterion 5, fifth in program effectiveness, with an average score of 2.3, "disagree," while agents ranked the item second in importance with an average score of 2.8 "agree."

The total combined average score for both agents and members in the five districts rated 2.8, "agree."

When members and agents were compared on the five criteria, it was noted that Items 1, 2 and 3 were not significantly different at the .05 level, but were significant at the .10 level. Differences on Criterion 4, were found to be significant, while those on Criterion 5, were very significant.

The data in Table XLVI, page 145, indicated that the majority of the agents and members "agreed" that the present program was adequate in terms of the five criteria used for evaluation. Members gave slightly higher ratings on Criteria 1, 2, 3 and 4, while the situation was reversed on Criterion 5, with members having lower ratings than agents. There were some noticeable differences in the rankings of the items from district to district.

XII. OPINIONS OF 4-H MEMBERS AND AGENTS AS TO THE BEST SEASON OF THE YEAR FOR SENIOR CONFERENCES

Comparison of All Respondents, 4-H Members and Agents

The data presented in Table XLVII make possible a comparison of opinions of 273 4-H members and 160 4-H Extension agents as to what season of the year they felt would be best for senior conferences to be held. Percents and ranks were calculated, based on the numbers of respondents indicating a particular season of the year.

The 4-H members ranked the "Summer" season first as the best time of year for senior 4-H conferences, with 54 percent of the total members

TABLE XLVII

RANKS AND PERCENTS OF ALL RESPONDENTS, 4-H MEMBERS AND EXTENSION AGENTS, REGARDING THEIR OPINIONS AS TO THE BEST SEASON OF THE YEAR FOR SENIOR CONFERENCES

Best Season of the Year for Senior Conferences*	Total (N = 433)		4-H Members (N = 273)		4-H Agents (N = 160)	
	Rank	Percent Reporting	Rank	Percent Reporting	Rank	Percent Reporting
Summer	1	49	1	54	1	41
Spring	2	26	2	25	2	28
Fall	3	14	3	13	3	16
Winter	4	9	4	7	4	12
No Response		2		1		3
Total		100		100		100

*No responses were deleted for chi square calculations.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

selecting this season; while only 41 percent of the agents selected the summer season. The "Spring" was selected by only 25 percent of the members; while 28 percent of the agents selected that season. Only 13 percent of the members selected the Fall, as compared to 16 percent of the agents. The "Winter" season apparently was the least popular season for 4-H conferences to be held, with only 7 percent of the members selecting this season as compared to 12 percent of the agents.

Thus, the data presented in Table XLVII suggest that the agents and members felt that the summer season was the best time of the year for senior 4-H conferences to be held. Differences were not significant.

Comparison of Male and Female 4-H Members

Table XLVIII shows data comparing 4-H members, 113 of them male and 160 of them female, on the question of what season of the year would be best for senior conferences.

When male and female were compared, it was found that 43 percent of the male members selected the "summer" season, while 61 percent of the female members selected the "summer." The "spring" season was selected by 26 percent of the male members and 25 percent of the female group. Eighteen percent of the male members felt that the "Fall" season was the best season, while only 9 percent of the female members agreed. The "Winter" season was the least popular season, with the male members reporting 10 percent, while only 5 percent of the female members felt the same. Differences though not significant at the required .05 level were significant at the .10 level.

TABLE XLVIII

RANKS AND PERCENTS REPORTING FOR 4-H RESPONDENTS (113 MALE AND 160 FEMALE) REGARDING THEIR OPINIONS AS TO THE BEST SEASON OF THE YEAR FOR SENIOR CONFERENCES^c

Best Season of the Year for Senior Conferences*	Total (N = 273)		Male (N = 113)		Female (N = 160)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
Summer	1	54	1	43	1	61
Spring	2	25	2	26	2	25
Fall	3	13	3	18	3	9
Winter	4	7	4	10	4	5
No Response		1		3		0
Total		100		100		100

*No responses were deleted for chi square calculations.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

The data presented in Table XLVIII indicated that females felt stronger about having senior conferences in the summer than did male members.

Comparison of Male and Female 4-H Extension Agents

The data presented in Table XLIX represent a comparison of opinions of 81 male Extension agents and 79 female Extension agents as to what season of the year they felt would be best for senior conferences to be held.

Male agents ranked the "Summer" season as their first choice for 4-H senior conferences to be held, with 46 percent reporting; while only 35 percent of the females agreed. The "Spring" season was selected by 30 percent of the female agents versus 26 percent of the male agents. Only 11 percent of the male agents felt that the "Fall" season would be a good time of the year for 4-H conferences, while 20 percent of the female agents picked that season. The "Winter" season was least popular for female agents with only 8 percent in favor; while fully 16 percent of the male Extension agents selected "Winter."

The data in Table XLIX indicate that differences between male and female Extension agents regarding the best season for senior 4-H conferences were not significant at the required level, though they approached it.

Comparison of Extension Supervisory Districts

The data in Table L present a comparison of 273 4-H members, in the five districts, expressing their opinion as to the best season of the year for senior 4-H conferences.

TABLE XLIX

RANKS AND PERCENTS OF 4-H EXTENSION AGENTS (81 MALE AND 79 FEMALES)
REGARDING THE BEST SEASON OF THE YEAR FOR SENIOR CONFERENCES^c

Best Season of the Year for Senior Conferences*	Total (N = 160)		Male (N = 81)		Female (N = 79)	
	Percent		Percent		Percent	
	Rank	Reporting	Rank	Reporting	Rank	Reporting
Summer	1	41	1	46	1	35
Spring	2	28	2	26	2	30
Fall	3	16	4	11	3	20
Winter	4	12	3	16	4	8
No Response		3		1		7
Total		100		100		100

*No responses were deleted for chi square calculations.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

TABLE L

RANKS AND PERCENTS OF 4-H RESPONDENTS (MALE AND FEMALE) BY TENNESSEE EXTENSION SUPERVISORY DISTRICTS REGARDING THEIR OPINION AS TO THE BEST SEASON OF THE YEAR FOR SENIOR CONFERENCES^c

Best Season of the Year for Senior Conferences*	Total (N = 273)	Districts										
		I		II		III		IV		V		
		(N = 50)		(N = 71)		(N = 53)		(N = 38)		(N = 61)		
		Rank Reporting	Percent	Rank Reporting	Percent	Rank Reporting	Percent	Rank Reporting	Percent	Rank Reporting	Percent	
Summer	1	54	1	38	1	59	1	70	1	40	1	56
Spring	2	25	2	24	2	28	2	21	2	26	2	26
Fall	3	13	3	24	4	4	3	9	3	21	3	10
Winter	4	7	4	12	3	7		0	4	11	4	7
No Response		1		2		2		0		2		1
Total		100		100		100		100		100		100

*No responses were deleted for chi-square calculations.

^aSignificant at .01 level.

^bSignificant at .05 level.

^cSignificant at .10 level.

The "Summer" season was the most popular season for conferences as seen by members in the five districts. The "Spring" season was second in rank with an average of 25 percent of all members in the five districts reporting. The "Fall" season was third in rank, with an average of 13 percent of the members reporting. The "Winter" season was ranked fourth and last in order, with only 7 percent of the total members reporting from the five districts.

There was some variation from district to district on the percents selecting the various seasons. Percents selecting "Summer" ranged from 38 in District I to 70 in District III, while percents choosing "Fall" ranged from 4 in District II to 24 in District I.

Differences among districts were not significant at the .05 level, though they were at the .10 level.

CHAPTER IV

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

I. PURPOSES AND SPECIFIC OBJECTIVES

Purpose

The overall purpose of this study was to identify strengths and weaknesses of the present camp and conference programs as seen by selected 4-H members and agents. It was purposed that thought should be given to applying study findings to the planning of future camp and conference programs. Attention was given to some of the main factors which might influence the awareness of these needs. Principle comparisons made were between: (1) 4-H members and agents; (2) males and females; and (3) five Extension supervisory districts.

Specific Objectives

The specific objectives of the study were as follows:

1. To determine and compare the previous 4-H experiences of member respondents in terms of numbers of years in 4-H and district events attended.
2. To determine why 4-H members attend or do not attend 4-H camps and/or conferences, as seen by all 4-H members and agents, male and female, by districts.
3. To determine what kinds of opportunities are presently provided for youth through 4-H camps and/or conferences,

as seen by all 4-H members and agents, male and female, by districts.

4. To determine the major purposes for having 4-H camps and/or conferences, as seen by all 4-H respondents and agents, male and female, by districts.
5. To propose and test some principles of successful camp and/or conference organization and operation, regarding values of camp, program content and method, staffing and planning, publicity and promotion, and vocational and other miscellaneous principles, as seen by all 4-H members and agents, male and female, by districts.
6. To evaluate the present camps and/or conferences, as seen by all 4-H members and agents, male and female, by districts.
7. To determine what season is preferred for Senior 4-H conferences, as seen by all 4-H respondents and agents, male and female, by districts.

II. METHOD OF INVESTIGATION

Population and Sampling Procedure

The population in this study consisted of 288 4-H members who attended the 1973 Tennessee State 4-H Congress in Nashville, Tennessee, and 202 4-H Extension Agents.

The data collection instrument was developed by the author in cooperation with The University of Tennessee Agricultural Extension Education Department and in collaboration with the State 4-H Department.

The mail questionnaire was sent to all 288 4-H members and the 202 4-H Extension agents. Plans were made to send out two follow-up letters to members and agents in hopes of receiving at least a 70 percent response from each group. The first questionnaires were mailed in May 1973, and plans for the follow-up letters were to send them at 10-day intervals until adequate responses were obtained. Clearance to send out the letters was obtained from State and District Administration. Ninety-five percent of the 4-H members immediately returned their completed questionnaires, while 79 percent of the 4-H Extension agents returned theirs. Thus, response from the first letters sent out was so productive, that follow-up letters were unnecessary. Therefore, a total of 273 member and 160 agent surveys were available for the summary. The questionnaire was designed to find out what those attending State 4-H Congress liked or disliked about 4-H camps and conferences, and how they evaluated the present program, together with what their ideas were in regard to the development of future programs. Four-H Extension agents were questioned about the strengths and weaknesses in the present 4-H camp and conference programs, and about their ideas regarding how future camp and conference programs could be improved.

III. METHOD OF ANALYSIS

The information obtained from the completed questionnaires was tabulated using actual answers, ranks and assigned, weighted values. These values were used in calculating average scores for each of four sets of principles regarding effective conference and camp organization

and operation. They were also used to help analyze data from two sets of criteria developed to evaluate the present program. Scores were then tabled in rank order. The average ratings for each of the principles and criteria were then calculated. In ranking the different variables, those with the lowest rank number and having the highest percent of mentions were ranked number one in importance. Percentages were based on the total number responding to each principle or criterion and were rounded to the nearest whole number. Chi square and t-test values were computed as appropriate. The 5 percent level of probability was selected.

IV. MAJOR FINDINGS

Major findings will be presented below under group headings related to the objectives of the study.

Comparison of Numbers of Years 4-H Member Respondents Were in 4-H and District Events Attended

1. All members had been in 4-H club work for an average of 6.7 years.
 - a. Boys and girls averaged about the same.
 - b. Members in District II averaged the highest number of years in 4-H (7.0) and those in District I averaged the lowest (5.9 years). Districts varied significantly (.01).
2. All members had attended demonstration day an average of about three times.

- a. Boys and girls were about the same.
 - b. Members in District IV averaged the highest number attended (3.6) and those in District I the lowest (1.8 times).
3. All members had attended week-long 4-H camp an average of about three times.
 - a. Girls (2.7) averaged attending slightly more than boys (2.3).
 - b. Members from Districts II, III and IV, had attended the largest number of 4-H camps (2.7) and those in District V, the smallest (2.1).
4. All members on the average had attended less than one (0.5) senior leadership conference of less than a week.
 - a. No difference was noted between boys and girls.
 - b. Members in District II on the average had attended the largest number (0.7), and those in District V the fewest (0.3). Districts varied significantly (.05).
5. All members on the average had attended less than one (0.5) week-long senior leadership conference.
 - a. Boys and girls did not differ.
 - b. Members in Districts varied very significantly, those in District II averaging the largest number (0.8), and those in District I, the smallest (0.1).
6. All members had attended all-star conference less than one time (0.3).

- a. A significantly larger number of boys than girls had attended more times (.05).
 - b. Members in the five supervisory districts did not differ significantly, although those in District II averaged attending more conferences (0.5), than those in District IV (0.1).
7. All members had attended day camp an average of less than one time (0.2).
 - a. A higher percent of boys on the average attended more day camps than girls.
 - b. Members in the five districts did not differ significantly, though percents attending day camps ranged from 4 percent in District II, to 15 percent in District III.
8. —All members responding indicating that on the average they had attended less than one (0.5) other camp and/or conference.
 - a. Boys and girls did not differ significantly.
 - b. Members in the five supervisory districts did not differ significantly though percents attending varied from 18 percent in District II to 39 percent in District IV.
9. All members on the average had attended a total of about three of the camps and/or conferences reported above (see items 1-8).
 - a. Boys and girls did not differ.
 - b. Members in Districts varied though not significantly.

Members in District II reported having attended the highest average number of camps and conferences (3.3), while those in Districts I and V reported the least (2.6).

Reasons for Members Attending Camp.

1. Four-H members and agents ranked the top four reasons why members attend camp as follows:
 - a. Reason 1--To have fun.
 - b. Reason 2--To make new friends.
 - c. Reason 3--Friends were attending.
 - d. Reason 4--To learn more about agriculture or home economics.
2. Four-H members and agents differed very significantly on rankings on eight of nine reasons given. Besides the four reasons given in number one above, other reasons of significant difference included:
 - a. Reason 5--To get away from home for a week's vacation.
 - b. Reason 7--Parents wanted them to attend.
 - c. Reason 8--To learn to swim.
3. Four-H members and agents did not differ on the sixth ranked reason, namely, "Agent wanted them to attend," though the former ranked it fifth and the latter eighth.
4. Male and female 4-H members did not differ significantly on any reasons given.
5. Male and female 4-H agents differed significantly on Reason 4, "To learn more about agriculture or home economics," and very significantly on Reason 2, "To make new friends," and Reason 8, "To learn to swim." Females ranked reasons higher in all these cases.

6. Members in the five supervisory districts did not differ on all reasons for 4-H'ers attending camp, although significance was approached on Reason 3, "Friends were attending."

Reasons for 4-H'ers Not Attending 4-H Camp

1. Four-H members and agents generally agreed in their ranking of the first four reasons why 4-H'ers did not attend camp, namely:
 - a. Reason 1--Summer employment.
 - b. Reason 2--Friends did not attend.
 - c. Reason 3--Parents.
 - d. Reason 4--Camp programs did not appeal.
2. Members and agents differed significantly in their placing of Reason 4, above, very significantly in their rankings of Reasons 2 and 3 above (agents ranking items higher) and very significantly on Reason 5, "Did not know about camp," members ranking it higher.
3. When rankings of reasons given by boy and girl 4-H'ers were considered, it was found that they differed very significantly on only one reason, namely Reason 1, above, though both sexes ranked it first.
4. When male and female 4-H agents were compared, it was noted that they differed very significantly on Reason 2, above, the latter ranking it higher, and on Reason 7, because of the "Extension agent," females again ranking it higher. Significance was approached but not achieved on Reason 6, "Cost was too high," females ranking it higher.

5. When members were compared by districts, it was found that they did not differ significantly on any reasons.

Opportunities Provided by 4-H Camp

1. All 4-H members and agents agreed in their placings of six opportunities provided campers, namely:
 - a. Opportunity 1--Leadership
 - b. Opportunity 2--Social development.
 - c. Opportunity 3--Physical development.
 - d. Opportunity 4--Mental development.
 - e. Opportunity 5--Spiritual development
 - f. Opportunity 6--Outdoor living experiences.
2. Four-H members and agents differed significantly on Opportunity 1, above, and very significantly on Opportunities 2, 3, 4 and 5 above. Agents tended to rank the first five higher.
3. Boys and girls did not differ significantly regarding their ranking of any opportunity offered.
4. Male and female 4-H agents did not differ significantly on any of the opportunities.
5. Members did not differ significantly from one district to another concerning opportunities provided by camp.

Major Purpose for Having 4-H Camps and Conferences

1. All 4-H members and agents generally agreed in their ranking of the first five purposes for having 4-H camp, namely:

- a. Purpose 1--To provide campers the opportunity to learn to get along with others.
 - b. Purpose 2--To develop leadership.
 - c. Purpose 3--To develop individual personality and character.
 - d. Purpose 4--To provide campers with the opportunity to assume responsibility.
 - e. Purpose 5--To provide campers with the opportunity to make new friends.
2. Four-H members and agents differed significantly on only two major purposes for 4-H camp, Purpose 8, "To provide opportunity for worthy use of leisure time . . .," agents ranking it higher, and Purpose 9, "To provide the camper with opportunities for developing an understanding . . . for nature," members ranking it higher.
 3. Boy and girl members did not differ significantly on rankings of any major purpose.
 4. Male and female 4-H agents did not differ significantly in rankings of any purposes, though significances were approached on Purpose 7, "To provide opportunities for learning specific agriculture and home economics subject matter" and on Purpose 9, above, males rating both higher.
 5. Members differed very significantly according to districts regarding major Purpose 2, above, the highest percentage reporting this purpose being 42 percent in District II and the lowest being 29 percent in District IV.

Principles of Successful Camps and/or Conferences

1. All 4-H members and 4-H agents generally agreed with the four principles in the Values of Camp set, though they very significantly disagreed in the degree of concurrence mainly on Principle 4, "Camps should provide opportunities for pioneer camping." Members tended to agree and agents to disagree with this as a principle. Principle 1, dealt with physical exercise, Principle 2, with giving campers responsibility and Principle 3 with letting members choose their educational activities.
 - a. No significant differences were noted between male and female 4-H members and agents.
 - b. Respondents differed very significantly according to districts on Principle 4, above.
2. All 4-H members and agents agreed regarding eight principles related to program content and method. The 4-H members and agents differed significantly on only one, Principle 6, "There should be a program on drug abuse." Members felt that there should be such a program. Other principles dealt with exercise, learning by doing, offering unusual and adventuresome activities, the nature camp topics and ecology.
 - a. Boys and girls differed significantly on Principle 4, "Good career-vocation employability experiences should be offered for older youth." Girls agreed more fully with the principle than did the boys.

- b. Male and female 4-H agents did not differ significantly on any of the principles, though males felt there should be a program on drug abuse, while females disagreed.
 - c. Respondents differed significantly according to districts regarding Principle 6, above.
 - d. Members and agents opposed sex education for camp.
3. All 4-H members and agents agreed generally with four of the five principles of staffing and planning. Members and agents differed significantly on Principle 5, "Camp classes should be taught by college students," both rejecting it, and very significantly on Principle 1, "Teen leaders make the best camp leaders for juniors," both accepting the principle. Principle 3, "There is a need for a wildlife specialist . . . ," members rejecting and agents accepting, and Principle 4, "Younger adults make the best camp leaders for seniors," members accepting and agents rejecting it. Members ranked Principles 1, 4 and 5 higher, while agents ranked Principle 3 higher. Principle 2 dealt with involving campers in planning.
- a. Males and females did not differ significantly in agreement regarding any of the principles.
 - b. Respondents differed significantly by districts on Principle 5, above, and very significantly on Principle 1, 3 and 4, above.
4. All 4-H members and agents tended to agree with the first five of the eight principles related to vocational and miscellaneous

aspects of camp and to disagree with the last three. Members were in significantly greater agreement than agents with Principle 4, "Boys and girls should attend 4-H camp at the same time." Members also were in significantly greater disagreement with Principle 6, "Senior members should have to meet certain requirements before attending senior conference," and in very significantly greater disagreement with proposed Principle 7, "Weekend conferences would promote more involvement than week-long conferences for senior members." In turn, agents were in significantly greater disagreement with Principle 8, "The 4-H record book should be used as a requirement for 4-H members to attend camp," than members.

- a. Girls tended to be in significantly greater agreement than boys on Principle 2, "Good career-vocation employability experiences should be offered for older youth." On Principle 5, "Off-season camps in which specialized programs such as project personal growth, and careers are discussed should be offered," the significant difference was found to indicate that boys tended to disagree with the principle, while girls accepted it. Very significantly more boys than girls approved Principle 4, "Boys and girls should attend 4-H camps at the same time." Both boys and girls disagreed with Principle 8, "The 4-H Record Book should be used as a requirement for 4-H members to attend camp," more of the latter disagreeing.

- b. Male and female 4-H agents did not differ significantly. Members by districts differed significantly on Principles 4, 6 and 8 above. They differed very significantly on Principle 7 above. Other principles dealt with "surprise" activities and the subject matter topics available at camp.
- c. No significant differences were noted by districts.

Evaluation of Present Camp Program

1. Six items under Publicity and Promotion were included as evaluation criteria for use in studying the present camp and conference situation in Tennessee. All 4-H members tended to feel that present efforts at camp publicity and promotion were, in the main, inadequate. The 4-H agents disagreed very significantly, their feeling being that present efforts were mostly adequate.
 - a. Both members and agents did agree that present camp brochures were effective and adequate. They further agreed that agents did promote camping opportunities among county youth, though members were very significantly more critical in their appraisal. Further, while agents felt, in the main, that they had properly informed parents regarding camping and conferences, effectively promoted camping throughout the year, adequately publicized camping through the local newspapers and properly used radio and/or TV to promote camps and conferences, 4-H members disagreed in

each case very significantly. This was true for both sexes in each group.

- b. Members and agents by districts differed very significantly as reported in 1 (a) above.
2. All 4-H members and agents tended to agree in their positive evaluation of the present camp program. Criteria on which the present camp program received the highest average scores were:
 - a. Criterion 1--Our 4-H agents show a sincere interest in young people.
 - b. Criterion 2--Most 4-H agents have a working knowledge of the needs and interests of youth.
 - c. Criterion 3--Our 4-H agent understands the purpose and value of camping.
 - d. Criterion 4--Camp adequately provides inspirational programs.
3. Members consistently scored the present program higher on the above criteria than agents, though only Criterion 4 above was significantly higher. While 4-H agents agreed that the cost of camp was too high at the present, 4-H members very significantly disagreed with them.
 - a. No significant differences were noted between males and females in the evaluation.
 - b. Members and agents by districts approached or surpassed significance on each of the five evaluative criteria.

Preferred Time of Year for Senior 4-H Conferences

Nearly one-half (49 percent) of all respondents preferred summer for senior 4-H conferences. A higher percent of members (54 percent) than agents (41 percent) preferred summer. The next most popular time of the year was spring, 26 percent of all respondents, 25 percent of members and 28 percent of agents reporting.

1. More girls (61 percent) than boys (43 percent) preferred summer. The difference approached but did not attain significance. More male 4-H agents (46 percent) than female (35 percent) liked summer, at a level approaching though not reaching significance.
2. Members by districts differed at a level approaching significance, those preferring summer varying from a high of 70 percent in District III to a low of 38 percent in District I, nearly one-fourth each of the members from District I preferring spring or fall for senior conferences.

V. IMPLICATIONS AND RECOMMENDATIONS

1. Since 4-H members and agents agreed on the reasons why members attend, camp and conference planners should take careful note of the rank order given to the eight reasons identified in this study.
2. Since seven reasons why 4-H'ers do not attend camp are identified through this study, planners should pay careful attention to the more important ones and seek, where possible, to offset them.

3. Since members and agents agreed on the citizenship, leadership, and character developing benefits of the present camping program special attention should be given to including, and/or continuing, these emphases in planning camps and conferences along with the traditional agriculture, home economics, and nature study.
4. Since 4-H member and agent reactions to proposed principles of organizing and conducting successful camps and/or conferences give indicators regarding youth program preferences, planners should study reactions and incorporate findings in their programs.
5. Since the evaluation of the present camp program indicates that present efforts at camp publicity and promotion are fairly weak, those responsible should seek to strengthen releases to youth, parents and the general public through all appropriate media.

VI. FURTHER STUDY

By way of suggestions for additional study, it would appear that findings from the present investigation might lead to the following:

1. Research looking at camps and conferences in terms of the socioeconomic levels of the various counties and districts.
2. Surveys might be conducted of parent perceptions and expectations regarding camps and conferences.

3. Further testing might be done concerning the relative effectiveness of different approaches to camps and conferences, including use of principles and evaluative criteria here identified and tested, times of year indicated and other relevant factors.



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APPENDIX

CRANESEY CREST

UNIVERSITY OF TENNESSEE
AGRICULTURAL EXTENSION SERVICE
4-H MEMBER QUESTIONNAIRE

A comparison of 4-H members' and Extension Agents' opinions on the program planning, content and execution at 4-H Club Camps and Conferences.

Member Questionnaire

Name _____ Address _____ County _____

Sex: Boy _____ Girl _____

State 4-H Camp and Conference Survey

Dear 4-H Congress Participant:

We need your opinion concerning various parts of the present 4-H camp and conference programs in your district. Please take a few minutes to give us your answers to the important questions listed below. Your answers will be kept confidential and will be used with others to help revise and improve the camp and conference programs in the state. The word camp used in this survey refers to all camps and conferences conducted for 4-H members.

1. How long have you been a 4-H member? _____ years
2. Please list the number of times you have attended the following events at your district 4-H camp since becoming a 4-H member.

_____ Week-long 4-H Camp

_____ Week-long senior leadership conference

_____ Weekend all-star conference

_____ Weekend or portion of week senior leadership conference

_____ Demonstration day

_____ Day camp

_____ Others (Please explain: _____)

3. Listed below are eight reasons, and a possible ninth, why 4-H'ers attend camps and conferences. Please rank these reasons one through eight (or nine) according to their importance to you.

- _____ a. To learn more about agriculture and/or home economics
- _____ b. My friends were attending
- _____ c. To learn to swim
- _____ d. My agent wanted me to attend
- _____ e. My parents wanted me to attend
- _____ f. To have fun
- _____ g. To make new friends
- _____ h. To get away from home for a week's vacation
- _____ i. Other (Please list: _____)

4. Listed below are seven, and a possible eight, reasons why some 4-H'ers do not attend camps or conferences. Please rank these reasons one through seven (or eight) in order of importance for members not attending camp.

- _____ a. Parents
- _____ b. Summer employment
- _____ c. Cost was too high
- _____ d. Didn't know about the camp
- _____ e. Camp programs did not appeal
- _____ f. Extension agent
- _____ g. My friends did not attend
- _____ h. Others (Please list: _____)

5. Which of the following does your present district 4-H camp provide for participants? (Please check as many as apply)

- ☐ 1. Opportunities for leadership responsibility
- ☐ 2. Outdoor living experiences
- ☐ 3. Social development
- ☐ 4. Spiritual development
- ☐ 5. Mental development
- ☐ 6. Physical development
- ☐ 7. Don't know

6. Listed below are several major purposes for having 4-H camps. Please rank according to your opinion the three most important. (1, 2, 3)

- ☐ a. To provide campers with the opportunity to learn how to get along well with other people.
- ☐ b. To provide campers with the opportunity to make new friends.
- ☐ c. To develop leadership.
- ☐ d. To develop individual personality and character.
- ☐ e. To provide the camper with opportunities for developing an understanding and an appreciation for nature.
- ☐ f. To provide the campers with opportunities to assume responsibility.
- ☐ g. To provide opportunities for learning new skills.
- ☐ h. To provide opportunities for growing spiritually.
- ☐ i. To provide the opportunity for worthy use of leisure time and wholesome fellowship.
- ☐ j. To provide the opportunity for gaining tolerance.
- ☐ k. To provide opportunities for learning specific agriculture and home economics subject matter.

Agree-Disagree Opinionnaire

Check (x) your position or view regarding each statement below:

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7. Boys and girls should attend 4-H camps at the same times	_____	_____	_____	_____	_____
8. A camper should feel a sense of responsibility in the camping community while working with fellow campers.	_____	_____	_____	_____	_____
9. Educational values gained at camp should come through a "learning by doing" experience.	_____	_____	_____	_____	_____
10. Camp should be planned in a way that it serves as a laboratory for nature and ecology study.	_____	_____	_____	_____	_____
11. Camps should provide opportunities for pioneer camping (sleeping, cooking out, etc.)	_____	_____	_____	_____	_____
12. Sex education should be taught in the 4-H program at camp or conferences.	_____	_____	_____	_____	_____
13. There should be a program on drug abuse.	_____	_____	_____	_____	_____
14. Camps on 4-H subject matter topics such as engineering, animal science, plant science, wildlife, nutrition, etc., should be offered to junior high and senior 4-H members	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
15. Members should have freedom in choosing the educational activities in which they will participate.	_____	_____	_____	_____	_____
16. Good career-vocation-employability experiences should be offered for older youth.	_____	_____	_____	_____	_____
17. The camp should offer surprise activities to the group which are unusual and adventure-some; thus appealing to older youth with events that are not just "kid stuff."	_____	_____	_____	_____	_____
18. Camp should provide physical exercise such as hiking, boating, swimming, riding, and sports.	_____	_____	_____	_____	_____
19. 4-H members who have previously attended camp should be involved in the camp planning process.	_____	_____	_____	_____	_____
20. "Off-season" camps in which specialized programs such as project, personal growth, and careers are discussed should be offered.	_____	_____	_____	_____	_____
21. Weekend conferences would promote more involvement than week-long conferences for senior members.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
22. All classes offered at 4-H camp should be taught by college students to promote a closer relationship between teacher and camper, thus causing greater interest.	_____	_____	_____	_____	_____
23. There is a need for a wildlife specialist to work with campers on nature activities.	_____	_____	_____	_____	_____
24. Our 4-H agents show a sincere interest in young people.	_____	_____	_____	_____	_____
25. Our 4-H agent understands the purpose and values of camping	_____	_____	_____	_____	_____
26. Most 4-H agents have a working knowledge of the needs and interests of youth.	_____	_____	_____	_____	_____
27. Adults who are only slightly older than the senior member make the best camp leader for seniors.	_____	_____	_____	_____	_____
28. Teen leaders make the best camp leaders for junior members.	_____	_____	_____	_____	_____
29. The agents promote camping opportunities among young people in the county.	_____	_____	_____	_____	_____
30. The parents of campers are informed by the agent about the objectives and activities of camp.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
31. Camp brochures tell who can attend camp, and about the cost, camp staff, health and insurance, arrival and leaving times, visiting hours, program and recreation. These brochures also tell what to bring to camp and how to apply for camp.	_____	_____	_____	_____	_____
32. Four-H camp is adequately publicized through the local newspaper.	_____	_____	_____	_____	_____
33. Our county properly uses radio and/or TV to publicize camp.	_____	_____	_____	_____	_____
34. The 4-H camping program is promoted during the off-season at 4-H meetings, leader conferences, school assemblies, service club meetings and countywide 4-H programs.	_____	_____	_____	_____	_____
35. The cost of camp is too high.	_____	_____	_____	_____	_____
36. Senior members should have to meet certain requirements (honor club, all-star, etc.) before being eligible to attend a senior conference.	_____	_____	_____	_____	_____
37. The 4-H record book should be used as a requirement for 4-H members to attend camp.	_____	_____	_____	_____	_____

	Very Well	Well	Undecided	Poor	Very Poor
38. Indicate to what degree you feel camp adequately provides inspiration programs (e.g. vespers, flag raising, grace at meals, etc.)	_____	_____	_____	_____	_____

	Spring	Summer	Fall	Winter
39. Please check the season of the year that would be best for senior 4-H members to attend conferences.	_____	_____	_____	_____

40. Please make any additional suggestions or comments you might have regarding improvement of the camp or conference program.



VITA

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