February 18, 1972

To the Graduate Council:

I am submitting herewith a thesis written by Karagada Muniswamappa Jayaramaiah entitled "Some Principles Useful in the Development of Effective 4-H Club Work in the United States With Their Application to Rural Youth Club Work in Mysore State, India." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Robert L. Dotson
Major Professor

We have read this thesis and
recommend its acceptance:

George S. Foster

Lloyd E. Hatch

Accepted for the Council:

Hilton A. Smith
Vice Chancellor for
Graduate Studies and Research

CRANES CREST

SOME PRINCIPLES USEFUL IN THE DEVELOPMENT OF EFFECTIVE 4-H CLUB WORK IN THE UNITED STATES WITH THEIR APPLICATION TO RURAL YOUTH CLUB WORK IN MYSORE STATE, INDIA

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

---

by

Karagada Muniswamappa Jayaramaiah

March 1972

ACKNOWLEDGMENTS

The writer is highly indebted to Dr. Robert S. Dotson, his major professor, for the inspiring and sustained guidance, for the time he willingly spared and for his untiring help throughout the study. He was more than a guide, teacher and philosopher.

Gratitude is hereby expressed to Dr. George S. Foster for his valuable suggestions, encouragement, and for the kind help in getting the responses from the National Panel. Sincere appreciation is expressed to Dr. Cecil E. Carter, Jr. for his precious comments, cooperation and encouragement.

The writer extends his humble thanks to the members of the National Panel, Dr. John W. Banning, Dr. Hope S. Daugherty, Dr. George S. Foster, Mr. Caryle J. Gauger, Dr. Rudy O. Monosmith, Mr. W. Francis Pressly and Dr. Lloyd L. Rutledge for their valuable opinions, critical comments and kind help in selecting the principles.

Acknowledgment also is made to the 1971 Tennessee State 4-H Committee members, Miss Shirley J. Benson, Miss Patricia F. Bowling, Mr. James T. Coleman, Mrs. Marsha C. Flanigan, Mr. Kenneth Johnson, Mr. Jim Lynn, Mrs. Cheryl B. Matthews, Miss Dorothy Sue Moore, Mr. Clyde Taylor and Mr. Jerry R. Walling for their immediate response to the questionnaire and help.

Appreciation is expressed to Mr. Bill Seiders, Graduate Assistant, for his cooperation and assistance throughout; and to Mrs. Elizabeth Love for the draft typing; and to Mrs. Barbara Parker of Cole Printing & Thesis Service for typing this thesis.

1015430

The writer is highly grateful to Dr. Lewis H. Dickson, Dr. D. M. Thorpe, Mr. R. Dwarakinath and Mr. Gist M. Welling, without whose help the study at The University of Tennessee would not have been possible.

The writer is immensely indebted to his parents, wife and children for their encouragement and patience during his stay in the United States.

ABSTRACT

The purposes of this study were to identify, examine and suggest a set of broad principles effective in the development of 4-H Club programs in the United States and to make recommendations for possible application of the findings to rural youth club work in Mysore State, India. Eighty principles of successful 4-H Club work gleaned from the literature were tested in terms of: their acceptance as principles by Tennessee State and National Panels; panel agreement to the way in which they were stated; and their relative importance to successful 4-H Club work as seen by panel members.

The two panels, one at the national level and the other at the Tennessee state, were designated to react to these principles. The National Panel was made up of seven nationally recognized 4-H authorities and the State Panel consisted of ten Tennessee State 4-H Committee members (4-H agents) serving appointively for the year 1971-72. The National and State Panel members, in addition to their rich experience and expertise in youth work, were responsible for developing 4-H Club programs at the national, state and county Extension levels.

A mail questionnaire with the listing of the 80 principles gathered from literature was sent to members of both panels. Their reactions were received during the fall of 1971. The criteria fixed for the final selection of principles were: (1) An item to be approved as a principle must have been accepted by more than one half of each of the two panels; (2) To be approved, the wording of the statement of

a principle must have been approved by at least two thirds of the respondents from each panel; and (3) An item to be approved must have been rated at least an average of "fairly important" by each panel. First, the principles selected by the national authorities were listed in rank order under the five planning headings of participation, organization, leadership, recognition and sponsorship. These principles were tested for approval by State Panel members to find their applicability at the county levels. Finally, 57 items mutually agreed upon by both panels were made more precise with the help of the Graduate Committee and accepted as bona fide principles useful in the development of effective 4-H Club work in the United States.

It was found that the two panels were in complete agreement with the selection of 57 of 80 items (71 percent) as valid principles. Another 14 items approved by the National Panel were not favored by the State Panel. Seven items approved by the State Panel were disapproved by the national authorities. Only two items were not approved as principles by either group. The ratings of the two panels were discussed under five 4-H Club program planning areas of participation, organization, leadership, recognition and sponsorship. The reactions of the panels in each of these categories were as listed below.

Seven participation principles were finally accepted out of a total of 12 items listed. Two items were disapproved by the National Panel and three by the State Panel. State Panel members disapproved three items accepted by the National Panel.

Twenty organizational principles were selected out of a total of 27 considered. Five items were not favored by the nationally recognized authorities and three were not approved by State 4-H Committee members. Of the three items disapproved by the State Panel, one was rejected by both. The other two items were approved by the National Panel.

Fourteen leadership principles were selected from an initial list of 18 items considered. All 18 items were approved by the National Panel, but the State Panel failed to agree with four of them.

Eleven recognition principles were approved by both panels from a total of 15 items listed. Nationally recognized authorities did not agree with one; while Tennessee State 4-H Committee members disapproved three approved by the National Panel.

Five sponsorship principles were favored among the eight outlined. Only one was disapproved by the National Panel, but three by the State Panel. Only one was rejected by both, the other two being disapproved by State 4-H agents only.

The finally accepted 57 principles of successful 4-H Club work were suggested for use by concerned county agents as they seek to develop effective 4-H Club work in their respective counties or areas.

After a brief study of the situation of rural youth club work in Mysore State, India, it was considered worthwhile to apply these findings to the Mysore situation with suitable modifications. The 57 successful principles accepted in this study were duly modified to suit local Mysore State situations and recommendations were made for their use as a guide for Indian youth Extension workers.

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CHAPTER I

INTRODUCTION

The 4-H Clubs in the United States of America comprise one of the largest youth organizations in the world. Four-H Clubs represent a major channel of the Cooperative Extension Service, the largest out of school education system in the whole world. The successful operation of this system has prompted educators in about 80 other nations, including India, to organize youth clubs patterned after America's 4-H Clubs.

The 4-H Club movement is an Extension activity conducted cooperatively by the United States Department of Agriculture, the State Colleges of Agriculture and local people who function through their own school or community units (52:2).* Even though 4-H Club work can be traced back to the starting of the Farmers' Cooperative Demonstration Work in the South in the year 1903, it was officially started in 1914 when the Federal Congress passed the Smith-Lever Act. Since then it has made notable progress in helping boys and girls to develop physically, mentally, morally and socially. In 1970, there were some 2.06 million boys and girls receiving the benefits of this national youth movement through the 92,498 organized 4-H Clubs all over America (28:4).

In years just prior to the study, revolutionary changes were seen to be taking place among the nation's youth. This, of course, caught the

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*Numbers in parentheses refer to similarly numbered items in the list of references; those after the colon are page numbers.

attention of 4-H leaders, educationists and Extension youth workers as well. Looking to the future, the state 4-H Club leaders who participated in the 35th National Conference stated, "The last third of the 20th Century will bring further revolutionary change; and most of today's preadolescent youth will live a majority of their lives in the 21st Century." And they continued by emphasizing that, "Their future and the welfare, security, and economic growth of the country will depend on preparing them for useful citizenship in such a future" (26:19). Naturally, this implies a need for some changes from the traditional methods and techniques of developing 4-H Club programs. To make this possible, Extension workers need to have a better understanding of some of the broad principles involved in developing successful and innovative 4-H Club work. At the time of this study, no list of such broad principles was available to hand new Extension workers as a guide. Perhaps such a list had not been compiled due to the diversity of 4-H situations encountered as one goes from county to county and state to state, and because of the widely different backgrounds and attitudes of the lay and professional 4-H leaders. However, most agreed that county agents might certainly benefit by following certain principles generally accepted by 4-H authorities as being useful for developing effective 4-H Club or similar work wherever it may be undertaken.

With this in view, an effort was made through the present study to identify some generally accepted principles of successful 4-H Club work of use in the development of 4-H Club programs in the United States.

I. NEED FOR THE STUDY

Four-H Club work represents the youth phase of Extension's total educational program and serves young people during the developmental years from ten through 19 (53:261). It is a unique educational approach of the Cooperative Extension Service that has gained increasing stature as a youth developing and leader developing entity. A Youth Development Task Force in a 1958 report on future youth development noted that changing economic conditions and social factors would make Extension's task of building a youth development program more difficult but increasing in national importance. It certainly holds that a wide variety of methods and techniques should be used to meet this challenge (88:20). The need for the use of new and attractive methods of working with youth also would be indicated. However, perhaps this may be done without changing the basic principles involved in the conduct of effective 4-H Club work.

On this score, the danger of confusing methods with principles always exists. Williamson (85:128) reminds that we should "stick to principles and change methods as often as necessary, not making the mistake of trying to fix methods and change principles." Such a mistake may be avoided only if and when Extension agents become thoroughly acquainted with the broad principles involved in and, undoubtedly, underlying, the development of successful 4-H Club work. In stressing the need for establishing such principles, Ferguson (31:17) suggests:

> Extension work should be done in accordance with principles and methods derived from basic research in the behavioral sciences. Widespread use of such principles and methods can result when they

are made part of the daily work of Extension staff. This holds good for youth work and 4-H staff members also.

Since the county or area serve as basic units of Extension work for the Cooperative Extension Service, nearly every county of the Nation has a staff of one or more Extension agents working with the youth (86:1). These county professional youth workers are charged with the responsibility of developing 4-H Club programs in their local counties or areas. Training experience makes it obvious that they do a better job in programming when informed and prepared regarding the basic principles applicable to their work. As to the planning of county 4-H programs, Rubunette (73:2) declares that:

> Programming is not the result of trial and error; it should be a product of carefully designed research utilizing principles of education and theories of change. As we view the future it is obvious that an understanding of the theories and principles of sound programming will be more and more important.

But, prior to this study, no record of previous formal efforts to identify the broad principles contributing to the success of 4-H Club work was found. A listing of such principles, then, could serve as a guide to county personnel seeking to develop adequate 4-H Club programs.

II. PURPOSES OF THE STUDY

The overall purposes of the study were to recognize some generalized principles of successful 4-H Club work that can be profitably used as a guide by the county agents in developing effective 4-H Club work in the United States and, also, to make suggestions for the possible application of these principles for developing rural youth programs in Mysore State, India.

The specific objectives of the study were:

1. To identify, state and examine, with the assistance of selected authorities, the generally accepted principles of participation, organization, leadership, recognition and sponsorship that have proven useful in the development of the county 4-H programs in the United States.

2. To suggest an accepted set of principles of successful 4-H Club work that can serve as a guide to agents and others desiring to develop effective 4-H Club work in a county or area.

3. To study the youth situation in Mysore State, India and make suggestions for the application of principles identified above to Extension related rural youth programs in Mysore State, India.

III. IMPORTANCE OF THE STUDY

Today, youth work in Extension occupies comparable professional status to that with adults (70:296). The youth of today become the adult citizens of tomorrow--effective or ineffective. The future of a county or area lies with its young people and is influenced by the type of training they receive when they are young and developing. So, any prosperous county should naturally give prime importance to the development of its youth in the hope for a better future. The inclusion of "youth development" as a principal one of nine major areas of program emphasis in the classic Extension "Scope Report" published in 1958 (80:11), indicates the importance of youth in the Extension program.

By the end of 1970, there were about 45 million youth in the United States in the 4-H age group of nine through 19 years (37:6). But the

members enrolled in organized 4-H Clubs added up to only about 2.06 million (28:4). This gives an indication that the benefit of 4-H Club work was reaching only about one twentieth of the total youth population (4.4 percent) in 1970. According to a 1967 Extension Service report, one out of every six adults in the United States was a former 4-H'er and most of them felt they wanted this experience for their children (29:2). These facts suggest that the support is available for giving even more emphasis to 4-H Club work as a major Extension responsibility. It should be here reaffirmed that the county or area is normally the basic unit of Extension, and that county 4-H agents are basically responsible for the planning, execution, and evaluation of such work. They seek the help of volunteer lay people as they develop programs for and with youth. Long experience has shown that the success of 4-H Club work largely depends on systematic programming based on effective principles.

Principles identified in this study should provide agents with broad guidelines on which they can build better 4-H Club programs based on their own local situations. The present study takes advantage of recognized 4-H authorities in the development of 4-H Club work. Joseph Di Franco, in referring to the usefulness of considering the experiences of others, has said:

> One can gain by the experiences of others in trying to eliminate mistakes that have been made in the past or gain insights into the kinds of things that have proved successful and which do indicate proper action or attitudes that can be tried (15:6).

The whole concept of 4-H Club work has changed since its original strong emphasis on tomato and corn clubs for production of food. In

pointing out the nature of the change, Reck (70:299) emphatically states that, "Today's philosophy of youth work has departed from the early belief that knowledge about subject matter was an end in itself. Emphasis now is on how well the boy or girl learns to make intelligent decisions." Martin (52:134) notes that the county Extension personnel in the United States continue to devote an average of one third or more of their time to 4-H Club work. This vast effort by agents can be made more effective if their work is based on certain broad principles of 4-H work. Also it has been observed that the more leaders and administrators use basic principles as guides, the less they need to rely upon arbitrary rules and regulations (52:136). Joseph Di Franco (15:7), in specifically discussing the usefulness of principles expressed by experts in Extension, feels that, "A collection of principles, guides or expressions stated by the experts based on their past experiences may be profitable to follow as guides in carrying out Extension education."

In the light of the foregoing discussions, the identification of a set of broad principles of successful 4-H Club work is seen to be needed. The naming of such principles should help agents and 4-H'ers make the best better through their 4-H Club work.

In conclusion, this study should be useful in the following ways:

1. The county agents may use the principles identified as a guide in developing 4-H Club work.

2. Findings may be used in the training of professional and volunteer lay leaders.

3. Findings may be used by supervisory and specialist personnel in analyzing and appraising 4-H Club work.

4. Findings may be used as a basis by Extension workers in planning youth work in India and other developing countries.

IV. DEFINITION OF TERMS

The following definitions of the terms used in this study would provide their meanings as they are used throughout the study.

Principle. Means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing and evaluating 4-H Club work under the headings of 4-H participation, organization, leadership, recognition and sponsorship.)

Four-H Club. It is an organized group of boys and/or girls with officers and a planned program which is carried out during all or several months of the year (35:1). The term "club" used in this study always means 4-H Club.

Four-H Club members. They are 4-H'ers enrolled in an organized group of boys and/or girls with officers and a planned program which is carried out during all or several months of the year (35:1). In this study, the term "members" means 4-H Club members unless otherwise designated.

Adult leader. This refers to any person past 4-H age who works with 4-H Clubs or individual 4-H'ers in a leadership capacity. The term volunteer lay leader is used synonymously to refer to adult leader.

Leaders. This term refers to the adult leaders (volunteer local lay leaders) and includes both organizational and project leaders.

Organizational leader. Refers to a person who serves as a 4-H Club leader, assisting in the organization of clubs and with the local club programs.

Project leader. Means a person who serves as a leader of 4-H'ers working on a specific project, activity or special senior opportunity. This leader may work with the members individually or through project groups (35:1).

Junior leader. This is a 4-H'er in the 7-8-9th grade enrolled in leadership who serves as a leader for younger 4-H'ers and assumes other 4-H leadership roles (35:2).

Teen leader. Means a 4-H'er in the 10-11-12th grade or beyond enrolled in leadership who serves as leader for younger 4-H'ers and assumes other 4-H leadership roles (35:2).

Four-H project. Sometimes referred to as project, it includes the work done with animals, crops, articles made or some other definite enterprise undertaken by members (34:40-41). The term project includes activities and special senior opportunities also unless otherwise indicated.

Project group. Refers to a group of boys and/or girls who are doing concentrated work on a particular 4-H project (35:1).

Special interest group. Refers to a group of boys and/or girls who are doing concentrated work on a subject which is not a regular 4-H project (35:1).

Four-H Spiffy members. These are boys and girls participating in the Extension Food-Nutrition Educational Program for Youth (35:1).

T. V. member. Means boy or girl who is receiving project instruction by television programs (35:1).

Four-H Club Citizens' Committee. A group composed of citizens who are vitally and actively interested in the welfare and development of youth. This committee strives to secure public support and understanding of 4-H Club work (59:7).

Four-H Club Leaders' Organization. This means an organization of organizational leaders, project leaders and/or junior and teen leaders. These leaders strive for the promotion of improved county 4-H Club work.

Full time staff equivalent (FSE). This is a measure of the total percent of time county staff members spend doing 4-H Club work. A county staff member primarily responsible for 4-H Club work and assigned 100 percent of his time to that end represents one full time staff equivalent.

County. The basic unit of Cooperative Extension work varying widely in geographical area but embracing an average of between 2,000 and 3,000 farms. This is a basic political subdivision of a state.

Four-H agent. The county Extension agent primarily responsible for developing 4-H Club programs in a county or area.

State 4-H Club Committee. A representative group of county extension agents nominated by the dean for the purposes of advising the State 4-H Club specialist staff on Extension youth programs. There are ten members on the Tennessee State Committee representing two county Extension workers (one male and one female) from each of the five districts. They

will be appointed for a term of two years each and will not be eligible to succeed themselves.

Participation. Included under this heading will be facts concerning past, present and projected future populations, enrollments and/or memberships and participation according to 4-H Club projects, activities and other undertakings fitting a specific audience. Desirable enrollment goals are considered corresponding with the subdivisions suggested for the four prime youth audiences. Degree and quality of participation also are considered.

Organization. This concerns the way in which work with each youth audience is organized. The organizational approach used in working with youth largely determines the effectiveness of learning experiences. The number of clubs, kinds and numbers of meetings, size of club, length of meetings, nature of meetings, responsibility for meetings (i.e. professional or volunteer), and procedural order constitute a few of the items necessary for effective functioning of youth Extension efforts in a county.

Leadership. Junior, Teen and adult volunteer leaders must be counted on if youth Extension work in a county is to meet the educational challenge of aiding youth with successful pursuit of their developmental tasks. Involvement of organizational and project leaders makes it possible for 4-H Club efforts to reach beyond those normally expected of a professional staff. Numbers of 4-H members per organizational or project leader, numbers of total leaders and other facts regarding what leaders are expected to do, what they actually do and their training are here used as a basis for improving on leadership situations.

Recognition. Basic to youth work is the realization that not only should they be recognized for worthy accomplishments, but that sponsors, leaders, donors and all who help make youth efforts effective and meaningful in the county, district and state should be applauded. Principles of wise public relations suggest the need for publicizing accomplishments and resulting awards made to members, leaders, sponsors and donors--not only because of the positive effects of recognition on recipients, but also because of the opportunity it provides to acquaint the general public and other potential 4-H members with the benefits of 4-H Club work.

Sponsorship. This category provides staff with facts concerning the number of local sponsors needed, the kinds of projects, activities and other undertakings sponsored or demanding sponsorship and the names of sponsors together with the kind and/or amount of assistance or material goods contributed.

V. ORGANIZATION OF THE STUDY

This study has been organized into six chapters. Chapter I is the Introduction in which the need for the study, purposes and importance of the study are presented followed by the definitions of special terms used. Chapter II deals with the Methods of Procedure employed in conducting the study. Chapter III is devoted to the identification of generally accepted principles of successful 4-H Club work in the United States and Tennessee, and to their brief discussion.

The present rural youth situation in Mysore State, India is presented in Chapter IV; and this is followed in Chapter V by suggestions

for the possible application of principles of successful 4-H Club work to the development of similar rural youth programs in Mysore State, India. Chapter VI consists of the summary and conclusions.

CHAPTER II

METHODS OF PROCEDURE AND SOURCES OF DATA

The methods employed were of two types: the first, the library type of research; and the second, the use of panels of experts. The two sources supplemented each other in providing the required data.

At the outset, a set of 84 principles found to be useful in conducting successful 4-H Club work was identified through a comprehensive review of all available current literature in August 1971. The sources of material included facts and opinions gleaned from research studies, research summaries, seminar reports, writings and interviews with agents related to 4-H Club work in the United States. The selected principles were then organized under five headings: namely, participation, organization, leadership, recognition and sponsorship, for relation to accepted program development procedures.

Later, two panels, one at the national level and another at the Tennessee state level, were designated to rate the principles of successful 4-H Club work identified. They were asked to state whether or not they felt the statements were principles, to express their agreement with the statements themselves, and to rate them on their degree of relative importance. These panels were designated by the Graduate Committee.

A questionnaire with 84 principles classified under the five program planning headings of participation, organization, leadership, recognition and sponsorship was sent to seven nationally recognized authorities (see Appendix A) in September 1971 for their reaction. Later, the responses

of these members were tabulated and 80 principles which were agreed upon by at least four out of the seven panel members were selected. The remaining principles were reworked to incorporate the suggestions made by the National Panel members. Then these 80 principles were randomly listed consecutively and headings removed in order to avoid any bias due to position of an item in the list. In the earlier rating the items listed in the end of the questionnaire did not get due attention of the respondents.

The revised questionnaire was again sent to the seven nationally recognized authorities for a second rating in November 1971. Simultaneously, the same questionnaire was sent to the ten 1971 Tennessee State 4-H Club Committee members (see Appendix B) to get their reactions regarding these principles. The involvement of the state level committee was considered important in order to test the practicability of applying these principles at the grass roots level. Committee members included both Extension agents who worked at state and county levels in Tennessee.

The reactions, then, of two authoritative panels were compiled separately and the principles of successful 4-H Club work were finally accepted for each independently based on the following criteria:

1. More than one half of the panel members must have agreed that each principle finally accepted was "a principle" as defined.

2. At least two thirds of the panel members must have agreed with the way in which a principle was stated for it to be finally accepted.

3. To be finally accepted as a principle, an item had to receive a total average panel rating of at least "fairly important." An average importance rating was seen to run from one half point below to one half point above each point on the rating scale.

The finally accepted principles were further sharpened with the help of the Graduate Committee, organized and presented under five headings: namely, participation, organization, leadership, recognition, and sponsorship, to specify the five distinct areas that are involved in conducting 4-H Club work.

Thus, in this study an effort was made to bring together the research findings, writings, experiences and opinions of professional 4-H authorities at the national, state and county levels in identifying and getting acceptance of the principles of successful 4-H Club work in the United States.

I. REVIEW OF LITERATURE

Relatively little work had been done related to the identification of principles useful in the development of successful 4-H Club work. Presented below are some of the principles, expressions or opinions made by some of the professional people related to planning of 4-H Club work.

Aiton (1:5-6) outlined the following 12 principles guiding the establishment of 4-H Club work: (1) Equal dignity and status for rural youth; (2) The club idea for a successful citizenship development; (3) Coeducational activity for the development of proper attitudes toward each other; (4) Development of family partnerships through 4-H projects; (5) To instill the dignity and value of work into the minds of young people; (6) Individual ownership of property for personal pride and satisfaction; (7) Youth show adults the way to improvements; (8) Learning by doing; (9) Learning through projects or small work units; (10)

Volunteer local leadership; (11) A vocational program; and (12) Individual and group competition.

Clayton (8:13) summarized the factors contributing to successful 4-H Club work in the Southern Region as: (1) A great deal of interest, planning, activity and cooperation on the part of the Extension workers, local people in counties, and the 4-H Club members; (2) Professional Extension leadership; (3) Cooperation and support of other local adults or groups in the county; (4) Adult local leaders training; (5) Junior Leadership; (6) The individual farm and home projects carried by the 4-H members; (7) The careful selection and supervision of the projects; (8) Organization at both the local and county level (local clubs and organized county groups); and (9) Publicity.

Foster (32) summarized the factors that appeared to make for successful 4-H Club work in Madison County, Tennessee as including: (1) A capable Extension staff functioning continuously over a long period of years; (2) Good local leadership; (3) Four-H community activities; (4) The 4-H program is considered worthwhile in terms of valuable training and subject matter; (5) Good projects; (6) Parental interest and support; (7) Strong support of civic and business interests and cooperation of 4-H work with other agencies; (8) Good public relations; (9) Good club meetings and club activities; (10) Cooperation and support of community clubs, home demonstration clubs, young farmers and homemakers and other groups on a community basis; (11) Recognition of work done; (12) Wide participation of people in planning and carrying out programs; (13) Neighborhood 4-H Clubs; (14) Adjustment of program to fit different

age groupings, interests and activities of the boys and girls; and (15) Opportunities for participation in a wide range of activities that extend beyond the community and individual club basis.

North Carolina State Agricultural Extension Service (25:15) has emphasized the following six principles important to 4-H work in rural low income areas: (1) Local leadership from the same socioeconomic level; (2) Extensive initial contacts on person to person basis; (3) Presentation of elementary but complete materials to leaders; (4) Meetings in the immediate community; (5) Projects compatible with situation and economic benefit; and (6) Leaders visit to successful projects.

Dale (12:7-17) hinted at a few principles basic in designing 4-H Club work. Some of the principles that can be recognized are: (1) Systematic program planning of 4-H activities provides a balanced variety of activities; (2) Leaders, members, parents and other interested person should have a part in planning the 4-H program; (3) The main theme of the definition of the local 4-H program is education; (4) Local 4-H programs also should vary if they are to be successful in meeting the needs of the community and its young people; and (5) 4-H programs are evaluated in terms of changes in knowledge, attitudes or skills.

Russell (74:11-16) proposed a guide with five criteria for analyzing Extension youth program planning processes, which also may serve as a guide in the youth program planning processes.

The guide suggests that the Extension youth program planning process should be: (1) Based upon the broad educational objectives developed for Extension youth programs at national and state levels;

(2) Guided by statewide planning policies, procedures and practices which are within the boundaries of broad educational objectives defined for Extension youth work; (3) Initiated by Extension staff members at the county level; (4) Implemented by Extension staff members, key lay leaders and youth representatives; and (5) An organization for planning the Extension youth program should be formed and maintained. Russell further notes that the results of planning deliberations should be formulated and included in a long term county Extension program statement, and that educational plans for dealing with youth problems should be specified in an annual plan of work.

According to an ECOP Youth Development Task Force Committee (88:16), the basic principles of good program planning and development apply fully to youth work. So some of the principles of Extension education that are applicable to youth work also will be outlined as below.

Dotson (19:7) identified 13 selected principles related to the program planning process and includes the following: (1) Program determination should be based on conditions that exist in the area; (2) It should be based on people's interests and needs; (3) It should be viewed as an educational process--developing knowledge, attitudes and skills of participants; (4) The process includes the essential step of establishing definite long range and annual objectives; (5) It is a continuous but cyclical process; (6) It includes use of democratic procedure; (7) It should include representative local participation; (8) It should enlist and involve the aid of local agencies; (9) It should be planned cooperatively by the local people and the Extension staff; (10) To be effective,

an Extension program must be based on adequate written long and short term plans; (11) It should be flexible to permit adjustments to changing conditions; (12) It develops local leadership when it is done effectively; and (13) It should include and involve definite procedure for evaluation--as basis for further improvement through replanning.

Wilson (87:340) advocated ten educational principles that can be embodied in Extension programs. They are: (1) Participation of adults as project demonstrators, cooperators, local or neighborhood leaders; (2) Democratic use of applied science in farming; (3) cooperating educationally and otherwise with federal, state and county governments, local groups and organizations; (4) Grass roots organization; (5) Variation of teaching methods according to needs of groups; (6) Use of specialists for latest technical knowledge; (7) Survey and trial programs to test their practical use on a larger scale; (8) Recognition of interests and needs of families as a basis in building programs; (9) Recognition of cultural changes to help adopt programs to these changes; and (10) Recognition of scientific changes to use in adjusting programs.

Krietlow and others (48:71-82) listed 16 principles that guide the democratic leadership actions. They are as follows: (1) The principle of challenge--the leaders should be willing to provide challenges and challenging situations, both for himself and for his group; (2) The principle of participation--leaders should understand group actions to one's own contributions and encourage others to participate; (3) The principle of sharing--leaders should share the leadership functions and the results of leadership; (4) The principle of knowledge--leaders should

have knowledge of the subject and the knowledge of the individuals with whom they work; (5) The principle of habit--democratic group activities and democratic group actions should be made a habit of leadership; (6) The principle of the group mind--leaders should consider the group mind as a place in which ideas can work on each other; (7) The principle of purpose--the leadership and the group should be aware of the purposes of its activities and of its actions; (8) The principle of process--leaders should emphasize the process by which goals are achieved in addition to goals themselves; (9) The principles of emulation--leader should be an example for others to follow within his group; (10) The principle of learning--leaders should learn more about leadership and teach others to learn to lead; (11) The principle of direction--leaders should direct the group for group action; (12) The principle of experience--experience and practice helps for the development of overall leadership ability; (13) The principle of flexibility--leaders should be flexible enough to adjust to various situations; (14) The principle of integration--there should be integration at the leadership and group levels; (15) The principle of service--leader must be completely honest in his efforts to be of service to others; and (16) The principle of leadership satisfaction--leaders should derive satisfaction in helping others to accomplish their goals by themselves.

CHAPTER III

PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK IDENTIFIED IN THE UNITED STATES AND TENNESSEE

In this chapter an effort will be made to identify and examine the principles of successful 4-H Club work that were generally agreed upon by a panel of experts at the national level in the U. S. A. The opinions of these experts, because of their long experience and expertise in planning and conducting 4-H Club work, should be valuable and useful in guiding the 4-H efforts of the County 4-H Club agents. Such authorities, engaged in Extension administration and supervision, should have the knowledge needed to provide such a set of principles. Their opinions were guided by the framework of national policies and procedures.

To what extent a set of principles so formulated might be practicable at state and county levels, where actually the programs are to be developed remains a question mark. For this reason, the reactions of members of the Tennessee State 4-H Committee were also analyzed and discussed. This state level committee helps 4-H specialists plan 4-H Club programs for the future. At the county level, its members, all of whom are county 4-H agents, provide professional leadership for developing successful 4-H Club work at the county and club levels.

In the paragraphs that follow, the ratings given the principles by two panels are tabulated separately under the five 4-H planning

headings, namely: participation, organization, leadership, recognition and sponsorship.

Similar headings have long been suggested by Foster and others (8) in the outlines they had developed for the use of 4-H agents in planning their 4-H efforts. So, also, Dotson and Foster (21:3-4) have recommended these five headings in the Tennessee Agricultural Extension Agents' Guide for five year planning related to 4-H and other youth work. In fact, these headings are routinely used by 4-H agents in the state of Tennessee as a basis for planning county 4-H Club work. Because of their utility, then, it is appropriate and valuable to list these principles under the five major headings mentioned above.

I. PARTICIPATION PRINCIPLES

A study of data in Table I shows the 12 participation principles as rated by the seven recognized national authorities. The first ten items listed in the table were selected as principles since they met the criteria fixed for final selection.

The criteria were: (1) The principles were seen to be principles by four or more of the seven authorities; (2) Five or more of the panel members agreed with the principles as they were stated; and (3) Authorities rated them at least fairly important by assigning an average importance rating of at least 3.0 points. The principles were listed in Table I in a consecutive order according to the priority each gained through the panel ratings.

Principle 11, "Full participation in at least one 4-H Club project should be a requirement of 4-H Club membership," was not selected, even

TABLE I

PARTICIPATION PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF SEVEN NATIONALLY RECOGNIZED AUTHORITIES AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Participation Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. Parents, volunteer leaders, and 4-H members should be involved in program planning and implementation.	7	7	6	1	-	-	3.9
2. Four-H Club work should encourage the maximum involvement of youth in projects and activities to sustain their interest in 4-H work.	7	7	6	1	-	-	3.9
3. Four-H Club work should provide equal opportunities and dignity for all youth participating irrespective of race, creed or color.	7	7	6	1	-	-	3.9
4. Youth participate best in 4-H when grouped according to their stage of development.	7	6	6	1	-	-	3.9

TABLE I (continued)

Participation Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
5. Four-H Club work should include high quality participation of an optimum number of boys and girls in each county per full time staff equivalent.	6	7	5	2	-	-	3.7
6. Four-H Club work should seek to make for wholesome relations between adults and youth.	5	7	7	-	-	-	4.0
7. Participation of youth in 4-H projects encourages adults to accept new ideas.	5	7	3	4	-	-	3.4
8. Four-H Club work is intended for and should include as a goal the enrollment of all American youth (aged 10-19).	5	5	4	2	-	1	3.3
9. Reenrollment percent standards should be developed and used for total county 4-H enrollment.	4	6	4	2	1	-	3.4
10. Minimum enrollment (participation) goals should be stated for each county 4-H							

TABLE I (continued)

Participation Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
audience. (e.g.: Explorer (4th grade) - 20%; Junior (grades 5 and 6) - 40%, Junior High (grades 7, 8 and 9) - 30%; Senior (grades 10, 11 and 12) - 10%)	4	5	3	3	1	-	3.3
11. Full participation in at least one 4-H Club project should be a requirement of 4-H Club membership.	5	4	4	3	-	-	3.6*
12. Counties should consider suggested state standards in developing participation goals for each 4-H audience. (e.g.: Including numbers of boys and girls; numbers of projects taken by boys and girls; number of projects completed; reenrollment percents)	3	6	3	3	1	-	3.3*

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing, and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship.)

TABLE I (continued)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by seven panel members.

*Principle rejected by the National Panel (i.e., criteria were that at least four must agree with it as a principle, five must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

though five experts had responded to it as a principle and had given it an average rating of 3.6 points, since only four experts had agreed with the statement and not the five as required. Likewise, Principle 12, "Counties should consider suggested state standards in developing participation goals for each 4-H audience, etc.," was rejected since only three experts had agreed it was a bona fide principle, even though six were in accord with the statement of the item and were in agreement that it was "fairly important" (3.3 points).

As seen in Table I, Principle 1, "Parents, volunteer leaders and 4-H members should be involved in program planning and implementation," Principle 2, "Four-H Club work should encourage the maximum involvement of youth in projects and activities to sustain their interest in 4-H work," and Principle 3, "Four-H Club work should provide equal opportunities and dignity for all youth participating irrespective of race, creed or color," were accepted as principles properly stated by all of the experts. They considered these principles as being "very important" by giving them an average importance rating of 3.9 points. On the other hand, they did not agree with Principle 11 and Principle 12.

A study of the data in Table II shows some differences between ratings given to participation principles by the Tennessee State 4-H Committee members and those made by the national panel. The principles in Table II are listed in the same order assigned by the national authorities (see Table I) to facilitate comparison of the ratings of the two panels. Even though they selected a total of nine principles, the State 4-H Committee agreed with only seven of the ten selected by

TABLE II

PARTICIPATION PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF TEN TENNESSEE STATE 4-H COMMITTEE MEMBERS AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Participation Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. Parents, volunteer leaders, and 4-H members should be involved in program planning and implementation. (1)**	10	10	8	2	-	-	3.8
2. Four-H Club work should encourage the maximum involvement of youth in projects and activities to sustain their interest in 4-H work. (2)	9	10	10	-	-	-	4.0
3. Four-H Club work should provide equal opportunities and dignity for all youth participating irrespective of race, creed or color. (3)	9	10	9	1	-	-	3.9
4. Youth participate best in 4-H when grouped according to their stage of development. (6)	7	10	9	1	-	-	3.9

TABLE II (continued)

Participation Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
5. Four-H Club work should include high quality participation of an optimum number of boys and girls in each county per full time staff equivalent. (4)	9	10	5	4	-	-	3.2
6. Four-H Club work should seek to make for wholesome relations between adults and youth. (7)	7	10	8	2	-	-	3.8
7. Participation of youth in 4-H projects encourages adults to accept new ideas. (12)	3	9	-	7	1	1	2.4*
8. Four-H Club work is intended for and should include as a goal the enrollment of all American youth (aged 10-19). (11)	4	5	3	3	1	3	2.6*
9. Reenrollment percent standards should be developed and used for total county 4-H enrollment. (9)	6	9	3	6	1	-	3.2
10. Minimum enrollment (participation) goals should be stated for each county 4-H							

TABLE II (continued)

Participation Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
audience. (e.g.: Explorer (4th grade) - 20%; Junior (grades 5 and 6) - 40%; Junior High (grades 7, 8 and 9) - 30%; Senior (grades 10, 11 and 12) - 10%) (10)	6	6	2	4	4	-	2.8*
11. Full participation in at least one 4-H Club project should be a requirement of 4-H Club membership. (5)	8	9	7	3	-	-	3.7
12. Counties should consider suggested state standards in developing participation goals for each 4-H audience. (e.g.: Including numbers of boys and girls; numbers of projects taken by boys and girls; number of projects completed; reenrollment percents) (8)	7	10	3	5	2	-	3.1

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing, and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship).

TABLE II (continued)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by ten panel members.

*Principle rejected by the State Panel (i.e., criteria were that at least six must agree with it as a principle, seven must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

**Numbers in parentheses following each principle indicate the order of priority assigned to it by the State Panel.

the national authorities. Further, they accepted Principles 11, "Full participation in at least one 4-H Club project should be requirement of 4-H Club membership," and 12, "Counties should consider suggested state standards in developing participation goals for each 4-H audience, etc.," which were rejected by the national experts by assigning them the rank orders of five and eight, respectively, and rejected Principle 7, "Participation of youth in 4-H projects encourages adults to accept new ideas," Principle 8, "Four-H Club work is intended for and should include as a goal the enrollment of all American youth (aged 10-19)," and Principle 10, "Minimum enrollment (participation) goals should be stated for each county 4-H audience, etc.," which were all accepted by the national authorities. All other participation principles, then, were accepted by both groups. The state agents agreed with the national experts in giving highest priority to Principle 1, related to involvement of parents, volunteer leaders and 4-H members in program planning and implementation. The order of priority given to these principles by the State Panel is given in Table II in the parentheses following each principle.

It was found that even though the two panels accepted most principles in common, each rejected different ones. The principles finally accepted by both groups are discussed in order of their importance in contributing to effective 4-H Club work in the paragraphs below.

Participation Principle No. 1: Parents, Volunteer Leaders and 4-H Members Should Be Involved in Program Planning and Implementation

This principle of successful 4-H Club work was accepted by all seven of the nationally recognized authorities as a principle and they approved its statement. Also, they rated it "very important" by assigning it an importance score of 3.9 points out of a total possible 4.0 points. This principle attained first place along with the next two principles, Principles 2 and 3.

The State Committee also rated this principle as the top one among the 12 principles rated. All of the ten State Committee members agreed with the principle and the way in which it was stated. This was the only principle that gained the perfect agreement of all ten 4-H committee members. So, also, this panel rated the principle "very important" by scoring it 3.8 points. Both panels gave it almost the same score in respect to its importance. The agents, then, placed a special value on this principle.

It is generally agreed that program planning and implementation are very important in the development of any kind of work, and so, also, in 4-H Club work. As defined by Pesson, Extension program planning is the process of making decisions about the direction and intensity of the educational effort of the Cooperative Extension Service (61:95). This is the first phase of the program development process. The involvement of parents, volunteer leaders and 4-H members in the process of program planning helps to produce sounder decisions about the objectives. Also, program implementation which forms the second phase is

related to the accomplishment of the set objectives. This can be done only by the active participation of the audience (61:95), 4-H members and the help of parents and leaders. Talking about the importance of participation, Brunner says that the democratic method has been successful and should be encouraged; by participation the program becomes theirs (4). Of course, use of the democratic method would be considered a healthy procedure in American 4-H Club work. Dale also insists on the involvement of these three: the leaders, members and parents in program planning (12:7). The references to this principle were found in related literature (43,42:6,72,87:340).

Both panels of authorities, then, assigned first place to Principle 1 in the priority of participation principles, indicating their agreement that parents, leaders and 4-H Club members should be involved in program planning and implementation.

Participation Principle No. 2: Four-H Club Work Should Encourage the Maximum Involvement of Youth in Projects and Activities to Sustain Their Interest in 4-H Work

This principle, even though it was listed as second in Table I, page 24, gained the same priority as the first one as far as the ratings of the national authorities were concerned. Here, also, the same number, seven, had agreed with it as a principle and accepted its statement and scored it "very important" with an average weight of 3.9 points.

The ratings of the ten member State 4-H Committee showed an equally great importance to this principle with nine agreeing to it

as a principle and all ten accepting its statement. Further, they assigned it "very important" rating with a perfect 4.0 points.

The 4-H projects and activities form the core of 4-H Club work. The involvement of youth in these projects is an important task for both the volunteer and professional leader. Youth is a stage of growth; it is said to be the stage of readiness in which the individual's potentialities are unable to find full employment. So, youth have to be encouraged to participate in as many projects and activities as possible to enable them to properly channelize their energies in a constructive way and thus derive satisfaction of some accomplishment. The involvement in projects creates further curiosity, learning and satisfaction. This, in turn, promotes interest among members and nonmembers in 4-H Club work. In the opinion of Sabrosky, a person tends to maintain interest in an activity if he is taking part in it (76:3). This is possible only with the increasing involvement of youth in projects and activities. Sabrosky contends that when a person originates the idea in any activity, his participation is at its best (76:3). That is to say, youth should be given an opportunity to become fully involved in the planning of their projects. Also, it makes them more aware of the situation. The references to this principle were found in related literature (39:30, 12:7-15,52:1).

Authorities seem to agree that maximum involvement of youth in projects and activities, then, promotes their maximum interest in club work.

Participation Principle No. 3: Four-H Club Work Should Provide Equal Opportunities and Dignity for All Youth Participating Irrespective of Race, Creed or Color

This principle of successful 4-H Club work was accepted as a principle and its statement was approved by all seven of the nationally recognized authorities. Also, they rated it "very important" by assigning it 3.9 points out of a total possible 4.0 points. Thus, this principle attained highest place along with the above two principles, Principles 1 and 2, in the list of participation principles selected.

Also, as shown in Table II, page 29, of the ratings of the Tennessee State 4-H Committee, it gained the third highest place with nine of the ten responding to it as a principle and all ten approving its statement. State Committee members assigned 3.9 points out of a possible 4.0 to make it "very important." In summary, panels agreed with Principle 3 as a "very important" principle important in the success of 4-H Club work.

In the statement of Principle 3, the term "all youth participating" refers to youth already enrolled as members in the 4-H Clubs. It is but natural when the membership is voluntary that all youth who are interested in and know the benefits of 4-H Club work would join. This might be true of any national youth organization. In each society caste, creed, color and economic disparities may exist. The youth participating in 4-H Clubs represent all sections of the American society. Four-H has the opportunity to serve all youth on a common basis. Experience indicates that members participate better when they are given equal

attention and opportunity. This suggests that care should be taken by county agents and leaders to provide equal status and opportunities for all 4-H members. Brunner and Yang (5) were adamant regarding the importance of these considerations when they said, "The Extension workers must serve all classes, conditions and races of men; there can be no discrimination." In any society, differences in treatment afforded youth sometimes do exist. This often occurs among local communities also. Aiton, while suggesting the need for equal dignity and status for rural youth, advocated elimination of any favoritism in the 4-H treatment of rural boys and girls and their city cousins. He also expostulated that clubs should be represented by all races (1:5-6). He noted the need to involve both boys and girls in clubs on an equal footing. A source of literature related to this principle was noted (13).

By providing equal opportunities and status for all youth, authorities generally agree youth are encouraged to participate more fully in 4-H Club work. States like Tennessee, by being organized in the public schools, are able to minimize discrimination between the races, creeds and colors.

Participation Principle No. 4: Youth Participate Best in 4-H When Grouped According to Their Stage of Development.

This item was approved as a principle by seven national authorities and six of them agreed to its statement. The average importance rating, as for Principle 3, was 3.9 points, "very important." Seven State 4-H Committee members accepted it as a principle and all ten approved its statement.

The average importance rating for this second panel also was 3.9 points, "very important." However, it scored only sixth in priority as rated by the State Panel.

It is but natural that people in general find the companionship of those of their own age, educational level or social status desirable. This also is true with youth in that they usually find pleasure and solace in meeting, working and enjoying the company of those of their own ages or educational levels. People of the same age levels tend to be characterized by similar tastes, interests, needs and aspirations according to their relative maturity.

Social scientists classify youth into different groups according to the characteristics exhibited at different age levels. Cole as written by Martin has classified 4-H age youth into six age levels, namely: (1) middle childhood; (2) preadolescence; (3) early adolescence; (4) middle adolescence; (5) late adolescence; and (6) early adulthood (52:14-18). So, also, the State of Tennessee 4-H Club Department groups youth into five groups, or audiences, on the basis of school grades and age, namely: (1) Explorers; (2) Juniors; (3) Junior High; (4) Senior; and (5) Young Farmers and Home Makers (65:2). Thus, the high rating of this principle by both panels indicates the apparent importance of grouping youth according to their stage of development.

Participation Principle No. 5: Four-H Club Work Should Include High Quality Participation of an Optimum Number of Boys and Girls in Each County Per Full Time Staff Equivalent

According to the priority discussed earlier, Principle 5 was next in relative importance. Six of the seven nationally recognized authorities agreed that it was a principle and all the seven accepted its statement as being satisfactory. They assigned a rating of "very important" to it by scoring it an average 3.7 points.

The rating of the Tennessee State 4-H Committee agreed with the rating of the national authorities since nine of ten agreed that it was a principle and all ten were in accord with its statement. However, they rated it only "fairly important" by giving it an average of only 3.2 points. Nevertheless, it still attained fourth place in their priority.

Since youth work has attained greater recognition, most counties have county agents responsible for working with youth. The agents should have enough club members to make such work economical and worthwhile. On the other hand, if the enrollment or participation number is dangerously high, the attention the professional can give members is diluted to the point of ineffectiveness. To overcome such problems, The University of Tennessee Agricultural Extension Service has used 1,000 4-H Club members per F.S.E. as a standard (20:1). It is said that a standard of 1,000 4-H and other youth members per F.S.E. is an accepted proven average standard (6:1). This would certainly represent an optimum number of boys and girls in each county. From the point of view of quality of work, there

should be some standards worked out based on the local needs and situation. According to Dotson and Foster, other similar youth programs in rural America (boys and girls clubs) also allocate professional staff members on the basis of one to 1,000 youth enrolled (20:1). It is but natural, then, that the panel members ascribed such importance to Principle 5.

Participation Principle No. 6: Four-H Club Work Should Seek to Make for Wholesome Relations Between Adults and Youth

This item was agreed upon as a principle by five national panel members, approved as a statement by all seven, and assigned a "very important" rating with a perfect 4.0 points. This was the only principle gaining a perfect score as seen by the recognized national authorities.

Likewise, seven of ten Tennessee State 4-H Committee members selected it as a principle, all ten were in accord with its statement and a "very important" rating, 3.8 points, was attained. The State Panel placed this principle seventh in rank order as compared with sixth by the National Panel.

Better understandings and closer relationships between youth and adults, or children and parents, apparently make for a better execution of 4-H Club work. But the generation, communication and understanding gaps have persisted in society to strain or sever such relations. Hence, a suggested role of 4-H Club work to help bridge the gaps and make for more wholesome relations between adults and youth. According to Gordon, this is consistent with present day 4-H philosophy, especially in the areas of understanding and communication (39:30). It is generally accepted

that involving adult leaders and parents to help guide projects of members and to encourage them to participate in 4-H activities does promote good relations between adults and youth. Discussing this notion, Gordon concludes: "The preadolescents (members), teens (members and Junior leaders) and adults (leaders and professional youth workers) continually communicate with each other about their likes, dislikes, hopes, wishes, success and failures and even subtle feelings through 4-H work and activities" (39:30). Other reference to the principle was found in related literature (1:5-6).

In summary, both the panel of national authorities and the panel composed of Tennessee agents expressed their feeling regarding the value of 4-H Club work in fostering good relations between adults and youth.

Participation Principle No. 7: Participation of Youth in 4-H Projects Encourages Adults to Accept New Ideas.

Even though this principle was accepted by the national authorities as a principle and was seen by them as "fairly important," 3.4, the State 4-H Committee members rejected it as a principle and relegated it to the least place of importance among 12 principles. With five accepting it as a principle, all seven of the national authorities were in accord with the way in which it was stated.

Only three of the State 4-H Committee members agreed with its selection as a principle even though nine approved its wording. They rated it "not very important," on the average, by giving it a low score of 2.4 points. Other references to this principle were found in a search of related literature (1:5,44:4).

In summing up, it is noted that the nationally recognized authorities tended to accept this as a principle; while the State Panel members rejected it.

Participation Principle No. 8: Four-H Club Work is Intended for and Should Include as a Goal the Enrollment of All American Youth (Aged 10-19)

This principle was accepted and was eighth in the series as selected by the National Panel. Five authorities agreed with it as a principle and accepted the way in which it was worded. They also scored it as "fairly important" by assigning it an average of 3.3 points.

However, the Tennessee State 4-H Committee members rejected this on two counts. Only four agreed with it as a principle with five agreeing to its statement against the required acceptance levels of six and seven, respectively. The importance rating given was 2.6 which gave it a "fairly important" connotation. State Committee members placed it eleventh out of the 12 principles selected for final study. The other references to the principles were found in the related literature (29:3,5,82). Thus, the majority of National Panel members aspired to enrolling all American youth, but Tennessee agents felt this difficult or unattainable with present staff and approaches.

Participation Principle No. 9; Reenrollment Percent Standards Should Be Developed and Used for Total County 4-H Enrollment

This item was agreed to as a principle by four of the seven and its wording accepted by six of the seven nationally recognized authorities.

The average importance rating assigned to it was 3.4 which placed it at a "fairly important" level.

Notably, the State 4-H Committee gave it the same priority as that given by the National Panel. Six of ten members responded favorably to it as a principle and nine were in accord with its statement. State Panel members gave it an importance score of 3.2 points which valued it as "fairly important." Its place of relative importance for both panels was ninth of 12.

Reenrollment percent is a measure of holding power and is also considered important when seeking to steadily increase the number of members in 4-H Club work. Reenrollment percent is often influenced by the type of club projects and activities, leadership and recognition, in addition to the educational benefits the members may derive from membership in clubs. To get a required level of participation, present and desired reenrollment percents must be stated and used as guides by county agents in helping develop county 4-H Club work. Reenrollment figures may vary from county to county based on the local situations. For instance, the reenrollment percent for Giles County, Tennessee in 1971 was near 100 percent, whereas for Davidson County, Tennessee it was only 14.3 percent. The former county was rural while the latter was metropolitan. Other reference to this principle was seen in literature (20:1). In brief, both panels approved the development and use of reenrollment percent standards as a way to improve 4-H Club work.

Participation Principle No. 10: Minimum Enrollment (Participation) Goals Should Be Stated for Each County 4-H Audience. (e.g.: Explorer (4th Grade) - 20%; Junior (Grades 5 and 6) - 40%; Junior High (Grades 7, 8 and 9) - 30%; Senior (Grades 10, 11 and 12) - 10%)

This one was approved as a principle again by four of seven national authorities and five accepted its wording. The importance score, as for the previous principle, valued it as "fairly important," with 3.3 points.

However, this principle was not accepted by the State 4-H Committee members. Even though six of ten agreed with it as a principle, it did not pass the other two criteria set for acceptance. Only six members were in accord with the wording of the principle and an average importance score of only 2.8 points was assigned making it "fairly important." Both panels gave it a priority rating of tenth of 12 principles included. The references to this principle were found in the related literature (44:2,6:1). Suggested percents in Tennessee for 4-H audiences at study time were: Explorers - 20 percent; Juniors - 40 percent; Junior High - 30 percent; and Seniors - 10 percent (6:1). So, also, other states have set such goals to serve as guides in 4-H Club program development at the county level.

The nationally recognized authorities approved the fixing of minimum enrollment goals for such audiences, but the Tennessee panel had reservations.

Participation Principle No. 11: Full Participation in at Least One 4-H Club Project Should Be a Requirement of 4-H Club Membership

This item was not accepted as a principle since its statement did not get the approval of a minimum of five National Panel experts. However, five of seven national authorities did rate it as a principle. Also, they valued it "very important" by giving it an average 3.6 points.

Strangely enough, State 4-H Committee members differed with the National Panel on this item also. They accepted it as a principle by putting it fifth in rank in the list of 12 principles. Eight of ten members accepted it as a principle and nine agreed with its wording. They assigned a relatively high importance score of 3.7 which testifies to its value as being "very important."

Rejecting this principle, the national authorities may have shown their reluctance to impose any standards on youth as a requisite for 4-H membership. Tennessee panel members appeared more traditional. The references to this principle are found in literature (52:1,34:41).

Participation Principle No. 12: Counties Should Consider Suggested State Standards in Developing Participation Goals for Each 4-H Audience (e.g.: Including Numbers of Boys and Girls; Numbers of Projects Taken by Boys and Girls; Number of Projects Completed; Reenrollment Percents)

Again, the national authorities were against accepting this item as a principle. Only three of seven agreed with it as a principle of successful 4-H Club work, with six being in accord with its statement. It was rated "fairly important" with 3.3 average points.

Contrary to this, the county agents (Tennessee State 4-H Committee members) respected it as a principle. Seven of ten agreed with it as a principle, and all ten agreed with its wording. Also, an average 3.1 points were given to show it was "fairly important." The State Panel's judgment placed it eighth in importance based on three criteria. By not accepting this principle, the national authorities apparently indicated a preference to allow more freedom to agents in developing their own participation goals for each audience or category.

A reference to this principle was seen in some literature (6:1-2).

II. ORGANIZATION PRINCIPLES

A study of the data in Table III shows the responses of seven nationally recognized authorities for the 27 organization principles listed. As seen in Table III, the first 22 items listed were selected by the national authorities as acceptable principles of successful 4-H Club work. Four or more of the seven experts agreed these items were to be principles; and five or more of the panel members agreed with the principles as they were stated. Furthermore, they rated them "fairly important" or above by assigning them an average importance rating of at least 3.0 points. The principles were listed in consecutive rank order according to the priority each received as a result of panel ratings. Principle 23, "Local clubs may be organized centered around the community, school, project, interest or other centers," and Principle 24, "Interesting local club meetings on a year round basis

TABLE III

ORGANIZATION PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF SEVEN NATIONALLY RECOGNIZED AUTHORITIES AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

	Organization Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
				Very Important	Fairly Important	Not Very Important	Not Important	
1.	Four-H Club organization should be flexible enough to meet changing and varied needs and conditions.	7	7	7	-	-	-	4.0
2.	Four-H Club work should include a wide range of activities for members to participate in at both local Club and county levels.	7	7	7	-	-	-	4.0
3.	Four-H Club organization should include opportunities for other interested groups and members not in 4-H Clubs (includes special interest groups, project groups, 4-H Spiffy members and T. V. members).	7	7	7	-	-	-	4.0
4.	The 4-H program should be organized so as to provide valuable training and subject matter to the members.	7	7	6	1	-	-	3.9

TABLE III (continued)

Organization Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
5. County 4-H staffs should have the primary responsibility for getting plans prepared, executed and evaluated. (e.g.: In Tennessee 100% of staff time is planned ahead in five year planning and 60-80% in annual planning)	7	7	6	1	-	-	3.9
6. Four-H project offerings should incorporate sound educational principles and consider recognized socio-economic values and should appeal to the interests and needs of the members.	7	7	6	1	-	-	3.9
7. Four-H Club work should be organized democratically and with an applied science subject matter base.	7	7	6	1	-	-	3.9
8. Members should be so organized that they have a commonality of age and interest for mutual benefit. (e.g.: Juniors: 10-14 years; Seniors: 14-21 years; - or Explorers - 4th grade;							

TABLE III (continued)

Organization Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
Juniors - grades 5 and 6; Junior High - grades 7, 8 and 9; Seniors - grades 10, 11 and 12)	7	6	6	1	-	-	3.9
9. Four-H Club work should involve the cooperation of Extension workers, local people and club members.	6	7	6	1	-	-	3.9
10. Four-H Club work must give attention to the development of individuals through self help programs.	6	7	6	1	-	-	3.9
11. Four-H Club programs should take account of the culture of the local people.	6	7	6	1	-	-	3.9
12. Four-H Club organization is enhanced by the involvement of local volunteer people in program development and by related publicity and public relations.	6	7	5	2	-	-	3.7
13. The local Club is the basic unit of organization of 4-H Club work.	6	7	4	3	-	-	3.6
14. Four-H Clubs should organize coeducational programs wherever possible.	6	6	6	1	-	-	3.9

TABLE III (continued)

Organization Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
15. Supervision of individual project work by agents and/or leaders through visits and other means is essential to successful project work.	6	6	3	4	-	-	3.4
16. The Extension agents should have an interest in working with youth and possess the ability to organize and plan 4-H work.	6	5	6	-	-	1	3.6
17. Four-H Club work should motivate youth to reenroll as long as additional benefits may be obtained.	5	7	7	-	-	-	4.0
18. Four-H Club programs should be expanded to provide learning experiences for the disadvantaged and handicapped where these do not exist.	5	7	6	1	-	-	3.9
19. Four-H Clubs should seek to enroll an optimum number of members per club in order to provide the best opportunity for all members to							

TABLE III (continued)

	Organization Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
	participate. (e.g.: 20-40 members per club is a suggested standard in Tennessee)	5	7	5	2	-	-	3.7
20.	Projects should be organized recognizing such accepted principles as "learning by doing," "saving while learning" and "earning while learning."	5	7	3	3	1	-	3.3
21.	Certain basic county level 4-H organizations should be formed and maintained to advise or assist in developing 4-H programs. (e.g.: County 4-H Club Council, 4-H Club Citizen's Committee, 4-H Club Leader's organization, 4-H Honor Club)	4	7	5	2	-	-	3.7
22.	Four-H Club Community activities or events and projects should be planned to foster community pride and build enthusiasm. (e.g.: 4-H Demonstration Day, 4-H Achievement Day, Camps, fairs, rallies, campaigns)	4	7	4	3	-	-	3.6

TABLE III (continued)

Organization Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
23. Local clubs may be organized centered around community, school, project, interest or other centers.	4	6	2	4	-	-	2.9*
24. Interesting local Club meetings on a year round basis should be organized to facilitate the active participation of members.	4	5	2	2	1	-	2.3*
25. Four-H Club worker should enlist the support and cooperation of local schools and school boards when organizing 4-H Clubs.	3	6	4	2	-	1	3.3*
26. Four-H Club projects selected by members should be carried to satisfactory completion (decision should be made at the local club or County level regarding what constitutes completion).	3	6	2	2	2	1	2.7*
27. Organization of 4-H Clubs through schools and other avenues should provide both quantitative and qualitative advantages.	3	5	4	1	1	1	3.1*

TABLE III (continued)

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing, and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship.)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by seven panel members.

*Principle rejected by the National Panel (i.e., criteria were that at least four must agree with it as a principle, five must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

should be organized to facilitate the active participation of members," were not selected since they did not receive an average importance rating of 3.0 points, even though they were accepted as principles and their statements were approved. Principle 25, "Four-H Club workers should enlist the support and cooperation of local schools and school boards when organizing 4-H Clubs," Principle 26, "Four-H Club projects selected by members should be carried to satisfactory completion (decision should be made at the local club or county level regarding what constitutes completion)," and Principle 27, "Organization of 4-H Clubs through schools and other avenues should provide both quantitative and qualitative advantages," were not accepted since the national authorities did not approve them as principles. Also, Principle 26 was not given an average importance rating of at least 3.0 points.

A study of the data in Table IV shows the reactions of the ten Tennessee State 4-H Committee members. Considerable differences are noted between the National and State Panel ratings. State Panel members accepted 24 principles, two more than the number accepted by the national authorities. But they did not approve Principle 3, "Four-H Club organization should include opportunities for other interested groups and members not in 4-H Clubs (includes special interest groups, project groups, 4-H Spiffy members and T. V. members)," and Principle 18, "Four-H Club programs should be expanded to provide learning experiences for the disadvantaged and handicapped where these do not exist," which were accepted as principles by the national authorities. It is interesting to note that Principle 3, which was rated as one of the

TABLE IV

ORGANIZATION PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF TEN TENNESSEE STATE 4-H COMMITTEE MEMBERS AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Organization Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. Four-H Club organization should be flexible enough to meet changing and varied needs and conditions. (6)**	9	10	8	2	-	-	3.8
2. Four-H Club work should include a wide range of activities for members to participate in at both local Club and county levels. (20)	7	10	7	3	-	-	3.7
3. Four-H Club organization should include opportunities for other interested groups and members not in 4-H Clubs (includes special interest groups, project groups, 4-H Spiffy members and T. V. members). (25)	5	8	4	3	1	1	2.8*
4. The 4-H program should be organized so as to provide							

TABLE IV (continued)

Organization Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
valuable training and subject matter to the members. (5)	9	10	8	2	-	-	3.8
5. County 4-H staffs should have the primary responsibility for getting plans prepared, executed and evaluated. (e.g.: In Tennessee 100% of staff time is planned ahead in five year planning and 60-80% in annual planning). (7)	9	10	8	2	-	-	3.8
6. Four-H project offerings should incorporate sound educational principles and consider recognized socio-economic values and should appeal to the interests and needs of the members. (10)	8	10	9	1	-	-	3.9
7. Four-H Club work should be organized democratically and with an applied science subject matter base. (13)	8	10	7	3	-	-	3.7

TABLE IV (continued)

Organization Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
8. Members should be so organized that they have a commonality of age and interest for mutual benefit. (e.g.: Juniors: 10-14 years; Seniors: 14-21 years; - or Explorers - 4th grade; Juniors - grades 5 and 6; Junior High - grades 7, 8 and 9; Seniors - grades 10, 11 and 12) (18)	8	9	6	3	-	-	3.3
9. Four-H Club work should involve the cooperation of Extension workers, local people and club members. (1)	10	10	10	-	-	-	4.0
10. Four-H Club work must give attention to the development of individuals through self help programs. (14)	8	10	5	4	1	-	3.4
11. Four-H Club programs should take account of the culture of the local people. (23)	6	10	7	3	-	-	3.7
12. Four-H Club organization is enhanced by the involvement of local volunteer people in program development and							

TABLE IV (continued)

	Organization Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
	by related publicity and public relations. (22)	7	9	5	4	-	-	3.2
13.	The local Club is the basic unit of organization of 4-H Club work. (17)	8	9	7	2	-	-	3.4
14.	Four-H Clubs should organize coeducational programs whenever possible. (8)	9	10	8	1	1	-	3.7
15.	Supervision of individual project work by agents and/or leaders through visits and other means is essential to successful project work. (15)	8	9	7	2	1	-	3.6
16.	The Extension agents should have an interest in working with the youth and possess the ability to organize and plan 4-H work. (4)	9	10	10	-	-	-	4.0
17.	Four-H Club work should motivate youth to reenroll as long as additional benefits may be obtained. (2)	10	10	10	-	-	-	4.0
18.	Four-H Club programs should be expanded to provide							

TABLE IV (continued)

	Organization Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
	learning experiences for the disadvantaged and handicapped where these do not exist. (26)	2	9	2	6	1	-	2.8*
19.	Four-H Clubs should seek to enroll an optimum number of members per Club in order to provide the best opportunity for members to participate. (e.g.: 20-40 members per club is a suggested standard in Tennessee) (16)	8	9	7	2	-	1	3.5
20.	Projects should be organized recognizing such accepted principles as "learning by doing," "saving while learning" and "earning while learning." (24)	6	9	5	4	-	-	3.2
21.	Certain basic county level 4-H organizations should be formed and maintained to advise or assist in developing 4-H programs. (e.g.: County 4-H Club Council, 4-H Club Citizen's							

TABLE IV (continued)

	Organization Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
	Committee, 4-H Club Leader's organization, 4-H Honor Club) (9)	9	10	6	4	-	-	3.6
22.	Four-H Club Community activities or events and projects should be planned to foster community pride and build enthusiasm. (e.g.: 4-H Demonstration Day, 4-H Achievement Day, Camps, fairs, rallies, campaigns) (19)	7	10	7	3	-	-	3.7
23.	Local clubs may be organized centered around community, school, project, interest or other centers. (21)	7	9	4	5	-	1	3.2
24.	Interesting local Club meetings on a year round basis should be organized to facilitate the active participation of members. (27)	2	7	3	2	4	-	2.6*
25.	Four-H Club worker should enlist the support and cooperation of local schools							

TABLE IV (continued)

	Organization Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
	and school boards when organizing 4-H Clubs. (3)	9	10	10	-	-	-	4.0
26.	Four-H Club projects selected by members should be carried to satisfactory completion (decision should be made at the local club or County level regarding what constitutes completion). (12)	8	10	7	3	-	-	3.7
27.	Organization of 4-H Clubs through schools and other avenues should provide both quantitative and qualitative advantages. (11)	8	10	8	2	-	-	3.8

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing, and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship.)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by ten panel members.

TABLE IV (continued)

*Principle rejected by the State Panel (i.e., criteria were that at least six must agree with it as a principle, seven must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

**Numbers in parentheses following each principle indicate the order of priority assigned to it by the State Panel.

highest with complete approval of the national authorities was not favored by the State Panel. On the other hand, Principles 23, 25, 26 and 27 which were rejected by the National Panel were accepted by the State Panel. Both panels rejected Principle 24.

Both the panels accepted 20 principles and rejected one principle in common. The principles finally accepted by both panels are discussed for their contribution to gainful 4-H Club work in the paragraphs below.

Organization Principle No. 1: Four-H Club Organization Should Be Flexible Enough to Meet Changing and Varied Needs and Conditions.

This item was assigned one of the highest places with the complete agreement of the seven national authorities. All the seven authorities approved it as a principle and agreed with its statement. So, also, they valued it as a "very important" principle by assigning it the maximum points for an average of 4.0.

The ten State 4-H Committee members almost shared the opinion of the national authorities in their rating of Principle 1. Nine of the ten accepted it as a principle, and all ten favored its wording. They considered this principle "very important" by allotting an average importance score of 3.8 points.

To be successful, any organization or program should seek to meet the needs of its participants and the conditions that exist. The needs of the individual, for that matter the needs of youth are not static; they change at an increasing rate. According to Frutchey (38:56), a "need" is defined as a gap or disparity between a present situation and a desired one. To meet this need the gap existing between

the present and the desired situation should be removed. Generally, the needs are of two general types: felt needs, those that are recognized by those having them; and unfelt needs that are not recognized. Extension agents should strive to meet these needs. Frutchey contends that county plans of work developed by local leaders and agents should reflect such needs of Extension audiences (38:57). Therefore, agents should try to determine the needs of youth before attempting to complete plans or programs. So, also, Powell insists that, to be effective and significant, programs must be based on the interests of teenagers (64:1-2). To know the needs and/or interests one has to know the existing situation or conditions. The conditions may include social, physical and psychological backgrounds that would give greater insight into the situation in which youth clubs have to be organized and programs have to be drawn. The situations or conditions keep changing due to external influences that may again affect the needs also. Brunner states that programs must be flexible and change as needs and conditions change (4). Other references to this principle were found in the related literature (4,50,87:341).

The two panels by ranking Principle 1 as the foremost "very important" principle affirmed their belief in the need for keeping 4-H organization flexible to meet the varied needs and conditions found in the counties.

Organization Principle No. 2: Four-H Work Should Include a Wide Range of Activities for Members to Participate in at Both Local Club and County Levels

This principle also was given a perfect rating by the panel of seven national authorities.

The ten State 4-H Committee members, though not giving it the same priority, agreed with the National Panel regarding Principle 2. Seven out of ten scored it as a principle; and all ten approved its wording. They accorded it a "very important" value by giving it an average rating of 3.7 points.

Here, the term "activities" includes special 4-H Club activities that are designed to round out the club experiences for members. These consist of such things as 4-H Club tours, picnics, field trips, 4-H Demonstration Days, 4-H Achievement Days, 4-H Parents' Nights, at the local club level, and county fairs, rallies, banquets, achievement days, field days, picnics, at the county level. These varied activities provide wider experiences for boys and girls in 4-H Club work. Dale, while discussing the principles basic in designing 4-H Club work, affirmed that systematic program planning of 4-H activities provides a balanced variety of activities (12:7). This indicates the need for systematic planning of 4-H activities. Also, Foster found that opportunities for participation in a wide range of activities that extend beyond the community and individual club basis constitute one of the factors contributing to successful 4-H Club work (32). Few other references to the principle were seen in related literature (43,34:44-54).

Both National and State Panels approved Principle 2.

Organization Principle No. 3: Four-H Club Organization Should Include Opportunities for Other Interested Groups and Members Not in 4-H Clubs (Includes Special Interest Groups, Project Groups, 4-H Spiffy Members and T. V. Members)

This principle received 100 percent approval by the National Panel and had the same priority as the earlier two. All seven national authorities approved it as a principle and were in accord with its statement. It also was recognized a "very important" principle with an average rating of 4.0 points.

Interestingly, the Tennessee State 4-H Committee members rejected it as a principle, though agreeing it was "fairly important," 2.8 points average. Only five of the ten agreed it was a principle and eight favored the wording.

In summary, the gap between the two panels was relatively wide on Principle 3. The national authorities placed it third, while the State Panel rejected it. Thus, even though nationally recognized authorities felt this principle to be "very important" and favored including opportunities for other interested groups in 4-H Club organization, this was not acceptable to the Tennessee 4-H agents on the committee. Other references to this principle were found in a search of related literature (70:297, 32,24:2).

Organization Principle No. 4: The 4-H Program Should be Organized so as to Provide Valuable Training and Subject Matter to the Members

All of the seven National Panel responded to this as an accepted principle and approved its statement. Principle 4 was valued "very important" with an average score of 3.9 points.

State 4-H Committee members also placed this principle as a high priority one, in fifth place. Nine of ten Committee members agreed to it as an acceptable principle and all ten approved its wording. The average importance given to this was 3.8, "very important."

One of the recognized major aims of 4-H Club work is to train boys and girls to become better leaders and more effective citizens. This is listed as one of the ten objectives of 4-H Club work. According to the Task Force on Youth Work, a specific 4-H Club objective is to help young people develop leadership talents and abilities needed to achieve their citizenship potential (70:297). They also point to the need for knowledge in scientific agriculture and home economics (70:297). In these days of advances in science and technology, technical knowledge is increasingly necessary for living as effective citizens.

Foster, discussing factors contributing to successful 4-H Club work, notes that the 4-H Club program is generally considered worthwhile in terms of the valuable training and subject matter it provides youth (32). Another reference to this item was seen in the literature (34:41-42).

The two panels unequivocally considered this a "very important" principle and approved its being considered as one of the more useful principles organizing 4-H Club work.

Organization Principle No. 5: County 4-H Staffs Should Have the Primary Responsibility for Getting Plans Prepared, Executed and Evaluated

The rating of this principle was identical to that for Principle 4 by the National Panel. All seven agreed it was a useful principle and

were in accord with its statement. They considered it "very important" by assigning an average 3.9 points.

The rating of the State Panel on Principle 5 was the same as for Principle 4. Nine of ten members accepted it as a principle and all ten agreed to the way in which it was stated. They gave it an average importance rating of 3.8 points which rated it "very important." Two types of plans are used in Tennessee counties today: The Annual Plan of Work (POW), the current short range Extension plan; and the Plan of Work Projection (POWP) which is a five year Extension plan. According to Dotson, the POW is the written end product of annual county Extension planning; while the POWP is the written end product of five year county Extension planning. The latter document serves as a basis for the formulation of the former one (18:1-3).

Program planning is considered a relatively important activity for the 4-H staff to help them decide which segments of the clientele they propose to reach and what they will attempt to teach. Though annual county Extension planning is seen to be primarily the responsibility of the county Extension staff (4-H staff), five year Extension planning is generally undertaken by the staff with the involvement of representative lay people and appropriate resource people (18:1). The planning group in Tennessee counties is often referred to as the county Extension program development committee.

In the state of Tennessee, 100 percent of staff time is planned ahead in the five year planning operation; while only 60 to 80 percent is included in annual planning. However, wherever county Extension

program development committees exist, they strive to advise or assist agents in the systematic and ongoing planning, initiating, conducting and evaluation of the county Extension program (18:5).

The findings of case studies conducted in the Southern Region indicated that the presence of a county level group that plans, together with Extension agents all or part of the 4-H Club work for a county, was one of the key success factors in 4-H Club work (8:11). It is understood that the agent must take the initiative and responsibility for creating and working with such county level organizations in the preparation, execution and evaluation of the plans.

Russell referred to this concept when he commented that the "Extension youth program planning process should be implemented by Extension staff members, key lay leaders and youth representatives" (74:14).

Evaluation also is included as a process which helps measure the degree to which objectives are attained. Another reference to this principle was found in literature (45:77).

Principle 5, then, was considered valuable by both panels as they showed their recognition of the merits of the program development process.

Organization Principle No. 6: Four-H Project Offerings Should Incorporate Sound Educational Principles and Consider Recognized Socioeconomic Values and Should Appeal to the Interests and Needs of the Members

This principle got the approval of all seven national authorities. Also, all accepted the way in which it was stated. It was rated "very

important" by virtue of the fact it received a score of 3.9 points. Thus, Principle 6 was in sixth place in the priority of organization principles.

Eight out of the ten 4-H Committee members accepted it as a principle; and all ten were in accord with its statement. Also, the importance rating stood at 3.9 points, "very important." The two panels rated this principle alike in respect to importance.

The word "Four-H project" in the statement of Principle 6 refers to the work done with animals, crops, articles made or some other definite enterprise undertaken by 4-H members (34:40). According to Aiton, the 4-H project is the backbone of 4-H Club work and has the highest priority in the 4-H Clubs (2:31). This represents the opinions of 4-H Club members and adult leaders who guide these boys and girls in club projects as well as agents polled. Such projects, in addition to being profitable, should incorporate sound learning-teaching principles. Aiton in discussing club projects, indicated that projects should also be of economic and social value and importance (1:5-6). This helps members receive greater dividends and helps them secure the approval of parents and elders for the projects. According to case studies, where club work was successful, an overwhelming majority of the projects undertaken made use of accepted educational approaches and had basic economic values. They also were appealing to the interests and needs of members (32:9). Needs and interests may vary from individual to individual, and some youth tend to be more innovative in their work. That may be one of the reasons why so many new projects have been developed over the years. Another reference to this principle was found in the study (8:9).

This principle was considered "very important" by both panels in the organization of successful 4-H Club work.

Organization Principle No. 7: Four-H Club Work Should Be Organized Democratically and With an Applied Science Subject Matter Base

The rating given by the national panel to this item was the same as for Principles 4, 5 and 6. All seven agreed that this item was a valid principle and agreed with the way in which it was stated. They also rated it "very important" by giving it an average importance rating of 3.9 points.

Eight of the ten Tennessee State 4-H Committee members approved the item as a principle, all ten agreed with its wording; and they approved it as being "very important" with an average value of 3.7 points.

Four-H Club work is democratic in a number of ways. First, state and county personnel with the assistance and advice of local leaders and club members, formulate the programs. Second, the 4-H Club organization is run by the elected officers of the clubs. Third, it cooperates with other agencies and solves problems through group action. Fourth, the individual projects are selected by the members democratically.

In the modern world of science and technology, it is generally agreed that youth should be provided with opportunities to learn to appreciate and understand scientific method. The 4-H Club approach permits emphasis on this point.

Reck, while discussing the need for a change in programs, noted that the mature 4-H member is constantly inquiring "why?" In this modern

day of science and technology, it is natural for the 4-H program to upgrade, to include the "why" as well as "how" (70:300). This explains why many new challenging projects which teach applied science subject matter have been developed in recent years. They are useful for both farm and nonfarm living. Sources of literature to this item were noted (38,1:5).

Both panels considered this principle important and valuable in the conduct of successful 4-H Club work.

Organization Principle No. 8: Members Should Be so Organized That They Have A Commonality of Age and Interest for Mutual Benefit. (e.g.: Juniors, 10-14 Years; Seniors, 14-21 Years; or Explorers, 4th Grade; Juniors, Grades 5 and 6; Junior High, Grades 7, 8 and 9; Seniors, Grades 10, 11 and 12)

This item was approved as a principle by all seven members of the National Panel but only six agreed with its statement. The principle was considered "very important" with an average score of 3.9 points.

The State 4-H Committee members were less enthusiastic regarding this item. Eight members agreed that it was a principle and nine accepted the wording. However, they only considered it "fairly important" by assigning it an average of 3.3 points.

The ages of 4-H Club members normally ranges from nine to 19. This leaves a gap of almost ten years between the ages of nine and 19. The developmental tasks of members at such differing age levels varies as do their interests and needs. Experiences in various states indicate the practicability of grouping 4-H Club educational programs into four

general categories according to the different developmental tasks, ages and needs, that is, for example ten to 14, 14 to 19 and 19 to 30 (70:29).

Thus, the division of club members into a number of age or other groups has been shown to be a profitable and realistic way to organize programs and activities. Studies conducted in the southern states have shown that the division of 4-H Clubs into Junior, 10-14 years, and Senior, 14-21 years, has strengthened the programs (8:14). Also, research findings disclose that, since the programs and activities of these two groups have been varied based on the different needs, interest in 4-H Club work has been increased for both (8:14). This finding applies mostly to community clubs, but in schools, youth can be grouped into still narrower age or grade for better organization of learning experiences. In the State of Tennessee, the Extension Service has organized youth by school grades as follows: Explorers, 4th Grade; Juniors, grades 5 and 6; Junior High, grades 7, 8 and 9; Seniors, grades 10, 11 and 12; and Young Farmers and Home Makers, 12th grade and above to age 30 (6:1). Of course, such division enables planners to be more specific in their efforts to meet the needs of youth.

Both panels of experts agreed with Principle 8.

Organization Principle No. 9: Four-H Club Work Should Involve the Cooperation of Extension Workers, Local People and Club Members

Six of seven National authorities approved this as a principle, all seven agreed with its wording and considered it "very important" by allotting 3.9 points.

The ten State Panel members approved this principle as first in importance among all 27 organization principles. They approved it as a principle

and agreed with its statement. They considered it "very important" by scoring it a perfect 4.0 points. Thus, State Panel members accorded this principle the highest rating on all three considerations.

"Extension workers," of course, are the professional leaders who provide training and guidance in the organizations and technical matters of 4-H Club work. The term "local people" includes volunteer leaders, parents and others interested in 4-H work. These last help members with project guidance, organization of programs and activities, and with the necessary moral and material support. The club members are the audiences of the 4-H Club work and are its main beneficiaries. Obviously, their cooperation in all phases of 4-H Club work is essential.

According to case studies conducted in the Southern Region, where successful 4-H Club work existed there was a great deal of interest, planning, activities and cooperation on the parts of Extension workers, local people and 4-H Club members (8:19). Some other references to this principle were found in the related literature (74:14,12:7,19:7,70:304-305).

The National Panel and State Panels accepted Principle 9 as a useful success principle, thus emphasizing the need for cooperation in 4-H Club work.

Organization Principle No. 10: Four-H Club Work Must Give Attention to the Development of Individuals Through Self Help Programs

This item was rated the same as Principle 9, by the National Panel. Six of the seven approved it as a principle and all seven accepted the wording of its statement. The principle was considered "very important" by virtue of the average score of 3.9 points accumulated.

Eight of the ten State Panel members approved it as a principle and ten were in accord with its wording. It was considered "fairly important" by the members who scored it an average 3.4 points.

A generally accepted goal of 4-H Club work is the development of individual club members. According to the Task Force report, the primary aim of the 4-H Club program is to provide young people with opportunities for their mental, physical and social growth (70:297). So, also, Reck indicates that the true measure of success in 4-H work is found in the growth and development it brings to individual personalities (70:297).

Self Help Programs include the club projects, activities or any other work undertaken by a member on his own initiative and interest under the guidance of the leaders. Martin (52:2) declares that the main purpose of 4-H Club work is the development of boys and girls through such self help experiences.

Both panels accepted this item as a principle, thus promoting the idea of self help programs for the personal development of individual club members.

Organization Principle No. 11: Four-H Club Programs Should Take Account of the Culture of the Local People

This item had an identical national panel rating with Principles 9 and 10. Six of the seven experts approved its selection as a principle and all approved its statement. They gave it "very important" status by granting it an average 3.9 points.

On the other hand, the ten State Panel members did not consider it quite so important since only six of ten approved it as a principle.

However, all were in agreement regarding its statement. They also considered it "very important" and gave it an average of 3.7 points.

Everything that is done related to 4-H Club work in a county is commonly referred to as the program. This program becomes the basis upon which 4-H seeks to accomplish its purposes. Plans and planning, carrying out of the plan, involvement of people, organization, leadership, whatever helps is included (77:96). Culture is generally seen to include the patterns of learned behavior and the products of behavior shared by the members of a society and transmitted among them (71:38). Every society has its own culture which needs to be considered carefully when planning 4-H programs. Here, the prime participants are the youth who reflect the culture of people. Few other references to this item were seen in the literature (87:340,38).

Both the panels accepted Principle 11 and rated it an important principle.

Organization Principle No. 12: Four-H Club Organization is Enhanced by the Involvement of Local Volunteer People in Program Development and by Related Publicity and Public Relations

Six of the seven National Panel members approved this as a principle, all seven agreed with the way in which it was stated, and recognized it as relatively "very important" by giving it an average score of 3.7 points.

Seven of ten State Panel members approved it as a principle and nine agreed with the wording. They considered it "fairly important" with an average score of 3.2 points.

The program development process has been defined as a continuous and cooperative activity, involving lay people and the Extension staff,

in which problems are identified, objectives are set forth and action is taken to reach the objectives (77:95). According to Dotson, the County Extension Program Development Committee and its component Study Committee strive to advise or assist in the planning, initiating, conducting and evaluating of Extension programs (18:5). Some other references in respect to this item were found in literature (74:11-16,42:6,84:7).

Further, it has been shown that publicity regarding the programs, plans and activities of 4-H Club work enhances organizational efforts. Public relations helps get the cooperation of people and creates a favorable public image of 4-H. Involved local volunteer people help make this happen.

In short, both panels approved this principle of involving local people in building the organizational efforts.

Organization Principle No. 13: The Local Club is the Basic Unit of Organization of 4-H Club Work.

This item was approved as a principle by six national authorities and seven consented to its statement. Also, all seven accorded it a "very important" rating with an average score of 3.6 points.

The 4-H Committee members also rated it equally important. Eight of the members approved it as a principle and nine were in accord with its statement. But they name it only "fairly important" by compiling a score of 3.4 points.

A club at the local level called the "4-H Club" is said to be an organized group of boys and girls with officers and a planned program which is carried on throughout all or several months of the year (35:1).

Officers normally include president, vice president, secretary-treasurer, reporter, song leader, recreation leader and committee member (34:24). One of the advantages of the organized club would be a planned program which guides the educational efforts of 4-H Club work. In the organizational chart, the club takes the lowest place but remains the basic unit through which all 4-H Club work is channelized. Organized clubs facilitate regular meetings and ensure well organized activities spread throughout the year.

The National and State Panels recognized the club as the basic unit or organization by rating Principle 13 an important one.

Organization Principle No. 14: Four-H Clubs Should Organize Coeducational Programs Wherever Possible

This item was agreed to as a principle by six of seven on the National Panel. The same number accepted its wording. The principle was considered "very important" with an average score of 3.9 points.

Principle 14 in general was rated highly by the State Panel. Nine of ten approved it as a principle and all agreed with its wording, considering it "very important" with 3.7 points.

The 4-H Clubs often organize coeducational programs for the mutual benefit of boys and girls. According to Aiton, coeducational tours, club meetings, educational trips and project activities promote mutually satisfying individual growth (1:5). Also, it is said that the spiritual and mental growth of boys and girls depends partly on the development of proper attitudes towards each other (1:5). Even those clubs which

were organized only with boys or girls can profitably plan coeducational activities.

Reck also advocated coeducational activities and programs (70:300). Today the number of girls exceed the number of boys in Club work. A study of data in the 1970 national Annual 4-H Youth Development Enrollment Report reveals the enrollment of larger numbers of girls than boys in organized 4-H Clubs in that year. By June 1970, there were 1,225,342 girls versus 836,998 boys in 4-H Clubs all over the United States (28:4). This trend might obviously be reversed by involving more boys in club work. Such was the opinion expressed by Davis when he indicated the need for balancing the boy to girl ratio (13:16).

Both the authorities at the National and State levels approved this principle as an important one in organizing successful club work.

Organization Principle No. 15: Supervision of Individual Project Work by Agents and/or Leaders Through Visits and Other Means is Essential to Successful Project Work

Six of the seven nationally recognized authorities approved this principle's selection as a principle and agreed with the way in which it was stated. This was rated "fairly important" by virtue of an average of 3.4 points.

So, also, the State Panel placed this principle fifteenth in the list. Eight of ten accepted it as a principle and nine approved its statement. They considered it "very important" by rating it 3.6 points.

An individual project is a project undertaken by a club member, individually under the guidance of a project leader. The project leader

has the responsibility of guiding the boy or a girl in his or her project work. So, also, the agents who are the professional leaders in the county have the responsibility of supervising and providing technical knowledge. "Visits" here refers to formal face to face meetings where information is exchanged and discussed (77:115). The visits by leaders or agents are considered valuable in providing technical know how. In the absence of visits, other Extension methods may have to be used. Another reference was seen in a literature (34:43).

Case studies conducted in southern states indicate that individual contacts or visits by leaders, agents or others help members do an acceptable job (8:10).

The National and State Panel members accepted Principle 15 noting the effectiveness of personal visits in conducting successful individual projects.

Organization Principle No. 16: The Extension Agents Should Have an Interest in Working with Youth and Possess the Ability to Organize and Plan 4-H Work

This item was rated as a principle by six of seven National Panel members and its statement was approved by five. It was considered "very important" by all seven national authorities. They allotted it an average of 3.6 points.

The State Panel rated this principle relatively high. Nine of ten accepted it as a principle and all ten approved its wording and scored it "very important" by granting it a perfect 4.0 points.

Since Extension agents are the professional leaders at the county level, they are basically responsible for planning, initiating, conducting and evaluating, even though they ordinarily involve lay people at these stages. Obviously, working with youth requires special labor and intelligence. Case studies conducted in the southern states have showed that the interest of Extension agents in working with youth and their ability to organize people contribute to the success of 4-H Club work (8:3). Other reference was found in search of the literature (32).

Acceptance of this principle by the National and State Panels as a highly important one indicates its relative value to the success of 4-H Club work.

Organization Principle No. 17: Four-H Club Work Should Motivate Youth to Reenroll as Long as Additional Benefits May Be Obtained

Approved as a principle by five of seven National Panel members, Principle 17's wording approved as it was considered "very important" with the maximum score of 4.0.

The State Panel thought this principle highly important and also gave it the maximum score on all three criteria.

Reenrollment is recognized as a very important factor in keeping the 4-H Club work going. The club work must prove beneficial to youth if they are to be motivated to continue or reenroll as members. Copp and Clark found that boys and girls active in 4-H affairs the previous year tended to enroll at higher rates than boys and girls who were

relatively inactive in their membership the previous year. So, also, on the other hand, Mintmier (56) indicated that those who failed to complete projects were less likely to reenroll. Study findings suggest the need to keep youth's interest alive by providing new opportunities for work and fun. Other references to this item were found in literature (20:1,72;9-11).

Both panels accepted this principle.

Organization Principle No. 18: Four-H Club Programs Should be Expanded to Provide Learning Experiences for the Disadvantaged and Handicapped Where These Do Not Exist

This item was approved as a principle by five of seven of the National Panel members. All agreed with the way in which it was worded. They considered this a "very important" principle by averaging a score of 3.9 points.

In contrast, the State Panel did not approve this as a principle. Only two rated it as a principle. However, nine of ten did agree with its statement. Also, the Panel considered it "fairly important" with average score of 2.8 points.

Sources of literature to this item were noted (54:7,30:2).

By approving this principle the national authorities voted for an expansion of 4-H Club work to disadvantaged and handicapped youth. However, the county agents, while agreeing with the wording, felt it relatively unimportant and did not see it as a principle at all.

Organization Principle No. 19: Four-H Clubs Should Seek to Enroll an Optimum Number of Members Per Club in Order to Provide the Best Opportunity for All Members to Participate (e.g.: 20-40 Members Per Club is a Suggested Standard in Tennessee)

This item was approved by five of seven National Panel members as a principle. All seven approved its statement and voted an average importance rating of 3.7 points. Thus, it was considered "very important."

Eight State Panel members agreed it was a principle and nine approved the wording. It was considered barely "very important" as a result of an average score of 3.5 points.

Though 4-H Clubs are theoretically open to all youth in a particular community, it is agreed that there is an optimum size of club if all members are to profit from participation. So a suggested range usually appears more useful. Based on nationwide and state studies and recommendations, Tennessee 4-H planners have suggested a standard of from 20 to 40 members per 4-H Club (20:1). So, also, Sabrosky, talking about an optimum number has recommended about 20 members for out of school clubs and about 40 members maximum for school based clubs, if the best opportunities for interesting work are to be provided (76:3). There seems to be general agreement in the literature that some standard based on the situation, whether school based or community based, should be fixed to help those directing 4-H Club work do a better job.

Both panels were in harmony in their acceptance of this as a "very important" principle useful in the conduct of successful club work.

Organization Principle No. 20: Projects Should be Organized Recognizing Such Accepted Principles as "Learning by Doing," "Saving While Learning" and "Earning While Learning"

Five of seven national authorities were in accord with the principle and all were in favor of its statement. They valued it "fairly important" by allotting an average 3.3 points.

Of ten State Panel members, six approved it as a principle and nine were in accord with its statement. These Panel members also considered it "fairly important" by allotting it an average score of 3.2 points.

Learning is seen to center around project work. It is understood that a member does not learn a practice until he performs it. Martin has so indicated (52:2). He points to reading and doing as important factors in widening one's knowledge. The North Carolina Cooperative Extension Service notes that projects should be of compatible and economically beneficial (25:15). "Earning while learning" is recommended.

Foster (34:41) also suggests that projects should be practical and provide income, savings or satisfaction to the club members. Furthermore, in addition, girls can think in terms of saving money through projects.

The references to this principle were found in search of literature (1:5,38).

Both Panels consented to this principle as a fairly important one and thus found it helpful.

Organization Principle No. 21: Certain Basic County Level 4-H Organizations Should be Formed and Maintained to Advise or Assist in Developing 4-H Programs (e.g.: County 4-H Club Council, 4-H Club Citizens' Committee, 4-H Club Leaders' Organization, 4-H Honor Club)

Only four of the seven national buthorities favored it as a principle, but all seven were in agreement with the statement. They did recognize its value by calling it "very important" with a score of 3.7 points.

The Tennessee State 4-H Committee members considered it even more valuable. Nine of ten favored it as a principle, all ten liked its statement and considered it "very important" by scoring it 3.6 points.

County level 4-H organizations are nonofficial bodies organized to promote 4-H Club efforts in a particular county. These organizations usually include County 4-H Club Council, 4-H Club Citizens' Committee, 4-H Club Leader's Organization, 4-H Honor Club and All Stars in the State of Tennessee. The names of these committees may differ in different states. Regarding the usefulness of these committees, Heckel (42:6) notes that a county 4-H committee can make a major contribution that can greatly enhance the county 4-H program. Wheeler (84:7) points out that the county 4-H Club Council not only serves to support the 4-H Club program but also helps integrate it into the total

program of the Extension Service. The county 4-H Club Council is a committee for the promotion and administration of club work, the 4-H Club Citizen's Committee strives to get public support and understanding of 4-H Club work, the 4-H Club Leaders' organization helps in the planning and leadership of county 4-H programs; and the 4-H Honor Club works for further growth on the part of older members (59:1-23). It is said that agents using these last three organizations are 50 percent more effective than those who do not have such organizations (59:2). Russell (74:13) was adamant when he said that an organization for planning the Extension youth program should be formed and maintained.

It is conceded by all that these organizations help agents develop effective 4-H programs. Though the National Committee barely approved this principle, the State Panel saw it as an important one and thus favored it among the top nine principles of 4-H organization.

Organization Principle No. 22: Four-H Club Community Activities or Events and Projects Should be Planned to Foster Community Pride and Build Enthusiasm (e.g.: 4-H Demonstration Day, 4-H Achievement Day, Camps, Fairs, Rallies, Campaigns)

This item was approved as a principle by four of seven and accepted in regard to its statement by all of the national experts. They looked to this as a "very important" principle by giving it a score of 3.6 points.

The State Panel members were somewhat stronger than the national authorities in their rating. Seven of ten members agreed to it as a

principle and all ten approved the way in which it was stated. A score of 3.7 was the average importance rating given to it indicating it was "very important."

Experienced 4-H workers agree that community activities or projects encourage the participation of all 4-H members, and help win acceptance by the community. Such events may include 4-H Demonstration Days, 4-H Achievement Days, Camps, Fairs, Rallies, Campaigns and so on, which have special value to the community (34:47). If these activities are successfully organized in the community, they should enhance community pride and enthusiasm. Many of the projects may be of service to the community as a whole. A reference to this principle was seen in the literature (30:8).

The panels were harmonious in their acceptance of Principle 22 for the planning of community activities and projects.

Organization Principle No. 23: Local Clubs May be Organized Centered Around the Community, School, Project, Interest or Other Centers

Four of the seven national authorities approved it as principle and six accepted its statement. It was considered "fairly important" but was given a score of only 2.9 points against the 3.0 points required for selection.

The State 4-H Committee members recognized this as a principle with seven agreeing to it as a principle, nine accepting its wording. It was rated "fairly important" as a result of its average score of 3.2 points. Sources of literature related to this item were noted (4,2,30:4, 8:12).

While the national authorities disapproved this principle, the State Panel members approved it as a principle.

Organization Principle No. 24: Interesting Local Club Meetings on a Year Round Basis Should be Organized to Facilitate the Active Participation of Members

This item was considered a principle by four of seven National Panel members. Five accepted the wording, but it was considered "not very important" with only 2.3 points.

The State Panel members considered this to be the least important among the organization principles listed. It was disapproved since only two members accepted it as a principle. The minimum seven did agree with its statement. Even though it was rated "fairly important" it got only 2.6 points against the minimum requirement of 3.0 points for acceptance. References to this principle were found in search of related literature (34:27,32).

Thus, this item was rejected by both.

Organization Principle No. 25: Four-H Club Workers Should Enlist the Support and Cooperation of Local Schools and School Boards When Organizing 4-H Clubs

This item, too, was disapproved by the National Panel. It was rejected because only three accepted it as principle. Six agreed with the statement and it was considered "fairly important" with a score of 3.3 points.

Surprisingly, Principle 25 was rated the third most valuable principle by the State Panel. Nine of ten agreed that it was a success

principle and all approved its statement. It was considered "very important" with a perfect score of 4.0 points. Sources of literature related to this principle were noted (30:4,32,8:4).

This item was not accepted since it was rejected by the National Panel even though it gained full agreement of the State Panel.

Organization Principle No. 26: Four-H Club Projects Selected by Members Should be Carried to Satisfactory Completion (Decision Should be Made at the Local Club or County Level Regarding What Constitutes Completion)

This item also was rejected by the National Panel. Only three of seven agreed with it as a principle, six agreed with its statement and it was considered "fairly important" with only 2.7 points.

On the other hand, Principle 26 was approved by the State Panel. Eight agreed to it as a principle, all ten accepted its statement and it was declared "very important" with 3.7 points. References to this item were found in the literature (34:42,8:10).

This item was rejected since it was disapproved by the National Panel even though it was approved by the State Panel members.

Organization Principle No. 27: Organization of 4-H Clubs Through Schools and Other Avenues Should Provide Both Quantitative and Qualitative Advantages

The National Panel considered this item to have the lowest order of priority among 27 items listed. They disapproved it as a principle but agreed to its wording. It was, of course, considered "fairly important" with an average score of 3.1 points.

As with the prior principle, this item was approved by the State 4-H Committee members. Eight agreed to it as a principle, all ten liked the wording and it was considered "very important" due to an average scoring of 3.8 points. A reference to this item was seen in the literature (2:31-32).

Thus, this final organization principle was not accepted since the national authorities rejected it. It was approved by the State Panel.

III. LEADERSHIP PRINCIPLES

Table V displays data related to 18 leadership principles as rated by the seven national authorities. All 18 items listed in the table were accepted as principles and they were listed in consecutive order according to the priority given by the National Panel. Each one of these 18 items was favored as a principle by four or more of the seven authorities, agreed to its wording by five or more of the experts, and was rated at least "fairly important" with an average of at least 3.0 points.

The first three principles, Principle 1, "The county Extension staff should assume and assert professional leadership," Principle 2, "Four-H agents should locate, train and use volunteer adult leaders to the maximum extent possible in club work," and Principle 3, "Training and retraining of volunteer local leaders in 4-H Club work is essential if they are to perform successful leadership roles," were approved by all seven National Panel members. All seven saw them as

TABLE V

LEADERSHIP PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF SEVEN NATIONALLY RECOGNIZED AUTHORITIES AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Leadership Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. The County Extension staff should assume and assert professional leadership.	7	7	7	-	-	-	4.0
2. Four-H agents should locate, train and use volunteer adult local leaders to the maximum extent possible in Club work.	7	7	7	-	-	-	4.0
3. Training and retraining of volunteer local leaders in 4-H Club work is essential if they are to perform successful leadership roles.	7	7	7	-	-	-	4.0
4. Leaders should consider the needs, interests and abilities of boys and girls as they help plan and conduct 4-H Club work.	6	7	7	-	-	-	4.0
5. Junior leaders and Teen leaders should be selected							

TABLE V (continued)

Leadership Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
and helped to develop so they may be able to perform expected leadership roles.	6	7	7	-	-	-	4.0
6. Initiation and consideration leader behaviors should be included in the selection and training of volunteer leaders.	6	7	7	-	-	-	4.0
7. Adult leaders should be willing to face new situations and help youth make wise decisions regarding problems encountered (e.g.: drugs, health and environmental problems).	6	7	7	-	-	-	4.0
8. Adult leaders should be flexible in their approach to assigned leadership roles.	6	7	7	-	-	-	4.0
9. Leaders should provide situations for developing leadership among the club members.	6	7	6	1	-	-	3.9
10. Volunteer leaders should perform their roles democratically.	6	7	6	1	-	-	3.9

TABLE V (continued)

Leadership Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
11. Organizational leaders should assume the responsibility for organizing 4-H Clubs.	6	7	5	2	-	-	3.7
12. Project leaders in 4-H Club work should be basically teachers of subject matter.	6	6	4	2	1	-	3.4
13. Adult project leaders should take the responsibility for guiding members in their chosen projects and related activities.	5	7	6	1	-	-	3.9
14. Junior leaders and Teen leaders should aid in the personal and citizenship development of younger 4-H'ers.	5	7	5	2	-	-	3.7
15. Service orientation should be used as a criterion in the selection and training of adult volunteer leaders.	5	7	5	2	-	-	3.7
16. Volunteer leaders should help plan community and county wide projects through							

TABLE V (continued)

	Leadership Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
	representation on a County 4-H Club leader's organization and/or other organizations. (e.g.: a County Council of 4-H Clubs)	5	6	5	2	-	-	3.7
17.	Agents doing 4-H Club work should seek to enroll a standard number of adult leaders (i.e., organizational, project and activity) in each county per full time staff equivalent. (e.g.: the standard in Tennessee is 100 adult leaders per F.S.E.)	4	6	5	2	-	-	3.7
18.	At least one organizational leader and one project leader should be enlisted to work with each club.	4	6	4	3	-	-	3.6

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship.)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

TABLE V (continued)

[c]The average of all weights assigned to a principle by seven panel members.

*Principle rejected by the National Panel (i.e., criteria were that at least four must agree with it as a principle, five must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

principles, agreed with their statements and considered them to be "very important" by virtue of an average importance score of 4.0 points.

Consideration of data in Table VI discloses the reactions of the ten Tennessee State Panel members for 18 leadership principles approved by the national authorities. The agents approved 14 items as principles and rejected four.

It is very interesting to note that the State Panel also gave the first three principles, Principles 1, 2 and 3, the same unequivocal approval with all ten agreeing them as principles and approving their statements. Of course, they also were considered "very important," with average importance ratings ranging from 3.8 to 3.9 points. Principle 17, "Agents doing 4-H Club work should seek to enroll a standard number of adult leaders (i.e., organizational, project and activity) in each county per full time staff equivalent (e.g.: the standard in Tennessee is 100 adult leaders per FSE)," was not finally accepted as a principle since it was not considered even "fairly important" by the State Panel members, even though six approved it as a principle and seven accepted its statement. It was assigned an average of only 2.4 points. Principle 11, "Organizational leaders should assume the responsibility for organizing 4-H Clubs," and Principle 15, "Service orientation should be used as a criterion in the selection and training of adult volunteer leaders," were not selected as principles since only five members accepted each one of them as principles rather than the six required. However, nine State Committee members each agreed with the ways in which they were stated and considered them "fairly important"

TABLE VI

LEADERSHIP PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF TEN TENNESSEE STATE 4-H COMMITTEE MEMBERS AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Leadership Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. The County Extension staff should assume and assert professional leadership. (1)**	10	10	9	1	-	-	3.9
2. Four-H agents should locate, train and use volunteer adult local leaders to the maximum extent possible in Club work. (2)	10	10	9	1	-	-	3.9
3. Training and retraining of volunteer local leaders in 4-H Club work is essential if they are to perform successful leadership roles. (3)	10	10	8	2	-	-	3.8
4. Leaders should consider the needs, interests and abilities of boys and girls as they help plan and conduct 4-H Club work. (4)	9	10	9	1	-	-	3.9

TABLE VI (continued)

Leadership Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
5. Junior leaders and Teen leaders should be selected and helped to develop so they may be able to perform expected leadership roles. (7)	9	9	8	2	-	-	3.8
6. Initiation and consideration leader behaviors should be included in the selection and training of volunteer leaders. (8)	8	10	9	1	-	-	3.9
7. Adult leaders should be willing to face new situations and help youth make wise decisions regarding problems encountered. (e.g.: drugs, health and environmental problems) (11)	7	10	9	1	-	-	3.9
8. Adult leaders should be flexible in their approach to assigned leadership roles. (18)	4	10	4	6	-	-	3.4*
9. Leaders should provide situations for developing leadership among the club members. (5)	9	10	8	2	-	-	3.8

TABLE VI (continued)

Leadership Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
10. Volunteer leaders should perform their roles democratically. (9)	8	10	8	2	-	-	3.8
11. Organizational leaders should assume the responsibility for organizing 4-H Clubs. (16)	5	9	3	7	-	-	3.3*
12. Project leaders in 4-H Club work should be basically teachers of subject matter. (10)	8	7	6	3	-	-	3.3
13. Adult project leaders should take the responsibility for guiding members in their chosen projects and related activities. (6)	9	10	7	3	-	-	3.7
14. Junior leaders and Teen leaders should aid in the personal and citizenship development of younger 4-H'ers. (13)	6	9	6	3	1	-	3.5
15. Service orientation should be used as a criterion in the selection and training of adult volunteer leaders. (17)	5	9	5	4	-	-	3.2*

TABLE VI (continued)

Leadership Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
16. Volunteer leaders should help to plan community and county wide projects through representation on a County 4-H Club leader's organization and/or other organizations. (e.g.: a County Council of 4-H Clubs) (12)	6	10	5	5	-	-	3.5
17. Agents doing 4-H Club work should seek to enroll a standard number of adult leaders (i.e., organizational, project and activity) in each County per full time staff equivalent. (e.g.: the standard in Tennessee is 100 adult leaders per F.S.E.) (15)	6	7	4	2	1	-	2.4*
18. At least one organizational leader and one project leader should be enlisted to work with each club. (14)	6	8	4	5	1	-	3.3

[a]A principle here means a generalization that serves as guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship).

TABLE VI (continued)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by ten panel members.

*Principle rejected by the State Panel (i.e., criteria were that at least six must agree with it as a principle, seven must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

**Numbers in parentheses following each principle indicate the order of priority assigned to it by the State Panel.

by allotting them 3.3 and 3.2 points, respectively. Principle 8, "Adult leaders should be flexible in their approach to assigned leadership roles," was disapproved since only four agreed with it as a principle, even though all ten favored its statement and considered it "fairly important" by scoring it 3.4 points.

The principles finally accepted by both panels will be discussed in the paragraphs below.

Leadership Principle No. 1: The County Extension Staff Should Assume and Assert Professional Leadership

This item was approved as a principle by all seven of the national authorities who also agreed to its statement. It was rated "very important" with the maximum importance rating of 4.0 points. It tied with Principle 2 as the most valuable one with the highest possible ratings on all three criteria.

The State 4-H Committee members were in accord with the National Panel since they gave this principle along with Principle 2 the highest place among the leadership principles. All ten members approved it as a principle and agreed to its statement. This was acclaimed as a "very important" principle with an average score of 3.9 points.

The county Extension staff includes the 4-H agent and/or any other agents responsible for 4-H Club work. They are the professional leaders at the county level and at the club level. They represent the state land grant institution and the United States Department of Agriculture in the county in carrying out the educational program to develop

youth. One of the functions of the county agent is to assist people in the communities in the organization of local 4-H Clubs, in the selection and training of local leaders and in the development of 4-H Club work (45:77). Also, Foster, while discussing county agents, wants to make sure that county Extension agents have charge of the countywide 4-H Club program; he feels that agents should help youth organize clubs, plan programs, conduct club meetings, supervise project work and conduct other 4-H activities (34:16). The studies conducted in the Southern Region of the United States indicated that professional Extension leadership was one of the major factors contributing to successful club work (8:3). In addition, as indicated by both panel members earlier, 4-H agents must provide leadership for the planning, executing and evaluating of 4-H Club work. Other sources of literature related to this principle were noted (45:75-77,8:13).

Both the National Panel and the State Panel members fully agreed with Leadership Principle 1 and acknowledged it was one of the two valuable principles to consider for successful 4-H Club work.

Leadership Principle No. 2: Four-H Agents Should Locate, Train and Use Volunteer Adult Local Leaders to the Maximum Extent Possible in Club Work

This item was again fully agreed to by the nationally recognized authorities. They placed it in a tie for first with Principle 1. All seven authorities acclaimed it as a principle and the same number agreed to the way in which it was stated. It was declared "very important" with the maximum average importance score of 4.0 points.

The State Panel, too, looked to this principle as a top priority one. They also rated it in a tie with Principle 1 as the most gainful leadership principle in 4-H Club work. All ten committee members approved it as a principle and acknowledged its statement. The panel scored it "very important" with a rating of 3.9 points.

Four-H agents share major responsibility for locating, training and using local leaders in a county. This constitutes an important task in 4-H Club work. Discussing leaders, Reck affirms that "The Extension Service must give increasing attention to the job of training, supporting and recognizing its volunteer leaders" (70:306). The success of club work depends partly on the type of adult leaders working with a club.

Foster found that the majority of Tennessee agents felt a professional responsibility for a broad range of functions related to 4-H leaders (33:5). The organizational leaders and the project leaders were the two types of adult volunteer leaders used most in 4-H Club work. It is generally agreed that the potential leaders should be identified and provided with the organizational or subject matter training needed to perform their leadership roles effectively. They must be properly utilized if maximum benefit is to be derived from their involvement in club work. Another reference to this principle was found in a related literature (52:57-58).

Both of the National and State Panel members placed highest priority on Principle 2 as a foremost principle to consider the conduct of successful 4-H Club work.

Leadership Principle No. 3: Training and Retraining of Volunteer Local Leaders in 4-H Club Work is Essential If They are to Perform Successful Leadership Roles

This item also gained the full support of the seven national authorities and was placed on the same priority as the previous two. All seven agreed with it as a principle and approved the wording of its statement. It was rated "very important" with a perfect average importance score of 4.0 points.

So, also, the ten State 4-H Committee members agreed it was a principle and all approved its wording. It was recognized as "very important" due to an average score of 3.8 points.

Literature reviewed related to this principle shows agreement that local leaders need training in both leadership trait and subject matter areas. Frutchey, noting the need for training volunteer leaders said, "Training of volunteer leaders in the work they do is essential to good Extension work and is best done by county agents and subject matter specialists from the college" (38). According to Frutchey, subject matter specialists could help leaders understand the scientific knowledge and new skills required in working with club members. The periodic training of leaders helps them keep up with the latest information. The need for retraining was emphasized by Leagans also (50). The State of Tennessee offers "Four-H Leadership in Depth" training for adult leaders to prepare and keep them abreast of new developments in different areas. Other referenc to this principle was found in the literature (32,8:8).

Of course, both panels fully approved the need for training and retraining of leaders.

Leadership Principle No. 4: Leaders Should Consider the Needs, Interests and Abilities of Boys and Girls as They Help Plan and Conduct 4-H Club Work

This item was approved as a principle by six of the seven national authorities. All seven accepted its statement. This item, too, was scored "very important" with a perfect rating of 4.0 points.

State Panel members fully agreed with the National Panel by assigning this the same fourth priority among the 18 leadership principles listed. Nine members of ten responded to it as a principle and all ten were in accord with its statement. It was considered "very important" with an average score of 3.9 points.

Literature suggests that leaders need to understand the psychology of youth, their needs and aspirations before they can most successfully help them in planning and implementing 4-H Club work.

The needs, interests and abilities of youth differ according to their ages and educational levels. Probably with this in mind, Foster has insisted that 4-H Club programs should be planned based on the needs, interests and abilities of the club members (34:24). Of course, leaders can help agents guide the boys and girls in this important task. While discussing the responsibilities of leaders, Krech states that leaders properly have responsibility for assisting clubs with the planning of yearly club programs and, especially, in the determination of group goals (47:18).

The National and State Panels looked to this principle almost identically--thus expressing the general need for involvement of leaders to help agents and boys and girls in planning and execution of 4-H programs.

Leadership Principle No. 5: Junior Leaders and Teen Leaders Should be Selected and Helped to Develop so They May be Able to Perform Expected Leadership Roles

Six of the seven National Panel members agreed with this as a principle and all seven approved the wording. It was rated "very important" with an average score of 4.0 points.

Nine of ten State Panel members approved with Principle 5 and the same number approved its statement. It was rated as a "very important" principle with a score of 3.8 points.

Supporting literature notes that junior leaders are 4-H Club members in the 7th, 8th or 9th grade (14 years of age or older) enrolled in leadership projects and serving as leaders for younger club members. They assist adult leaders in their roles.

Regarding the need for Junior leaders, Reck states his belief that, by providing opportunities for young people to serve as Junior leaders, 4-H'ers and the Junior leaders themselves both enjoy priceless experiences for personal development (70:305). Experience and study show that Junior leaders can lead if opportunities are provided. Teen leaders make up a relatively new leadership type and include 4-H Club members in the 10th, 11th or 12th grades or above enrolled in leadership who serve as leaders for younger club members and, in addition,

assume other leadership roles (35:2). Delegates at 1968 and 1969 National 4-H Conferences suggested development of the "Teen Leadership" concept for youth 16-19 years of age (30:8). Here much of the responsibility for helping them develop leadership traits rests with the adult leaders they may assist. There were 150,212 Junior and Teen leaders by the end of 1970 in the United States (24:36), and 2,734 Junior and Teen leaders in the State of Tennessee (28:6).

Principle 5 was equally acknowledged by the National and State Panels as a principle. They, thus, approved the need for developing Junior and Teen leaders to assist with 4-H Club work.

Leadership Principle No. 6: Initiation and Consideration Leader Behaviors Should be Included in the Selection and Training of Volunteer Leaders.

Six of the seven National Panel members approved this as a principle and seven agreed with its statement and apprised it "very important" by scoring it a perfect 4.0 points.

The State Panel members also rated it equally well. Eight of the ten panel members favored it as a principle and all ten approved its statement. They valued it "very important" by allotting an average 3.9 points.

According to related literature initiation is here termed initiating structure which refers to getting the job done, and consideration refers to concern for individuals on a team or in a group and their feelings. Cunningham found that successful leaders rated high in regard

to both initiating structure and consideration (11:224-26). This indicates the need for leaders to both get the job done and be considerate in their 4-H Club work. The case studies conducted in southern states indicated that even though local leaders were not always given the opportunity to make the greatest potential contribution to 4-H Club programs, there was no question regarding their import as a success factor (8:7). This also was Foster's contention--that the success or failure of 4-H Club work depends to a large measure on the interest of local leaders (34:9). During 1970, there were some 3,331,028 adult volunteer leaders working with 4-H youth in the United States (24:36). This shows the magnitude of their involvement in club work.

Both panels supported inclusion of Principle 6 in the list of items accepted.

Leadership Principle No. 7: Adult Leaders Should be Willing to Face New Situations and Help Youth Make Wise Decisions Regarding Problems Encountered (e.g.: Drugs, Health and Environmental Problems)

This item was approved as a principle by six national authorities and seven accepted its statement. It was considered "very important" with an average score of 4.0 points.

This was favored as a principle by the State Panel members. Seven of ten approved it as a principle and all were in accord with its statement. They rated it as relatively "very important" by assigning an average score of 3.9 points.

Current literature notes that adult leaders guiding youth must face contemporary problems like drug abuse, health and pollution. These,

in short, are problems facing the present youth generation. The delegates of 1968 and 1969 National 4-H Conferences recommended the start of some new projects like drug education, community service projects and others designed to help their fellowmen (30:6). In such cases, leaders must take part of the responsibility in guiding boys and girls as they strive to overcome these problems as individuals and teams. In this regard, whether or not boys and girls make intelligent decisions is the crucial point to be emphasized. Leaders must help them learn to make wiser decisions in solving these delicate but pressing problems. Kreitlow, while discussing the challenge of democratic leadership, emphasized that a democratic leader is one who is not afraid of such challenge and who is willing to provide challenges and challenging situations both for himself and for his group (48:72). This also appears to be true of volunteer leaders in 4-H Club work.

The National and State Panel members selected Principle 7 as one contributing to successful 4-H Club work.

Leadership Principle No. 8: Adult Leaders Should be Flexible in Their Approach to Assigned Leadership Roles

The seven nationally recognized authorities accepted this item as a principle with six approving it as a principle and all seven agreeing with its statement. They rated it "very important" by assigning it a perfect score of 4.0 points.

However, State Panel members did not approve this item as a principle. Only four of ten rated it as a principle which was two short

of the required six for approval. However, all ten agreed to its statement and felt it was "fairly important" with an average score of 3.4 points. Sources of literature related to this principle were noted (48:79-80,70:306).

Leadership Principle No. 9: Leaders Should Provide Situations for Developing Leadership Among the Club Members

Six of seven national authorities agreed this was a principle and all seven approved its statement. They rated it "very important" with an average score of 3.9 points.

The State Panel members rated it equally well with nine of ten agreeing it was a principle, and all approving the wording. They recognized it as being "very important" by allotting it an average of 3.8 points.

With regard to relevant literature, it is seen that developing leadership among club members is one of the specific objectives of 4-H Club work. And that adult leaders should help create an atmosphere conducive to the development of such leadership talents. Of course, selecting members as Junior leaders and Teen leaders and helping them to take leadership roles is one way of helping them in that direction. In addition, other members, too, should be given opportunities to lead and share leadership responsibilities. Krech found that 4-H leaders felt they had leadership responsibilities to delegate duties to get others involved and accepting jobs, to encourage older members to enroll in Junior leadership, to give other leaders in the club encouragement and support, and to recognize the leadership emerging among members

within the club (47:18). The aim in such an effort would be for each member to develop into a better leader and citizen through club work. Few other references to this principle were found in the literature (70:297,88,40).

The National and State Panels agreed in their selection of Principle 9 as an effective one for 4-H Club work. State Panel members rated it fifth in relative importance.

Leadership Principle No. 10: Volunteer Leaders Should Perform Their Roles Democratically

The National Panel rated this one the same as Principle 9 above with six of seven agreeing. All seven approved its statement. They valued it as being "very important" by alloting an average of 3.9 points of importance.

So, also, State 4-H Committee members fully agreed with the experts by rating it almost equally well. Eight of the ten members agreed with it as a principle and all ten were in accord with its statement. They found it "very important" by scoring it an average of 3.8 points.

Literature shows that experts agree that volunteer leaders are normally accepted by the boys and girls in the 4-H Clubs as leaders. Therefore, this leadership should naturally be democratic in type rather than authoritative. Democratic leadership is seen to be the means by which one or more persons aid group in setting and attaining desirable goals (48:56). Here, the volunteer leader with the support

of professional leaders helps individuals and groups attain their set educational goals. This help is rendered by the leaders based on their wisdom and experience. Reck notes that the capacity of the young people to plan and carry out their own programs is often underestimated; he suggests they should be given major responsibility for planning and conducting their programs (70:304).

In summary of Panel findings, both felt that the leadership role should be a democratic one to achieve most successful results. This was indicated by the selection of this item as a principle.

Leadership Principle No. 11: Organizational Leaders Should Assume the Responsibility for Organizing 4-H Clubs

This principle was approved by the seven national authorities with six agreeing to it as a principle and all agreeing with its statement. National Panel members considered it "very important" by assigning it an average score of 3.7 points.

Though approved by the National Panel, the State 4-H Committee members (4-H agents) did not approve its inclusion as a principle even though they agreed with the wording of its statement and considered it important. Only five of ten members of the required seven saw this as a principle, nine agreed to its statement and it was rated "fairly important" with an average of 3.3 points.

Finally, this item was not accepted as a principle since the State 4-H Committee members did not accept it. Sources of literature related to this principle were noted (34:10,47).

Leadership Principle No. 12: Project Leaders in 4-H Club Work Should be Basically Teachers of Subject Matter

This item was approved as a principle and its statement agreed to by six of the seven National Panel members. It was rated "fairly important" with a score of 3.4 points.

Eight of the ten State Panel members favored it as a principle, and seven were in accord with its statement. By nature of its scoring 3.3, it was valued "fairly important."

Four-H authorities agree that project leaders are those volunteer adult leaders who provide guidance to club members in their club related project work. Many such leaders are to be found in the typical American community. They are usually selected because of their knowledge or experience in a particular subject matter field. Martin also believes that effective project leaders will have had desirable subject matter experiences on farms, in homes and/or in neighborhoods (52:57). In helping with project work, it is natural that they assist boys and girls with subject matter and technical know how. Few other references related to this principle were included (47,34:41).

Leadership Principle No. 13: Adult Project Leaders Should Take the Responsibility for Guiding Members in Their Chosen Projects and Related Activities

Five of seven national authorities accepted this as a principle and all seven approved its statement. It was valued "very important" with an average of 3.9 points.

The State Panel placed more value on this principle than the National since nine of ten agreed it was a principle and all ten accepted its statement. Even though it was acknowledged as a "very important" principle, the score stood at only 3.7 points.

A survey of current related literature disclosed that many projects like small engines, electric, clothing, food and nutrition were gaining new popularity with the changes in the interests and needs of the boys and girls. A project selected may be related to crops, animals, automobile, engines, leadership, drug abuse or any one of a number of other subjects. In Tennessee, about 31 projects were available to members in 1971-72. The term "related activities" included community, state and national 4-H project related activities of all kinds. Krech found that leaders felt responsible for providing project guidance. According to his findings, leaders are willing and expect to explain project requirements to members, assist in project selection, help members with project records, teach project information and help with project exhibits (47:18). Studies conducted in Tennessee by Lambert and Carter showed that project leaders perceived their job to be one of assisting in the conduct of 4-H project work. They also felt qualified to perform more tasks than they were performing (49:7-8). Other sources of literature related to this principle were noted (8:10-11).

In summary then, the National and State Panels accepted Principle 13 as an important leadership principle.

Leadership Principle No. 14: Junior Leaders and Teen Leaders Should Aid in the Personal and Citizenship Development of Younger 4-H'ers

The National Panel selected this as a principle, five approving it as a principle, seven accepting its statement and its value being rated "very important" with 3.7 points.

The State 4-H Committee members also approved Principle 14 with six of ten agreeing to it as a principle and nine favoring its statement. They rated it "very important" with an average of 3.5 points.

Supporting data show that junior leaders and teen leaders are senior 4-H Club members who, by virtue of their training and experience, help younger members with their many problems. They back up adult volunteer leaders and assist members in all phases of the leadership program. They also coach younger members in demonstrations (59:15). Chu and Carter found associated increases in the enrollment of Junior 4-H members with increases in numbers of Junior leaders (7:15). Few references to this principle were seen in some literature (88:15,52:60,3:356).

Both panels accepted Principle 14 as an advantageous leadership principle.

Leadership Principle No. 15: Service Orientation Should be Used as A Criterion in the Selection and Training of Adult Volunteer Leaders

The national authorities approved this principle as one appropriate for 4-H Club work. Five of seven agreed to it as a principle, all approved its statement and it was considered "very important" with 3.7 points.

State 4-H Committee members disapproved this item as a principle, only five of ten agreeing with it as a principle. Of course, nine of ten approved its statement and they believed it to be "fairly important" by allotting it 3.2 points.

A few references to this item were found in the literature (52:58, 48:81).

Consequently, this item was not accepted as a principle.

Leadership Principle No. 16: Volunteer Leaders Should Help Plan Community and County Wide Projects Through Representation on a County 4-H Club Leaders' Organization and/or Other Organizations (e.g.: County Council of 4-H Clubs)

Five of seven National Panel members agreed this item should be a principle and six approved its statement. It was considered "very important" with an average score of 3.7 points.

Six of ten State Panel members approved it as a principle and all ten agreed with its statement. They considered it "very important" with an average of 3.5 points.

A review of pertinent literature shows the county 4-H Club Leaders' Organization to be an organization composed of organizational leaders, project leaders, Junior leaders and Teen leaders. It is said to be an organization through which leaders representing their clubs and communities contribute to the planning and conduct of the county 4-H program (59: 13), especially in or through the area of leadership.

They also may help in the overall planning of project work through a county 4-H Club Council (59:2).

Therefore, this item was accepted by both panels as an important principle.

Leadership Principle No. 17: Agents Doing 4-H Club Work Should Seek to Enroll A Standard Number of Adult Leaders (i.e., Organizational, Project and Activity) in Each County Per Full Time Staff Equivalent (e.g.: The Standard in Tennessee is 100 Adult Leaders Per F.S.E.)

This item was accepted as a principle by four of seven National Panel members. Six agreed with its statement. It was acknowledged "very important" with an average score of 3.7 points.

Six of ten State 4-H Committee members also approved this as a principle and seven approved its statement. However, it was considered relatively unimportant with only 2.4 points and so was disapproved. Source of information related to this item was found in literature (20:1).

This item was rejected since the State Panel did not approve it even though the National Panel had agreed to approve it as a principle.

Leadership Principle No. 18: At Least One Organizational Leader and One Project Leader Should be Enlisted to Work With Each Club

Four of seven National Panel members agreed to this item as a principle and six approved the wording of its statement. It was allotted 3.6 points and considered "very important."

So, also, the State 4-H Committee accepted it, six agreeing it was a principle and eight approving its statement. State Panel members rated it "fairly important" with a score of 3.3 points.

Authorities agree that most clubs need more leaders to conduct truly profitable 4-H Club work. Organizational leaders assist agents and clubs in the organizational aspects of 4-H Club work, while project leaders generally help them with projects and related activities (34:10) It is generally felt that at least one project leader and one organizational leader could help a club develop in these areas of leadership. Therefore, the National and State Panels accepted Principle 18 as a desirable leadership principle.

IV. RECOGNITION PRINCIPLES

Data in Table VII concern the 15 recognition principles identified as they were rated by the seven nationally recognized authorities. The first 14 items listed in the table were selected as principles since they met the criteria fixed for final acceptance.

Principle 15, "Incentives and awards should be provided for the purpose of helping attain set 4-H Club educational goals," was not selected since only three of seven national authorities had agreed it was a principle and only four were in accord with its statement. Still, it was rated "fairly important" with a score of 3.1 points.

A study of data in Table VIII and a comparison with facts in Table VII show a variation in the ratings of principles made by State and National Panel members. The State Committee approved 12 principles of the 15, but rejected three, namely: Principle 5, "The 4-H agents should be recognized for outstanding work in order to increase their zeal for 4-H work;" Principle 9, "Four-H should place more emphasis on

TABLE VII

RECOGNITION PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF SEVEN NATIONALLY RECOGNIZED AUTHORITIES AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Recognition Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. Awards should not be used as a substitute for teaching but as an incentive for learning.	7	7	7	-	-	-	4.0
2. Standards for recognition and awards must be challenging but should be within the reach of the members.	7	7	6	1	-	-	3.9
3. Members should compete with members of similar abilities to make the awards program more meaningful and effective. (i.e., competition by age group or grade level divisions as in Tennessee)	6	7	5	2	-	-	3.7
4. Recognition should be given to the largest possible number of members							

TABLE VII (continued)

Recognition Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
rather than providing only a few large awards.	6	7	5	2	-	-	3.7
5. The 4-H agents should be recognized for outstanding work in order to increase their zeal for 4-H work.	6	7	4	3	-	-	3.6
6. Four-H Clubs should encourage healthy competition among individuals and groups through recognition programs.	6	6	4	2	1	-	3.4
7. Leaders, parents and sponsors should be recognized in addition to members.	5	7	6	-	1	-	3.7
8. Four-H should provide recognition to members for outstanding work in projects.	5	6	3	3	1	-	3.3
9. Four-H should place more emphasis on intrinsic rewards than on extrinsic ones.	5	6	5	1	-	-	3.3
10. Incentives should be provided to encourage reenrollment.	5	5	4	1	2	-	3.3

TABLE VII (continued)

	Recognition Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
11.	Four-H Clubs should provide some sort of due recognition to stimulate and motivate worthy club members.	4	7	4	3	-	-	3.6
12.	Special recognition should be provided for first year members and leaders.	4	7	4	3	-	-	3.6
13.	Four-H should provide an adequate kind and number of team and group awards to promote cooperation and team spirit.	4	7	3	3	1	-	3.3
14.	Wide recognition (publicity) regarding the accomplishment of outstanding members, leaders and sponsors should be given through mass media.	4	7	3	2	2	-	3.1
15.	Incentives and awards should be provided for the purpose of helping attain set 4-H Club educational goals.	3	4	4	1	1	1	3.1*

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship.)

TABLE VII (continued)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by seven panel members.

*Principle rejected by the National Panel (i.e., criteria were that at least four must agree with it as a principle, five must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

TABLE VIII

RECOGNITION PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF TEN TENNESSEE STATE 4-H COMMITTEE MEMBERS AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Recognition Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. Awards should not be used as a substitute for teaching but as an incentive for learning. (9)**	7	10	8	2	-	-	3.8
2. Standards for recognition and awards must be challenging but should be within the reach of the members. (6)	8	10	7	3	-	-	3.7
3. Members should compete with members of similar abilities to make the awards program more meaningful and effective. (i.e., competition by age group or grade level divisions as in Tennessee) (4)	9	10	8	2	-	-	3.8
4. Recognition should be given to the largest possible number of members rather than providing only a few large awards. (11)	7	9	7	2	-	-	3.4

TABLE VIII (continued)

Recognition Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
5. The 4-H agents should be recognized for outstanding work in order to increase their zeal for 4-H work. (15)	4	9	4	5	1	-	3.3*
6. Four-H Clubs should encourage healthy competition among individuals and groups through recognition programs. (10)	7	10	6	3	1	-	3.5
7. Leaders, parents and sponsors should be recognized in addition to members. (2)	9	10	9	1	-	-	3.9
8. Four-H should provide recognition to members for outstanding work in projects. (5)	9	10	8	2	-	-	3.8
9. Four-H should place more emphasis on intrinsic rewards than on extrinsic ones. (13)	5	10	7	1	1	-	3.3*
10. Incentives should be provided to encourage reenrollment. (1)	10	10	7	3	-	-	3.7
11. Four-H Clubs should provide some sort of due							

TABLE VIII (continued)

	Recognition Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
	recognition to stimulate and motivate worthy club members. (7)	8	10	6	4	-	-	3.6
12.	Special recognition should be provided for first year members and leaders. (8)	7	10	8	2	-	-	3.8
13.	Four-H should provide an adequate kind and number of team and group awards to promote cooperation and team spirit. (14)	5	9	5	4	-	-	3.2*
14.	Wide recognition (publicity) regarding the accomplishment of outstanding members, leaders and sponsors should be given through mass media. (3,	9	10	9	1	-	-	3.9
15.	Incentives and awards should be provided for the purpose of helping attain set 4-H Club educational goals. (12)	7	9	5	4	-	1	3.3

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship).

TABLE VIII (continued)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by ten panel members.

*Principle rejected by the State Panel (i.e., criteria were that at least six must agree with it as a principle, seven must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

**Numbers in parentheses following each principle indicate the order of priority assigned to it by the State Panel.

intrinsic rewards than on extrinsic ones," and Principle 13, "Four-H should provide an adequate kind and number of team and group awards to promote cooperation and team spirit," which had been approved by the National Panel, but approved Principle 15 which the National Panel had rejected. The other 11 principles were accepted by both panels in common. All are discussed in the paragraphs below.

Recognition Principle No. 1: Awards Should Not be Used as a Substitute for Teaching But as an Incentive for Learning

This item was rated the highest among the 15 recognition principles. All seven national authorities approved it as a recognition principle and all approved its statement. It was ranked "very important" with the highest possible average score of 4.0 points.

Seven of ten State 4-H Committee members approved the item as a principle and all ten agreed with its statement. It was rated "very important" with an average score of 3.8 points.

It is generally accepted that an award is a material gift granted in recognition of accomplishment and achievement. Awards are often given to members to motivate them to learn. But an award should not be an end in and of itself, but, rather, only a means. Leaders should be cognizant of this fact, too. Pease (60:17) states unreservedly that "Awards are not a substitute for teaching, merely an incentive to learning." The 4-H Club program is an educational program and any award that is given should help to achieve this goal. Few references to this principle were found in the related literature (52:28,51:20).

Both the panels accepted this as a principle, thus promoting the idea that awards are indeed incentives for learning.

Recognition Principle No. 2: Standards for Recognition and Awards Must be Challenging But Should be Within the Reach of the Members

All seven National Panel authorities approved this as a principle and accepted the way in which it was stated. It was rated "very important" with an average of 3.9 points.

So, also, eight State Panel members acknowledged it as a principle and all ten favored its statement. They assigned to it a score of 3.7 points, "very important."

In 4-H Club work, awards and recognition are commonly given to boys and girls who win contests. These contests are designed to help motivate them to work for improvement or excellence in their Club work. Luttrell suggests that standard should be high enough to insure "earnest struggle" so that each member may experience the possibility of success. He also recommends having standards appropriate for each group (51:23). References to this principle were also found in the related literature (60:17,52:28,36:5-27).

This principle was accepted since both the panels agreed that it was a significant factor influencing 4-H Club work.

Recognition Principle No. 3: Members Should Compete with Members of Similar Abilities to Make the Awards Program More Meaningful and Effective (i.e., Competition by Age Group or Grade Level Divisions as in Tennessee)

Six of seven national authorities gave their consent to this item as a principle and all seven approved its statement. It was rated "very important" with a score of 3.7 points.

Nine out of ten State Panel members favored it as a principle and all ten were in accord with its wording. The average importance rating given to it was 3.8, "very important."

The age of club members usually varies from nine to 19 years. So, 4-H Club work includes members of different age levels, maturity and abilities. The higher age groups (17 to 19 years) should be more mature and able than the nine year olds. Carter and Powell suggested the eligibility for different levels of competition based on school grades as follows: Local level--Explorers, Junior, Junior High and Senior; County--Junior, Junior High and Senior; District--Junior High, Senior; and State--Senior (6:2). Powell indicated that such redefinition of youth audiences should help members of similar abilities to compete with each other. This should make the awards program more effective and meaningful (65:2). In community clubs, this may be done on age levels like Juniors, Seniors, and so on. Few references to this principle were seen in related literature (60:17,52:26).

Principle 3 was selected as a principle by both the panels.

Recognition Principle No. 4: Recognition Should be Given to the Largest Possible Number of Members Rather Than Providing Only a Few Large Awards

This item was approved as a principle by six of seven national experts. All seven also agreed with the statement. It was rated "very important" with an average 3.7 points.

Seven State 4-H Committee members approved it as a principle and nine agreed with its statement. They rated it "fairly important" with 3.4 points.

It is common knowledge that most 4-H Club youth crave recognition. This inspires a majority of adolescent 4-H Club members to exert greater efforts. Luttrell suggests that as many awards as possible be available through a Danish system of judging (51:23). This provides chances for all members to win something. The Tennessee system of defining several youth audiences permits 4-H Club to recognize more members with more awards. Providing only a few large awards sometimes creates rivalry and dissatisfaction among club members. Other reference to this principle was found in search of related literature (52:28).

The National and State Panels, then, accepted the concept of giving awards to the largest possible number of boys and girls.

Recognition Principle No. 5: The 4-H Agents Should be Recognized for Outstanding Work in Order to Increase Their Zeal for 4-H Work

The national authorities approved this item as a principle of successful 4-H Club work. Six of them approved it as a principle and all seven were in accord with its statement. They favored it as a "very important" principle by scoring it 3.6 points.

However, the State Panel disapproved this item even though they granted it was important. Only four agreed it was a principle. Nine of ten were in agreement with the wording and considered it "fairly important" by allotting it an average of 3.3 points. A reference to this item was seen in literature (8:16).

This item was not selected as a principle of successful 4-H Club work since the State Panel had disapproved.

Recognition Principle No. 6: Four-H Clubs Should Encourage Healthy Competition Among Individuals and Groups Through Recognition Programs

Six of the seven nationally recognized authorities were in accord with the principle, an equal number were in agreement with its statement and it was assigned a "fairly important" rating with 3.4 points.

Seven of ten State 4-H agents concurred that it was a principle; all agreed to its statement and it was ranked "very important" with 3.5 points.

Regarding the statement, the word "competition" involves interaction among 4-H members or other groups and individuals for recognition and awards. Aiton states that fair competition is one of the basic principles guiding the establishment of 4-H Club work (1:6). He also suggests that both individual and group competition should be included in club programs. Healthy competition is seen to lead to cooperation and learning. Luttrell does note that recognition through awards sometimes creates unpleasant feelings among club members, leaders and the public (51:18). Other reference to this principle was found in literature (52:26-28).

The rating of this item as one of the principles of successful club work by both the panels indicates their acceptance of this concept.

Recognition Principle No. 7: Leaders, Parents and Sponsors Should be Recognized in Addition to Members

The nationally recognized authorities accepted this recognition principle, five agreeing with it as a principle and seven favoring its statement. It was rated "very important" with 3.7 points.

The State Panel ranked this item higher (second) than the National Panel (seventh). Nine of ten approved it as a principle and all ten were in accord with its statement. They rated it "very important" with the relatively high score of 3.9 points.

By way of discussion, leaders, parents and sponsors are seen to contribute tremendously to the success of 4-H Club work. They guide, support and encourage in conducting 4-H projects and activities. Case studies conducted in southern states showed that recognition to adult, Junior and project leaders proved an effective tool for improving work (8:15). Leaders are provided with certificates and pins for their leadership service by the Extension Service. Parents and sponsors are frequently recognized by inviting them to attend special club activities like 4-H Parents Night, 4-H Achievement Day and other such activities. Few other references were found in search of literature (51:17,52:26,45:243).

The National Panel and State Panel both accepted this as an important recognition principle in Club work.

Recognition Principle No. 8: Four-H Should Provide Recognition to Members for Outstanding Work in Projects

Five of the seven authorities on the National Panel agreed to this item as a principle and six of them favored the wording. It was rated "fairly important" with a score of 3.3 points.

Nine of ten State Panel members approved it as a principle and all agreed with the way in which it was stated. They considered it "very important" and gave it an average value of 3.8 points.

A review of pertinent literature shows that projects are seen to form the backbone of 4-H Club work. Boys and girls learn new subject matter and skills through projects. Also, other club activities tend to center around the projects. Case studies have shown that at least some sort of recognition is important in stimulating effective project work (2:15). Some recognition of outstanding project work is done through visits of agents, leaders, parents and other club members to project areas, through project exhibitions, publicity and, of course, through presentation of awards. Numerous state and national awards are made available for the exemplary project work and record keeping of successful members. A reference to this principle also was found in literature (34:53,8:20).

Principle 8 was accepted as a recognition principle by both panels.

Recognition Principle No. 9: Four-H Should Place More Emphasis on Intrinsic Rewards Than on Extrinsic Ones

This item was approved as a principle by five of seven National Panel members. Its statement was agreed to by six. They rated it "fairly important" by allotting an average 3.3 points.

The State Panel members disapproved it as a principle, five of ten viewing it as acceptable. However, all ten were in accord with its statement and scored it "fairly important" with 3.3 points. Some references to this item were seen in search of literature (68:42-50, 51:17).

Finally, this item was rejected from the final list of accepted principles since it was not approved by the State Panel.

Recognition Principle No. 10: Incentives Should be Provided to Encourage Reenrollment

Five of the seven National Panel members approved it as a principle and approved its statement. They felt it was "fairly important" with a score of 3.3 points.

It is interesting to note that the State Panel placed Principle 10 first among recognition principles. All ten State 4-H Committee members fully agreed with it as a principle and all approved its statement. They rated it "very important" by scoring it 3.7 points.

Authorities feel that reenrollment is an important factor in maintaining 4-H Club enrollment. According to a study conducted by Rouse and Dotson in Hamilton County, one of five factors found to influence the retention of senior boys in 4-H Club was recognition.

They concluded that when a 4-H Club member was recognized for his 4-H Club work, the rewards tended to act as an encouragement for increased activity and continued or prolonged membership (72:9). So, also, Mintmier found that reenrollment was more likely to occur where blue ribbon awards had been given for project work (56:35). Incentives here, of course, include both intrinsic and extrinsic ones depending on the age of club members. One more reference to this principle was found in literature (52:137-138).

Both panels accepted Principle 10 as an important recognition principle.

Recognition Principle No. 11: Four-H Clubs Should Provide Some Sort of Due Recognition to Stimulate and Motivate Worthy Club Members

This item was favored as a principle by just four of seven National Panel members. All seven approved the wording. It was viewed as being "very important" by giving 3.6 points.

The State Panel also regarded this as an approved recognition principle. Eight viewed it as a principle and all ten favored its statement. It was rated "very important" with an average of 3.6 points.

As noted above, recognition may be broadly classified under two headings, namely, intrinsic and extrinsic. Intrinsic rewards or internal rewards are those that reflect the individual's own personal feelings--these may be good feeling, self satisfaction, the boost to self esteem from learning or doing something well; whereas, extrinsic or external rewards are those that reflect one (or more) person's

positive feelings about another. Such rewards may include, among others, trips, money, certificates, ribbons and public recognition (51:16-18). Recognition may be provided by just a word of thanks, a letter of appreciation or a pat on the back. Quarrick and Rankin observed that many people think that the use of material incentives is getting out of hand and are frustrated at not being able to describe just what part such incentives should play in current 4-H Club recognition efforts (68:42).

Whatever form it may take, recognition is designed to help motivate members, leaders, sponsors and others so that a proper 4-H Club climate may be established and maintained. Other related reference was found in literature (8:15).

The National and State Panels accepted this as a useful principle of successful 4-H Club work.

Recognition Principle No. 12: Special Recognition Should be Provided for First Year Members and Leaders

This item received the same rating given to Principle 11 by the national authorities. Four of seven members considered it to be a principle and all were in accord with its statement. They believed it to be "very important" by scoring it 3.6 points.

State 4-H Committee members rated Principle 12 eighth in rank order. Seven of ten approved it as a principle and all ten were in accord with its statement. They rated it "very important" by giving it 3.8 average points.

Authorities express the feeling that, too often the only recognition given is that afforded the mature members as a direct result of

winning contests. Martin indicates that first year members, too, should be recognized to meet their basic need for recognition. For this he suggests the development of some instrument or method other than the contest which may permit recognition for the first year members (52:26-27). With application to leaders and sponsors, older ones are frequently given certificates and pins based on years of service, but the newer, too, need special recognition. Here again, a handshake, publicity or an annual banquet does much to maintain interest and show credit.

This item was, of course, regarded as one of the principles of successful 4-H Club work by both panels.

Recognition Principle No. 13: Four-H Should Provide an Adequate Kind and Number of Team and Group Awards to Promote Cooperation and Team Spirit

Four of the seven national authorities approved this item as a principle and all seven gave their consent to its statement. It was considered "fairly important" with 3.3 points.

The State Panel did not follow the National Panel in approving Principle 13. Only five of ten Panel members approved it as a principle and, thus, it was disapproved. Nevertheless, nine agreed to the wording of its statement and it was viewed as "fairly important" with an average importance score of 3.2 points. Some references to this item were found in related literature (1:6,60:17).

This item was not accepted as a principle since the State Panel did not approve it.

Recognition Principle No. 14: Wide Recognition (Publicity) Regarding the Accomplishments of Outstanding Members, Leaders and Sponsors Should be Given Through Mass Media

Four of seven National Panel members approved it as a principle and all seven favored its statement. Also, the national experts regarded it "fairly important" with a score of 3.1 points.

The State Panel looked to it as a more useful principle than the national experts did. Nine of ten responded to it as a principle and all ten acknowledged its statement. They ranked it "very important" with a relatively high score of 3.9 points.

Concerning the principle's statement, mass media here includes radio, television, newspapers, etc., which give wider publicity to a message or the news. Publicity is one kind of recognition for outstanding members and workers. Publicity is said to boost their self esteem in public, thus, motivating them as well as others to strive to make the "best better." Wheeler indicates that publicity is for volunteer leaders, 4-H Club members and parents, on the one hand, and to the general public on the other (84:7).

Mass media facilitate the reaching of large numbers of people in the shortest possible time. Also some references to this principle were found in the related literature (51:19,8:19).

The two panels agreed with the philosophy expressed in Principle 14. This was indicated by their selection of the item as a recognition principle.

Recognition Principle No. 15: Incentives and Awards Should be Provided for the Purpose of Helping Attain Set 4-H Club Educational Goals

This was the only item which was not approved as a recognition principle of successful 4-H Club work by the national authorities. Only three of seven agreed to it as a principle and only four were in accord with its statement. It was rated "fairly important" with an average of 3.1 points.

Seven of ten on the State Panel approved it as a recognition principle. Nine accepted its statement. It was rated "fairly important" with 3.3 points. Reference was found related to this item in literature (51:22,60:17).

This item was not finally accepted since the National Panel rejected it.

V. SPONSORSHIP PRINCIPLES

A study of data in Table IX shows the eight sponsorship principles as valued by the seven nationally recognized authorities. The first seven items listed in the table were accepted as principles of successful 4-H Club work by the panel. These principles were listed in a consecutive order according to the priority given to them by the National Panel. Each one of the seven items approved met the criteria fixed for final selection as sponsorship principles.

However, the eighth item, "Wide publicity should be given to 4-H Club sponsorship opportunities so as to encourage potential sponsors to volunteer," was not accepted as a principle of successful 4-H Club

TABLE IX

SPONSORSHIP PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF SEVEN NATIONALLY RECOGNIZED AUTHORITIES AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Sponsorship Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. The sponsorship of 4-H Club work by businessmen should be encouraged but not overemphasized.	6	7	6	1	-	-	3.9
2. Local sponsorghip of 4-H Club work promotes desirable relationships between members, elders and organizations and so should be encouraged.	6	7	4	3	-	-	3.6
3. Four-H Club work should enlist the support and cooperation of local groups and organizations for sponsorship. (e.g.: Civic clubs, home demonstration clubs, farm and community organizations, cooperatives, churches)	6	6	4	3	-	-	3.6
4. The interest and support of parents, principals and							

TABLE IX (continued)

Sponsorship Principle	No. Agreeing It Is A Principle (N=7)	No. Agreeing With Statement (N=7)	Degree of Relative Importance[b] (N=7)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
teachers promote effective sponsorship of 4-H Club work.	5	7	4	3	-	-	3.6
5. Sponsors should be recognized and invited to participate in meaningful 4-H activities and ceremonies so as to encourage and further broaden their sponsorship involvement.	5	7	3	3	1	-	3.3
6. The public should be made aware of and encouraged to sponsor appropriate 4-H Club projects and activities through local organizations.	4	7	4	3	-	-	3.6
7. The County 4-H Club Citizens' Committee or Council may appropriately sponsor or help sponsor 4-H Club activities.	4	7	2	5	-	-	3.3
8. Wide publicity should be given to 4-H Club sponsorship opportunities so as to encourage potential sponsors to volunteer.	4	6	1	4	2	-	2.9*

TABLE IX (continued)

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing, and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship.)

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by seven panel members.

*Principle rejected by the National Panel (i.e., criteria were that at least four must agree with it as a principle, five must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

Club work since it was not rated at least 3.0 points, even though four of the seven agreed to it as a principle and six approved its statement.

Table X gives the ratings of the eight sponsorship principles as seen by the ten State Panel members. They agreed fairly closely with the National Panel in the selection of principles, excepting that they disapproved two principles approved by the national authorities.

Principle 6, "The public should be made aware of and encouraged to sponsor appropriate 4-H Club projects and activities through local organizations," was not approved since only five of ten State Panel members agreed to it as a principle. It did satisfy the other two criteria. Principle 7, "The county 4-H Club Citizens' Committee or Council may appropriately sponsor or help sponsor 4-H Club activities," also was disapproved since only four of the ten agreed to it as a principle. It, too, met the other two criteria used.

Principle 8, which was rejected by the national authorities, also was rejected by the State Panel. Again, only five of ten accepted it as a principle and not the six needed. It also met the other two criteria for final selection.

The five principles, then, finally accepted by both panels as principles of successful 4-H Club work are discussed below.

Sponsorship Principle No. 1: The Sponsorship of 4-H Club Work by Businessmen Should be Encouraged but not Overemphasized

Six of seven National Panel members approved this item as a principle and all seven approved its statement. They viewed it as a

TABLE X

SPONSORSHIP PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK ACCORDING TO NUMBERS OF TEN TENNESSEE STATE 4-H COMMITTEE MEMBERS AGREEING THAT THEY ARE PRINCIPLES AS DEFINED,[a] AGREEING WITH THEIR STATEMENTS AND RATING THEM AS TO RELATIVE IMPORTANCE, TOGETHER WITH AVERAGE IMPORTANCE RATINGS OF PRINCIPLES

Sponsorship Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10)				Average Importance Rating[c]
			Very Important	Fairly Important	Not Very Important	Not Important	
1. The sponsorship of 4-H Club work by businessmen should be encouraged but not over-emphasized. (4)**	8	10	6	4	-	-	3.6
2. Local sponsorship of 4-H Club work promotes desirable relationships between members, elders and organizations and so should be encouraged. (5)	7	10	6	4	-	-	3.6
3. Four-H Club work should enlist the support and cooperation of local groups and organizations for sponsorship. (e.g.: Civic clubs, home demonstration clubs, farm and community organizations, cooperatives, churches) (3)	8	10	7	2	-	-	3.6
4. The interest and support of parents, principals and							

TABLE X (continued)

Sponsorship Principle	No. Agreeing It Is A Principle (N=10)	No. Agreeing With Statement (N=10)	Degree of Relative Importance[b] (N=10) Very Important	Fairly Important	Not Very Important	Not Important	Average Importance Rating[c]
teachers promote effective sponsorship of 4-H Club work. (2)	8	10	8	2	-	-	3.8
5. Sponsors should be recognized and invited to participate in meaningful 4-H activities and ceremonies so as to encourage and further broaden their sponsorship involvement. (1)	9	10	8	2	-	-	3.8
6. The public should be made aware of and encouraged to sponsor appropriate 4-H Club projects and activities through local organizations. (6)	5	10	4	6	-	-	3.4*
7. The County 4-H Club Citizens' Committee or Council may appropriately sponsor or help sponsor 4-H Club activities. (8)	4	10	2	7	1	-	3.1*
8. Wide publicity should be given to 4-H Club sponsorship opportunities so as to encourage potential sponsors to volunteer. (7)	5	7	4	4	1	-	3.0*

TABLE X (continued)

[a]A principle here means a generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing refers to planning, executing and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship).

[b]Weights assigned to the degrees of importance were: (1) very important = 4 points; (2) fairly important = 3 points; (3) not very important = 2 points; (4) not important = 1 point. These were used to arrive at an average importance rating.

[c]The average of all weights assigned to a principle by ten panel members.

*Principle rejected by the State Panel (i.e., criteria were that at least six must agree with it as a principle, seven must agree with its wording; and the panel must have allotted an average importance rating of 3.0 points or above to it).

**Numbers in parentheses following each principle indicate the order of priority assigned to it by the State Panel.

"very important" principle by assigning it an average score of 3.9 points.

Eight of ten State Panel members considered it a principle and all ten approved the wording of its statement. Also, they considered it a "very important" item by giving it 3.6 points.

It is obvious that 4-H Club work needs private support if the demands for additional funds for recognition and publicity are to be met. Businessmen form one of the sources for such sponsorship. They can help by way of financial assistance, prizes, banquets and providing of materials for projects and activities. However, Aiton and Schruben warn that donors should understand that the educational value to members should take precedence over any benefit occurring to the sponsors (27:7). This word of caution regarding the possible exploitation of 4-H Club work deserves note. It is further suggested that private firms or other groups should be aware that indiscreet product endorsement, direct sales advertising or discrimination for or against specific products cannot be tolerated (27:4). On the positive side, Foster found that the interest and cooperation of businessmen contributes to the success of 4-H Club work. He remarked on the fact that they had been found to help in the sponsorship of club projects and other local programs (32).

The National and State Panels agreed that this item should have top priority as a principle of successful 4-H Club work.

Sponsorship Principle No. 2: Local Sponsorship of 4-H Club Work Promotes Desirable Relationships Between Members, Elders and Organizations and so Should be Encouraged

This principle too was approved as a principle by six of seven National Panel members. All seven agreed with its statement. They regarded it "very important" by assigning it a score of 3.6 points.

Seven of the ten State Panel members approved it as a principle and all ten were in accord with its statement. They considered it "very important" by scoring it 3.6 points.

With reference to the wording of Principle 2, local organizations, friends of 4-H and elders sometimes evince a keen interest in 4-H Club work. These persons or concerns may wish to contribute time, money and/or facilities through 4-H Clubs to developing youth. In return for this opportunity to help local youth, they gain personal and/or group satisfaction. Also, it is noted that those involved gain much good will through mutual cooperation and respect (27:3-4). Thus, more opportunities are provided for members, parents, interested individuals and organizations to work together for the common good. Other reference to this principle was found in the literature (8:4-7).

Both the National and State Panels accepted this as a very important principle useful in the conduct of successful 4-H Club work.

Sponsorship Principle No. 3: Four-H Club Work Should Enlist the Support and Cooperation of Local Groups and Organizations for Sponsorship (e.g.: Civic Clubs, Home Demonstration Clubs, Farm and Community Organizations, Cooperatives, Churches)

Six of seven national authorities responded to this as a principle and agreed to its statement. They saw it as "very important" by allotting it 3.6 points.

State Panel members were in full agreement with the national authorities in giving it third priority in the list of sponsorship principles. Eight of ten agents acknowledged it as a principle, all ten accepted its statement and they regarded it as "very important" with an average score of 3.6 points.

It is generally agreed that local groups and organizations like civic clubs, farm organizations, home demonstration clubs, cooperatives, churches and community clubs can contribute variedly to the efforts of 4-H Club work. A study conducted in Madison County, Tennessee, revealed that the most active clubs were those that had some sponsorship from adult organizations (32).

Civic groups and other adult organizations may help in sponsoring camps and other events, render financial assistance, promote publicity, sponsor projects through the "buddy" system and give awards, prizes and banquets (70:19-21). Aiton and Schruben advocated the enlisting of private and public support to provide new and broader program opportunities not anticipated when regular appropriations were made (27:4).

Both panels fully agreed in the selection of this worthwhile sponsorship principle.

Sponsorship Principle No. 4: The Interest and Support of Parents, Principals and Teachers Promote Effective Sponsorship of 4-H Club Work

This item was accepted as a principle by five of the seven national authorities; the wording of its statement was approved by all seven and it was rated "very important" with a score of 3.6 points.

So, also, eight of ten members of the State Panel favored this as a principle, all ten gave consent to the way in which it was stated and it was considered "very important" with an average score of 3.8 points.

According to the literature, parents, teachers and school principals are evincing increasing interest in 4-H Club work. Case studies conducted in the southern states indicate that the support of parents, school principals, teachers and school boards has contributed greatly to the promotion of successful club work (8:4-5). They donate and raise funds, help in getting required materials for projects, help in leadership activities, launch community drives and assist with other related programs. Their cooperation has been shown to lead to additional response from other potential sponsorship sources also.

Both panels of experts believed in Principle 4 as an important one related to successful club work.

Sponsorship Principle No. 5: Sponsors Should be Recognized and Invited to Participate in Meaningful 4-H Activities and Ceremonies so as to Encourage and Further Broaden Their Sponsorship Involvement

Five of the seven nationally recognized authorities agreed to this item as a sponsorship principle, all seven accepted its statement and it was recognized as "fairly important" with an average of 3.3 points.

The State Panel members gave Principle 5 their highest priority, selecting it as first in importance. Nine of ten approved it as a principle, all ten approved its wording and it was considered "very important" with a score of 3.8 points.

Studies and experiences show that sponsors, like 4-H Club members need recognition for their contributions to 4-H Club efforts. They are motivated to further contribute time, money and materials when they are involved in appropriate special activities and ceremonies like banquets, 4-H Achievement Days, 4-H Demonstration Days, 4-H Parents' Night, Exhibitions, fairs and other such occasions. In Tennessee, many sponsors are invited to present awards and prizes to successful members at different occasions. References to this principle were seen in the related literature (34:47,27:9-10).

The National Panel and State Panel approved Principle 5 as a sponsorship principle related to successful 4-H Club work.

Sponsorship Principle No. 6: The Public Should be Made Aware of and Encouraged to Sponsor Appropriate 4-H Club Projects and Activities Through Local Organizations

The national authorities accepted this item as a sponsorship principle, with four of seven agreeing it was a principle, all seven being in accord with its statement. It was rated "very important" by a virtue of a score of 3.6.

However, the 4-H agents did not accept it as a principle. Only five of ten agreed that it was a principle. All ten agents did approve

its statement. It was considered "fairly important" with a score of 3.4. Sources of literature related to this principle were noted (27:8,8:5-6).

Finally, it was rejected as a sponsorship principle since State Panel members did not approve it.

Sponsorship Principle No. 7: The County 4-H Club Citizens' Committee or Council May Appropriately Sponsor or Help Sponsor 4-H Club Activities

Four of the seven national authorities selected this item as a principle; all seven favored its statement and it was rated "fairly important" with an assigned score of 3.3 points.

Only four of ten State Panel members agreed with it as a principle. Nevertheless, all ten accepted its statement and considered it "fairly important" by giving it 3.1 points.

Sources of literature related to this principle were noted (59:7-9, 27:7).

Principle 7 was rejected since the State Panel disapproved it even though the National Panel felt it acceptable.

Sponsorship Principle No. 8: Wide Publicity Should be Given to 4-H Club Sponsorship Opportunities so as to Encourage Potential Sponsors to Volunteer

This item was rejected by both the panels. Only four of the seven national experts accepted it as a principle; six approved its statement and it was declared "fairly important" with only 2.9 points.

Only five of ten members of the State Panel agreed with it as a principle. However, seven did agree with its statement. It was considered "fairly important" with the minimum of 3.0 points.

Thus, Principle 8 was rejected since neither panel approved it as a sponsorship principle. The sources of literature related to this principle were noted (27:8,59:8).

Following the final presentation of principles found to be acceptable in American 4-H Club settings, attention will now be turned to their possible application to the rural village situation in Mysore State, India.

CHAPTER IV

THE YOUTH SITUATION IN MYSORE STATE, INDIA

I. RURAL BACKGROUND

Mysore State is a land of villages. There are about 29,349 villages (16:5) with a population of 23.5 million (16:3). It is primarily an agricultural state where nearly 82 percent of the people earn their living through farming and cattle raising. This vast majority of the people, about 17.6 million (16:3), forms the bulk of the population of the state and needs the special attention of the government and other agencies.

In 1970, nearly half million rural youth (17:iv), formed the cream of the Mysore State population. These youth were living in an environment confronted with many problems including the dullness of village life, economic and social insecurity, the rivalry of village factions, illiteracy and limited work opportunities. This situation had caused the educated and semieducated rural youth to develop at least some aversion to rural work and rural life itself. They were largely urban oriented in terms of occupational choice. In speaking of the more educated Indian youth and rural reconstruction, Guha noted:

> The education of the youth has been urbane, he has developed aspirations and desires which do not find identity with the prevailing system of work and decision making in the rural community. On the other hand in the process of readjustment he may lose his early aspirations or even feel unhappy or frustrated (62:4).

So, also, the prevailing generation, knowledge and information gaps between modern youth and their tradition bound elders have seemed to make the situation even worse. In effect, all these factors have contributed largely to the migration of Indian youth from rural to urban areas. Thus, the rural areas find themselves continuously bled of talent and youth. Unskilled rural youth employed in agriculture find employment only 125 days in a year on the average. More than one third of the youth have had only seasonal employment opportunities in rural villages. This results in mass migration of unskilled youth to the urban areas in search of employment (55:24). It is the government's belief that this dangerous trend of migration from rural to urban areas must be reversed if rural people are to participate in the general prosperity. This can be done to a large extent by creating a better social and psychological atmosphere in which youth may work, learn, have fun and recreate through well planned youth club programs.

Earlier Efforts

Some efforts were made prior to independence to enlighten school and college youth through the Boy Scouts Association, the Yuvak Sangh (youth association) and other national youth organizations. But practically no efforts were made to work with rural nonschool youth.

Community Development Program

Only in the year 1952, through the launching of a Community Development Program (similar to the Cooperative Extension Service in the USA), the concept of organizing and enlightening rural youth was

conceived and initiated. Only then was youth club work started as an integral part of Community Development. Initially, club work was started through the Community projects in the three areas of Mysore State: namely, Mandya, Malavalli and Shikaripura. The progress made in this project evoked the interest and cooperation of the public and so it was extended to other areas of the state with the expansion of the Community Development Program. Of course, Community Development was conceived early in 1952 as a program for the development of each community, by the community and for the community (14:261). But the development of the community cannot be conceived without the full participation of its youth. This was recognized by both administrators and leaders. For example, S. K. Day, the promoter of the Community Development concept said, "If development at the level of the people is to be vital, it is imperative that all activities should be impelled by the spirit of youth which is now dissipating itself in our villages and towns in self destructive activities in the absence of creative outlet" (14:262). Naturally, youth's importance was seen and rural youth clubs were organized with the main purpose of developing young people into better farmers and citizens by equipping them with the best skills, attitudes, habits and values of life. The aim was to bring them up as intelligent, well informed and productive citizens of the rural community, the state and the nation (83:409). The entire state was covered by this program through 268 blocks (similar to a county in the USA) by October 2, 1963 (63:227). On April 1, 1969, there were 98 stage I (meaning intensive development phase with a budget provision of 1.2 million for the first five years),

70 stage II (meaning post intensive phase with a budget provision of 0.5 million for a period of five years) and 98 post stage II (meaning less intensive phase with no budget provision except for the funds from the developmental departments) blocks in Mysore State (63:228). At this stage it is necessary to know a little bit about the unit of administration of Community Development Program and the personnel working with the youth.

The primary unit of development of the Community Development Programme is the "block" or taluk (comparable to a county in the USA) with an area of about 150 square miles comprising 100 villages and a population of about 66,000. The Block Development Officer (B.D.O.) is the leader of the block staff and is assisted by six to eight Extension officers (subject matter specialists) and ten gram sevaks. The Block Development Officer is frequently a nontechnical person and is held responsible for successful implementation of the program in the entire block. He also is responsible for program planning, coordination and administration at the block level. One of the Extension officers designated as Social Education Organizer (the S.E.O.--that is similar to the county 4-H agent in the USA) was charged with responsibility for guiding the rural youth club work in a block (83:410). But, in the absence of specific roles assigned to him, his efforts to organize rural youth have been sporadic. Mukherji, in discussing the role of S.E.O.'s, analyzed the situation as follows:

> We have had the greatest difficulty in clarifying the role of S.E.O. Many attempts were made to give it clarity but without

much success. The functions of the S.E.O. were listed as (1) Adult literacy, (2) Youth movement, (3) Women's movement, (4) Recreation (57:153).

Even the evaluation report of 1956 pointed out that the S.E.O. had not established himself as a member of the block team of specialists. The fact is that the concept of Social Education itself suffered from a lack of clarity (57:153). Based on this, one could not expect any effective work from those in the ill defined S.E.O. position. In the redefined role of the S.E.O., emphasis was placed on the promotion of community organizations. This suggests that the authorities realized that the field of youth organization, considered so important in Community Development needs special attention (57:155). At the time of the present writing there was a proposal to withdraw the S.E.O.'s from the block staff, thus putting an end to even the meager work that has been done with the state youth.

The gram sevak or village level worker (V.L.W.) is the basic Extension person who works directly with people at the village level. His jurisdiction is a circle of about ten villages covering a population of about 5,000. As a multipurpose worker he has been responsible not only to the S.E.O. but also to all other technical officers in the block. Unfortunately, he has had neither the time nor the competence required to work satisfactorily with youth. Discussing this predicament, Carl C. Taylor has commented:

> He has been forced to become the chore boy for everybody in the administration line above him . . . in the early stages of the programme the V.L.W. thought he knew what his job was, now I think he is not only confused but considerably discouraged (81:489).

Earlier, the gram sevak was charged with the responsibility of organizing clubs in the villages in his circle (83:410), but more recently gram sevaks have been asked to devote their time exclusively to agricultural production (63:230). Thus he has been relieved completely of the responsibility for organizing or guiding youth clubs.

On the other hand, if we look to the development of girls, very little work has been made for organizing girls in club work. Here again the Lady Social Education Organizer at the block level and gram sevikas at the village level failed to push ahead in organizing girls due to their lack of understanding of the job and also due to the unfavorable social customs prevailing in the rural communities. The Gram Sevika, again, is a generalist, knowing something about many things, but not being a master in any particular subject matter area (9:256).

Operating under such handicaps, the block staff could not be expected to make as much progress in youth club work as was expected earlier by its leaders and people.

At the state level, the Young Farmer's Association of Mysore came into existence in 1957 with the object of promoting rural youth. Some of the clubs organized by the C.D. blocks were affiliated with the Young Farmer's Association. But since the latter organization started operating from the top, its impact at the village level has not been appreciable (17:24).

Dawn of Panchayat Raj

A three tier Panchayat Raj system was introduced in Mysore State in 1959 in order to provide greater powers to local bodies at the Village,

Taluk (block) and District levels. Since then, the Panchayat Raj has become the agency through which the Community Development programs are carried out. This system of Panchayat Raj aims at decentralizing administrative powers through the integrated three tier system--Village Panchayat at the village level, Taluk Development Board at the Taluk (county) level and the District Development Council at the District level. The members of the panchayat are elected by the entire adult population of the villages with a population of 1,500 or more, and they are responsible for agricultural production, rural industries, medical relief, maternity and child welfare and maintenance of village roads, streets, tanks, wells, sanitation, etc. The Taluk Development Board composed of the elected representatives of the people, including the members of the State Legislative Assembly and the Parliament, and is responsible for planning, initiation and execution of the development schemes in the Taluk. So, also, the District Development Council consists of the elected representatives of the people including the presidents of the Taluk Development Board and members of the Legislative Assembly and Parliament, and is responsible for the implementation of all the developmental programs in the District.

According to the Fourth Five Year Plan, all development activities will be implemented through Taluk Development Boards and Village Panchayats with the guidance of the District Development Council (63:228). Of course, it is felt that this decentralized democratic organization came as a boon to the people, which made the C.D. program the "people's program" rather than the government program it had been.

However, oft times the officialdom or bureaucracy left over from British rule takes the upper hand and nullifies the spirit behind this grass roots movement. Pandit Jawaharlal Nehru, who was the architect of both the Community Development Program and the Panchayat Raj, once remarked:

> Sometimes I have heard to my great regret, that our village level workers, B.D.O.'s, etc., instead of helping to change others have been themselves influenced by the old official mentality and acted as only officials. If that is so, it means the failure of our work (58:390).

Authorities agree that this is true to its sense and so it still may be today.

Progress

By the end of the third Five Year Plan, records showed 7,759 rural youth clubs with a membership of 162,388. Most of these clubs existed in name only with limited or no activities being conducted at all. The clubs were mostly motivated and sustained because of the fact that there was provision for subsidiary grants from the block budget for the purchase of certain equipment. Also, most of the clubs were organized by the gram sevaks to meet the goals set by their supervisors. In addition, neither the S.E.O.'s nor the gram sevaks have made proper efforts to follow up with the clubs they have organized. Further, there has been little or no financial provision in the block budget to provide incentives to the clubs. Even where block funds are not lacking, activities have languished and the staff remained almost supernumerary (63:169).

In summary, lack of understanding on the part of S.E.O.'s of their role in developing rural youth, relief of the gram sevaks from the duties

of organizing rural youth clubs, lack of year round programs, lack of incentives, and, above all, lack of volunteer leaders, appears to have aggravated the situation and made the rural youth club work in Mysore State almost come to a standstill.

Research Work

Prior to the present study no systematic research had been conducted to try to identify the causes for the success or failure of rural youth club work in Mysore State, excepting a few case studies here and there.

Hanumappa (41:318-320), in his case study of Rampur Young Farmers' Club in Mysore State, indicated that economic projects provided some returns to the family of the club members and taught participants some new skills. He felt the clubs should be encouraged to take up economic projects.

But, unfortunately, no one is present to provide necessary guidance to members in the economic projects. Also, project literature has not been prepared to support those club members interested in a project.

A case study conducted by the Program Evaluation Organization (66) regarding the work of the Kothanahalli Young Farmer's Club in Mysore State indicated that through community work idle manpower had been utilized and the way paved for further community action. Also, functional leaders emerged through such community works; but projects such as poultry, beekeeping and piggery failed due to the lack of technical knowledge and training.

Many youth clubs in Mysore State have taken up community work such as road construction, building schools, village cleaning and others. This has helped to promote a cooperative spirit, but each project has become an end in itself. Neither the S.E.O. nor the gram sevak has really been qualified to help in the projects which form the core of club programs.

Sethu Rao and Samiulla (78), in their case study of the rural youth club in Uppinabetageri in Mysore State, identified the following reasons for the failure of the youth club: (1) The youth club was started as a status symbol to represent only a section of the youth population; (2) Motivation was lacking from the leadership for different activities; (3) The gram sevak was not in a position to give guidance in developing different individual projects and group activities; and (4) No dynamic leader was associated with the youth clubs. On the other hand, one factor contributing to success was the general awakening in the village with the advent of high yielding crop varieties.

Even though one cannot generalize to all youth club work conducted in Mysore State from the foregoing review of a few case studies, a general background has been provided.

It would be interesting at this stage to discuss the situation regarding the organization and operation of youth clubs in Mysore State. These will be studied under the five 4-H planning headings used earlier, namely: (1) participation; (2) organization; (3) leadership; (4) sponsorship; and (5) recognition.

Participation. In principle, youth club work should be open to all youth aged between 13 and 25, irrespective of caste, creed or economic status; but, in practice, it is not necessarily so. Social restrictions prevent the participation of depressed class youth on an equal footing physically and psychologically with upper class youth. Consequently, many of the rural youth clubs represent only a section of the youth population (17:24). Participation of youth in club projects is limited to only community activities in most of the cases. Involvement of parents and volunteer leaders in the club program is rarely seen.

Organization. Generally, the rural youth clubs have been organized in the villages by identifying with existing, informal youth groups like drama groups and Bhajana Mandals (prayer groups) and encouraging them to organize as young farmers' clubs (youth clubs) with office bearers and other features (17:6). These clubs were not systematically organized by the gram sevaks and S.E.O.'s since they did not receive adequate training in youth organization as such. Even clubs which were started with great enthusiasm and determination have ceased to work in short order due to the lack of follow up by the Extension staff, local leaders and/or school teachers (83:425). The help of the schools in organizing clubs was not sought since the education department was not brought under the fold of Community Development System. Dubhashi, while talking about the importance of schools and school teachers in youth programs, has made clear that the isolation of the youth movement from the school

so far and its failure to involve the school teacher has been definitely a factor which has prevented the full growth of youth activities (22:279). Yet schools remain independent of the village life and its problems. A major problem confronting the village is that the village school, village teachers and the school program tend not to effectively relate to village life and to the training of youth to live harmoniously within the village and to earn an effective living either as a cultivator, artisan or other worker (10:369). Due to these weaknesses, the youth clubs have only been organized around communities--not around and through the public village schools.

Club membership is voluntary. Officially, the eligible age for membership is fixed at 13 to 25 years (83:43); but, in practice, there are club members ranging in ages from ten to 45 (17:4). This has created some problems such as domination of the youth by the adults and involvement of clubs in active politics. Also, it has created problems of diverse interests within the groups (17:24). Many a time, parents have not been consulted in enrolling their children as club members. This sometimes creates disharmony among the youth and the adults. The projects undertaken have not been systematically completed due to the lack of guidance either from the leaders or from the Extension staff. Most of the clubs have participated in the taluk level rallies. Club meetings have been held as and when there is a need and not on a year round basis. There has been no systematic planning at the taluk level similar to the five year planning and annual planning in the USA. But the yearly budget proposals, plans of work and targets are prepared and

approved by the Taluk Development Board (a nonofficial body) at the taluk level.

In the Fourth Five Year Plan (1969-74), a Directorate of Youth Welfare has been set up at the government level and has been entrusted with the work of implementing the various youth programs through its agencies at the state, district and taluk levels. Also, youth welfare boards have been constituted at the district levels to provide the much needed impetus to the development of youth services at the local levels (63:447).

Leadership. Professional leadership has been lacking since no full time Extension worker is engaged in rural organization. One of the major drawbacks in youth club work today is that the adult volunteer leaders are not trained and used to the required extent in club work. There are no project leaders or organizational leaders as such since all the responsibilities of organizing and guiding the projects are assumed by the gram sevaks and social education organizers.

Ivan Fay, an American Extension consultant in Mysore State for some years, declared his feeling that a youth club should not be organized until a local leader has been found who is willing to give generously of his time for work with boys (23:166). He also warned that, without a local leader of ability and enthusiasm, a club is doomed to be a failure.

Even Ramaswmy was critical of the lack of efforts on the part of the Extension workers to make use of the vast sources of local leaders

when he said, "The staff of the C.D. and Panchayat Raj today do not make full use of the existing leaders . . . nor do they take any specific interest in following the right methods to identify the potential or emerging leaders" (69:5). Normally, in this traditional society, it is rather rare that anybody would volunteer to work without being asked for it. Certainly there are leaders who are interested in working with the youth but they are not ordinarily approached (17:24).

The concept of Junior leaders or Teen leaders is yet to take shape in India for developing leadership among club members. Some successful attempts are being made by the Young Farmer's Association of the state to organize taluk level youth committees. Their impact on youth work is yet to be seen.

Recognition. Club members are recognized at the taluk, district and state level rallies once a year. Recognition is given to only a few members through some extrinsic rewards. In fact, deputing the members to the rallies is a recognition of one sort. But these are insufficient in kind and number to stimulate and motivate members to promote truly successful club work. Competition sometimes becomes meaningless since members are not grouped according to their ability, age or interest. Adults dominate youth in the actual competition and this is not healthy.

At the local level some successful clubs are provided with equipment on subsidized rates. In recent days clubs have been motivated and sustained by the provision of subsidiary grants. The "best" club is recognized annually by the State Young Farmers' Association.

Recognizing Extension workers and local leaders for good work done remains unusual due to the lack of funds and donors. Publicity is a costly affair and as such is not widely used.

In the Fourth Five Year Plan, the Mysore State government has drawn a scheme for rejuvenating the rural youth clubs by extending support in the form of incentives, awards and grants (63:447). These incentives and grants would be made available to the clubs through the blocks to motivate them to function effectively.

Sponsorship. Since the rural youth club work is very recent in origin, it has not yet made enough impact on the general public, the organizations or the businessmen, to cause them to volunteer sponsorship or donate funds. On the other hand, neither the Extension workers nor the nonofficial organizations have given much thought to sponsorship. So, naturally, government funds have remained the only source for club and individual recognition sponsorship.

To give fillip to economic projects, a revolving fund has been provided to a few gram sevak training centers by the Ford Foundation and Freedom from Hunger Campaign. In addition, very recently Applied Nutrition Program has been launched. This program assists some of the youth in taking up projects in poultry and horticulture.

The University of Agricultural Sciences (UAS), Bangalore came into existence in Mysore State in 1964, and it is playing a very significant role in agricultural production through agricultural research, teaching and Extension education. The Directorate of Extension

as a wing of the University is doing Extension work for the development of farmers, farm women and farm youth. This University (which is similar to the Land Grant University of the USA) has successfully implemented two pilot Extension projects, first in the Thungabhadra area and then in Bangalore district with the assistance of the Oxford Committee for Famine Relief (OXFAM) and the United States Agency for International Development (USAID), respectively. The joint endeavors of this University and the University of Tennessee/USAID have demonstrated an effective method of Extension education to reach the farmers of the state and to achieve a rapid transformation from traditional to a technology based modern agriculture (67:22).

Recently, a seminar on rural youth was organized in the University to develop appropriate propositions to serve as a guide for developing meaningful programs for rural youth (17:1-43). This seminar resulted in recommendations to start a pilot youth project to put into operation the most logical and valid strategy possible for working with youth and to train youth Extension workers and leaders in this field of specialization. It suggested use of the work in the project as a demonstration. The University of Agricultural Sciences, as a competent agency, was assigned to undertake the project (17:20-21). Of course, according to the statutes, the University also is responsible for rural youth programs in the State. As a first step, the University is organizing medium term (two-three months) courses for rural youth at the University Center. Also, the University is planning to launch a pilot youth project with the assistance of USAID/University of Tennessee, to demonstrate an effective strategy for organizing successful youth club work in the State.

Even in the All-India Seminar on Research in Extension Education held in the University of Agricultural Sciences, Bangalore in May 1969, recommendations were made for the Agricultural Universities/colleges to itensify the youth program in their neighborhoods and arrange for leadership training for office bearers and youth club members (79:100).

In closing, it may be said that the rural youth program in Mysore State has not been able to establish strong and viable youth clubs at the village level and that it has fallen into a state of prolonged stagnation. Therefore, efforts are needed to give this program new direction and perspective through the development of successful rural youth club work in Mysore State.

CRANES CREST

CHAPTER V

APPLICATION OF PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK TO RURAL YOUTH CLUB WORK IN MYSORE STATE, INDIA

In Chapters III and IV the principles that were identified as being effective in the development of successful 4-H Club work in the USA and the rural youth situation in Mysore State, India, were discussed in brief, respectively. In the light of the above discussions an effort will be made in this chapter to suggest possible application of these findings to plans for an Extension related rural youth program in Mysore State, India.

Basically, the youth in India and the USA are very much alike in terms of their needs, developmental tasks and aspirations even though obvious differences exist in their culture and opportunities to satisfy wants. Kennard seems fully convinced of this when he states:

> All the various modern races of men are of one species. Despite the difference in physical appearances such as skin, color, hair form, shape of the nose, the stature, all modern races of the world must be assumed to have the same needs and potentialities in the absence of proof to the contrary (46:9).

But the situation or the environment in which these youth live differs considerably because of the existing differences in the social systems typically found in the communities of the USA and the villages of India. The villages of India have no single social pattern and as such they display diversity of social structure. However, the people living in these villages exhibit strong bonds of cooperativeness and

cohesiveness in their dealings with each other. In the Indian villages, community living is deeply rooted and strong. For this reason, most of the clubs in Mysore State, India were organized around communities rather than schools or other social institutions.

The concept of rural youth club work in India is much more recent in origin than the 4-H Club work of America. It has yet to take a definite shape in its efforts to help the millions of rural boys and girls in their all round development. The tremendous success with which 4-H Club work in America has met has motivated countries all over the world to organize youth clubs along the same lines, of course, with due modifications to suit to their own organizational systems and social patterns. In India, too, even though the organizational approach for conducting rural youth club work differs from the American, a close identity is exhibited regarding the whole philosophy of working with youth. A brief study of the aims, objectives, motto and pledges of these two systems of club work should help the reader get better understanding of the similarities and dissimilarities existing at this writing. The parallel comparison below should provide some insight into the two programs.

I. COMPARISON

The American 4-H Club Program		The Indian Rural Youth Club Program	
Aim:	To provide youth opportunities for mental, physical and social growth (70:297).	Aim:	To provide rural youth with opportunities for developing their physical, mental, moral and social standards (83:410).

The American 4-H Club Program		The Indian Rural Youth Club Program	
Specific Purposes:	Helping young people to (1) Acquire knowledge, skills, and attitudes for a satisfying home and family life. (2) Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment. (3) Develop leadership talents and abilities to achieve their citizenship potential. (4) Appreciate the values of research and learn scientific methods of making decisions and solving problems. (5) Recognize the importance of scientific agriculture and home economics and their relationships to our total economy. (6) Explore career opportunities in agriculture, home economics and related fields and recognize the need for continuing education. (7) Appreciate nature, understand conservation, and make wise use of natural resources. (8) Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.	Specific Purposes:	(1) Developing in rural youth the qualities and and skills of leadership. (2) Providing them with opportunities to build up their character and health. (3) Providing them with technical information about and practice in improved farming and home making, so that they may acquire the necessary skill and understanding in these fields and teach others what they have learned. (4) Teaching them the value of research, and developing in them a scientific attitude towards the problems of the farm and the home. (5) Training them in cooperative and community action as a means of increasing personal accomplishments and of solving group problems by practicing cooperation with others in the community. (6) Teaching them the dignity of labor. (83:410).

The American 4-H Club Program		The Indian Rural Youth Club Program	
	(9) Strengthen personal standards and philosophy of life based on lasting and satisfying values. (10) Gain attitudes, abilities, and understanding for working cooperatively with others (70:297).		
Motto:	"To make the best better" (70:217).	Mottos:	"Work is worship," or "Plan your work and work your plan," or "United we stand, divided we fall," or "Work, and not luck is the basis of hope" (83:416).
Pledge:	I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, and my country (70:217).	Pledge:	I solemnly declare that I shall be an active member of this club, shall abide by its rules and serve my village and the community through the club to the best of my ability (83:415).

The above ideals or concepts indicate more similarities than differences in the two youth programs. In respect to aims, both appear to have the same goal except special emphasis on the development of moral standards in respect to the rural youth work in India. In the USA, of course, this may be seen to go with the mental and social growth of an individual.

There is considerable commonality noted in the specific objectives stated also. The 4-H Club program generally lists ten objectives whereas

the rural youth club program usually lists only six. However, the six objectives of the Indian rural youth club program seem to embody, for the most part, the objectives defined for the American 4-H Club program. Pointed objectives like, "Helping youth to explore career opportunities in agriculture and home economics and related fields and recognize the need for continuing education," "Helping youth to appreciate nature and understand conservation, and make wise use of natural resources," were not included among those listed for rural youth club work possibly because it was still in an infant stage of development. Such objectives may well be considered at a later stage when the program is well established.

Concerning the motto, some dissimilarity appears to exist between the two systems. Perhaps, the United States has already achieved "the best" and is trying to make "the best better." The rural youth club program in India (Mysore State) has yet to attain a high level and still seeks to be initially successful. So, priority must be given in the rural youth club program to encourage the work and unity necessary for a high level of attainment. Under the prevailing conditions in India (Mysore State), the mottos indicated may be more appropriate where planning, unity and hard work are needed.

Further, in respect to the pledge, one can see much diversity in the wordings, but still they seem to be alike in their philosophical outlook. The American boys and girls pledge their heads, hearts, hands and health for the cause of the Club, community and the larger interests of the nation. So, also in India (Mysore State), the youth pledge

their efforts for the service of the community and the village through their active participation in club work. Since India is a land of villages, their development leads to the development of the country. Thus, they serve the larger interests of the nation.

From the foregoing discussion, it is seen that many similarities exist between 4-H Club work in the USA and the rural youth club work of India. As early as 1953-54, pilot experiments were being conducted in India to organize rural youth clubs on a patter similar to the American 4-H Clubs (83:409). The first successful attempts provided a basis for the present effort to apply the principles of successful 4-H Club work to rural youth club work in India. So, also Fay, was confident that Indian youth could derive the same educational benefits from rural youth clubs in India that had been attributed to 4-H Clubs in the USA. He alluded to this when he said:

> Literally millions of rural boys and girls in America found their first education in science, in agriculture, and in home and community improvement through training in 4-H Clubs. They have grown up into happy and successful rural citizens who are leaders in their respective communities. Youth club education can play the same role in India (23:168).

If this is true, it follows that the same basic principles of successful 4-H Club work which are broadly educational in nature may be applicable to rural youth club work in India. Also, a review of the programs for rural youth in many nations illustrates the applicability of the principles of Extension work throughout the world (45:451).

In speaking of the application of successful principles of American Extension work to other countries, Kelsey and Hearne (45:453)

suggest that "principles are applicable anywhere in teaching and in human affairs. But the way they are applied, the means, the tools and methods will differ widely."

From the foregoing discussions it may be concluded that the principles of successful, American 4-H Club work may have profitable application to the development of rural youth club work in Mysore State, India, necessary modifications being made to suit special Indian and local conditions.

In effect, the principles of successful 4-H Club work that were accepted by panels for the present study must be modified to suit the situation in Mysore State, India. They will be presented under the five 4-H planning headings of participation, organization, leadership, recognition and sponsorship in the paragraphs below. Extension youth workers in India, especially in Mysore State, may profitably use these principles as a guide in developing successful rural youth club programs for their respective community development blocks.

II. PRINCIPLES SUGGESTED FOR APPLICATION TO MYSORE STATE, INDIA

Participation Principles

1. Parents, volunteer leaders and youth club members should be involved in program planning and implementation.

2. Rural youth club work should encourage the maximum involvement of youth in projects.

3. Rural youth club work should provide equal opportunities and status for all youth participating irrespective of caste, creed or economic backgrounds.

4. Youth participate best in club work when grouped according to their stage of development.

5. Rural youth club work should include high quality participation of a maximum number of boys and girls in each block.

6. Rural youth club work should seek to make for wholesome relations between adults and youth.

7. Reenrollment targets should be developed and used for total block youth club enrollment.

Organization Principles

1. Rural youth club organizations should be flexible enough to meet changing and varied needs and conditions.

2. Rural youth club work should include a wide range of activities for members to participate in at both local club and taluk levels.

3. The youth club program should be organized so as to provide valuable training and subject matter to the members.

4. Block youth staffs (youth advisers) along with village level workers should have primary responsibility for getting plans prepared, executed and evaluated.

5. Youth club project offerings should incorporate sound educational principles and consider recognized socioeconomic values, and should appeal to the interests and needs of the members.

6. Rural youth club work should be organized democratically and with an applied science subject matter base.

7. Youth club work should be so organized that members have a commonality of age, sex and interest for mutual benefit.

8. Rural youth club work should involve the cooperation of Extension workers, school teachers, local people and club members.

9. Rural youth club work must give attention to the development of individuals through self help programs.

10. Rural youth club programs should take account of the cultural and social values of the local people.

11. Rural youth club organization is enhanced by the involvement of local volunteer people in program development.

12. The local club is the basic unit of organization of rural youth club work.

13. Rural youth clubs should organize coeducational programs wherever possible.

14. Supervision of project work by Social Education Organizers (Youth Advisers) and/or leaders through visits and other means is essential to successful project work.

15. The Social Education Organizer (Youth Adviser) should have an interest in working with youth and possess the ability to organize and plan youth club work.

16. Rural youth club work should motivate youth to reenroll as long as additional benefits may be obtained.

17. Rural youth clubs should seek to enroll an maximum number of members per club based on accepted standards.

18. Projects should be organized recognizing such accepted principles as "learning by doing" and "earning while learning."

19. Taluk level youth club committees should be formed and maintained to advise or assist in developing youth club programs.

20. Rural youth club village activities and/or events should be planned to help develop rural communities.

Leadership Principles

1. The Block Extension staff (youth advisers) along with village level workers should assume and assert professional leadership.

2. Social Education Organizers (Youth Advisers) should locate, train and use volunteer adult local leaders to the maximum extent possible in club work.

3. Training and retraining of volunteer local leaders in rural youth club work is essential if they are to perform successful leadership roles.

4. Leaders should consider the needs, interests and abilities of boys and girls as they help plan and conduct 4-H Club work.

5. Junior leaders should be selected and helped to develop so they may be able to perform expected leadership roles.

6. Initiation and consideration leader behaviors should be included in the selection and training of volunteer leaders.

7. Adult leaders should be selected who are willing to face new situations and help youth make wise decisions regarding problems encountered (e.g. education, health and occupational problems).

8. Leaders should provide situations for developing leadership among the club members.

9. Volunteer leaders should perform their roles democratically.

10. Project leaders in rural youth club work should be basically teachers of subject matter and new skills.

11. Adult project leaders should take the responsibility for guiding members in their projects and related activities.

12. Junior leaders should aid in the personal and citizenship development of younger club members.

13. Volunteer leaders should help plan village and taluk wide projects through a Taluk Youth Club leaders' Organization.

14. At least one organizational leader and one project leader should be enlisted to work with each club.

Recognition Principles

1. Awards should not be used as a substitute for teaching but as an incentive for learning.

2. Standards for recognition and awards must be challenging but should be within the reach of the members.

3. Members should compete with members of similar abilities to make the awards program more meaningful and effective.

4. Recognition should be given to the largest possible number of members and clubs rather than providing only a few large awards.

5. Rural youth clubs should encourage healthy competition among individuals and groups through a complete recognition program.

6. Leaders, parents and teachers should be recognized in addition to members.

7. State government and Blocks should provide recognition to members for outstanding work in projects.

8. Incentives should be provided to encourage reenrollment.

9. Rural youth Clubs should provide some sort of due recognition to stimulate and motivate worthy club members.

10. Special recognition should be provided for first year members and leaders.

11. Wide recognition (publicity) of outstanding members, leaders and sponsors should be made through mass media and other means.

Sponsorship Principles

1. The sponsorship of rural youth club work by businessmen and firms should be encouraged but no undue reciprocal business favoritism or advertising permitted.

2. Local sponsorship of rural youth club work promotes desirable relationships between members, elders and organizations and so should be encouraged.

3. Rural youth club work should enlist the support and cooperation of local groups and organizations for sponsorship.

4. The interest and support of parents, leaders and village organizations promotes effective sponsorship of rural youth club work.

5. Sponsors should be recognized and invited to participate in youth club activities and rallies so as to encourage and further broaden their sponsorship involvement.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Prior to this study, no record of formal efforts to identify and frame the broad principles contributing to the success of 4-H Club and other Extension related youth work was found. Of course, the youth club program had come into existence only about two decades prior to the present study in Mysore State and no systematic research work had been done to serve as a basis for identifying such principles there.

This study was conducted with the overall purposes of recognizing some broad principles of successful 4-H Club work that might be gainfully used as a guide by county agents in developing effective 4-H Club work in the United States, and of making suggestions for possible application of the principles for developing rural youth club work in Mysore State, India. In more specific terms, the objectives of this study were: (1) to identify, state and examine with the help of two panels (National and State) of experts the generally accepted principles of successful 4-H Club work related to the five 4-H Club planning categories of participation, organization, leadership, recognition and sponsorship; (2) to suggest an accepted set of principles of successful 4-H Club work that might serve as a guide to agents and others desiring to develop effective 4-H Club work in their county or area; and (3) to suggest the application of these selected principles to rural youth programs in Mysore State, India.

In this study, both the library method and panel of judges approach were utilized. A set of principles found to be useful in conducting 4-H Club work in the United States was gleaned from all available research studies, research summaries, seminar reports, authoritative writings and personal interviews with a few county agents. These principles so identified were examined for their validity with the help of two designated panels of experts at the National and State levels through questionnaire mailings. The National Panel consisted of seven nationally recognized authorities; while the State Panel consisted of the ten Tennessee State 4-H Committee members. The reaction of national authorities to the principles was considered important because of their previous experience and expertise in 4-H Club work, as well as because of their position in the overall development and conduct of 4-H Club work in the nation.

The approval of the State Panel also was considered useful to test the practicability of applying such principles at the county and club levels in a state. The State Panel members (Tennessee State 4-H Committee members who are 4-H county agents) by virtue of their positions contribute largely to the club work at the State, county and club levels in Tennessee.

Thus, the ratings of the seven nationally recognized authorities and the ten Tennessee State 4-H Committee members were analyzed separately so their reactions might be compared. The finally accepted principles of successful 4-H Club work were selected based on the following three criteria: (1) that more than one half of the panel

members must have approved an item as a "principle" as defined; (2) that at least two thirds of the panel members must have agreed with the wording of the statement; and (3) that the principle should have been considered at least "fairly important" by assigning it an average of 3.0 points or more.

The principles approved by the national authorities were listed in a consecutive order according to the priority each gained and tested for their supportive approval by State 4-H Committee members. The principles accepted by both panels were further made more precise with the aid of the Graduate Committee and finally accepted as principles of successful 4-H Club work.

Presented below is the list of principles of successful 4-H Club work that was accepted by both nationally recognized authorities and State 4-H Committee members. The principles are classified according to 4-H planning category and are suggested for use as a guide by agents interested in developing effective 4-H Club work in their county or area.

I. PRINCIPLES ACCEPTED AND RECOMMENDED

Participation Principles

1. Parents, volunteer leaders and 4-H members should be involved in program planning and implementation.

2. Four-H Club work should encourage the maximum involvement of youth in projects and activities to sustain their interest in 4-H work.

3. Four-H Club work should provide equal opportunities and dignity for all youth participating irrespective of race, creed or color.

4. Youth participate best in 4-H when grouped according to their stage of development.

5. Four-H Club work should include high quality participation of an optimum number of boys and girls in each county per full time staff equivalent.

6. Four-H Club work should seek to make for wholesome relations between adults and youth.

7. Reenrollment percent standards should be developed and used for total county 4-H enrollment.

Organization Principles

1. Four-H Club organization should be flexible enough to meet changing and varied needs and conditions.

2. Four-H Club work should include a wide range of activities for members to participate in at both local Club and county levels.

3. The 4-H program should be organized so as to provide valuable training and subject matter to the members.

4. County 4-H staffs should have the primary responsibility for getting plans prepared, executed and evaluated (e.g.: In Tennessee 100 percent of staff time is planned ahead in five year planning and 60-80 percent in annual planning).

5. Four-H project offerings should incorporate sound educational principles and consider recognized socioeconomic values and should appeal to the interests and needs of the members.

6. Four-H Club work should be organized democratically and with an applied science subject matter base.

7. Members should be so organized that they have a commonality of age and interest for mutual benefit (e.g.: Juniors - 10-14 years; Seniors - 14-21 years; -- or Explorers - 4th grade; Juniors - grades 5 and 6; Junior High - grades 7, 8 and 9; Seniors - grades 10, 11 and 12).

8. Four-H Club work should involve the cooperation of Extension workers, local people and club members.

9. Four-H Club work must give attention to the development of individuals through self help programs.

10. Four-H Club programs should take account of the culture of the local people.

11. Four-H Club organization is enhanced by the involvement of local volunteer people in program development and by related publicity and public relations.

12. The local Club is the basic unit of organization of 4-H Club work.

13. Four-H Clubs should organize coeducational programs wherever possible.

14. Supervision of individual project work by agents and/or leaders through visits and other means is essential to successful project work.

15. The Extension agents should have an interest in working with youth and possess the ability to organize and plan 4-H work.

16. Four-H Club work should motivate youth to reenroll as long as additional benefits may be obtained.

17. Four-H Clubs should seek to enroll an optimum number of members per club in order to provide the best opportunity for all members to participate (e.g.: 20-40 members per club is a suggested standard in Tennessee).

18. Projects should be organized recognizing such accepted principles as "learning by doing," "saving while learning" and "earning while learning."

19. Certain basic county level 4-H organizations should be formed and maintained to advise or assist in developing 4-H programs (e.g.: County 4-H Club Council, 4-H Club Citizens' Committee, 4-H Club Leaders' Organization, 4-H Honor Club).

20. Four-H Club community activities or events and projects should be planned to foster community pride and build enthusiasm (e.g.: 4-H Demonstration Day, 4-H Achievement Day, Camps, fairs, rallies, campaigns).

Leadership Principles

1. The county Extension staff should assume and assert professional leadership.

2. Four-H agents should locate, train and use volunteer adult local leaders to the maximum extent possible in club work.

3. Training and retraining of volunteer local leaders in 4-H Club work is essential if they are to perform successful leadership roles.

4. Leaders should consider the needs, interests and abilities of boys and girls as they help plan and conduct 4-H Club work.

5. Junior leaders and Teen leaders should be selected and helped to develop so they may be able to perform expected leadership roles.

6. Initiation and consideration leader behaviors should be included in the selection and training of volunteer leaders.

7. Adult leaders should be willing to face new situations and help youth make wise decisions regarding problems encountered (e.g.: drugs, health and environmental problems).

8. Leaders should provide situations for developing leadership among the club members.

9. Volunteer leaders should perform their roles democratically.

10. Project leaders in 4-H Club work should be basically teachers of subject matter.

11. Adult project leaders should take the responsibility for guiding members in their chosen projects and related activities.

12. Junior leaders and Teen leaders should aid in the personal and citizenship development of younger 4-H'ers.

13. Volunteer leaders should help plan community and county wide projects through representation on a County 4-H Club Leaders' organization and/or other organizations (e.g.: a County Council of 4-H Clubs).

14. At least one organizational leader and one project leader should be enlisted to work with each club.

Recognition Principles

1. Awards should not be used as a substitute for teaching but as an incentive for learning.

2. Standards for recognition and awards must be challenging but should be within the reach of the members.

3. Members should compete with members of similar abilities to make the awards program more meaningful and effective (i.e., competition by age group or grade level divisions as in Tennessee).

4. Recognition should be given to the largest possible number of members rather than providing only a few large awards.

5. Four-H Clubs should encourage healthy competition among individuals and groups through recognition programs.

6. Leaders, parents and sponsors should be recognized in addition to members.

7. Four-H should provide recognition to members for outstanding work in projects.

8. Incentives should be provided to encourage reenrollment.

9. Four-H Clubs should provide some sort of due recognition to stimulate and motivate worthy club members.

10. Special recognition should be provided for first year members and leaders.

11. Wide recognition (publicity) regarding the accomplishments of outstanding members, leaders and sponsors should be given through mass media.

Sponsorship Principles

1. The sponsorship of 4-H Club work by businessmen should be encouraged but not overemphasized.

2. Local sponsorship of 4-H Club work promotes desirable relationships between members, elders and organizations and so should be encouraged.

3. Four-H Club work should enlist the support and cooperation of local groups and organizations for sponsorship (e.g.: Civic clubs, home demonstration clubs, farm and community organizations, cooperatives, churches).

4. The interest and support of parents, principals and teachers promote effective sponsorship of 4-H Club work.

5. Sponsors should be recognized and invited to participate in meaningful 4-H activities and ceremonies so as to encourage and further broaden their sponsorship involvement.

II. PRINCIPLES REJECTED

List of Principles Approved by the National Panel but Not Approved by the State Panel

1. Participation of youth in 4-H projects encourages adults to accept new ideas. (Participation principle)

2. Four-H Club work is intended for and should include as a goal the enrollment of all American youth (aged 10-19). (Participation principle)

3. Minimum enrollment (participation) goals should be stated for each county 4-H audience (e.g.: Explorer (4th grade) - 25%; Junior (grades 5 and 6) - 40%; Junior High (grades 7, 8 and 9) - 30%; Senior (grades 10, 11 and 12) - 10%). (Participation principle)

4. Four-H Club organization should include opportunities for other interested groups and members not in 4-H Clubs (includes special interest groups, project groups, 4-H Spiffy members and T. V. members). (Organization principle)

5. Four-H Club programs should be expanded to provide learning experiences for the disadvantaged and handicapped where these do not exist. (Organization principle)

6. Adult leaders should be flexible in their approach to assigned leadership roles. (Leadership principle)

7. Organizational leaders should assume the responsibility for organizing 4-H Clubs. (Leadership principle)

8. Service orientation should be used as a criterion in the selection and training of adult volunteer leaders. (Leadership principle)

9. Agents doing 4-H Club work should seek to enroll a standard number of adult leaders (i.e., organizational, project and activity) in each county per full time staff equivalent (e.g.: the standard in Tennessee is 100 adult leaders per F.S.E.). (Leadership principle)

10. The 4-H agents should be recognized for outstanding work in order to increase their zeal for 4-H work. (Recognition principle)

11. Four-H should place more emphasis on intrinsic rewards than on extrinsic ones. (Recognition principle)

12. Four-H should provide an adequate kind and number of team and group awards to promote cooperation and team spirit. (Recognition principle)

13. The public should be made aware of and encouraged to sponsor appropriate 4-H Club projects and activities through local organizations. (Sponsorship principle)

14. The County 4-H Club Citizens' Committee or Council may appropriately sponsor or help sponsor 4-H Club activities. (Sponsorship principle)

List of Principles Disapproved by the National Panel but Approved by the State Panel

1. Full participation in at least one 4-H Club project should be a requirement of 4-H Club membership. (Participation principle)

2. Counties should consider suggested state standards in developing participation goals for each 4-H audience (e.g.: including numbers of boys and girls; numbers of projects taken by boys and girls; number of projects completed; reenrollment percents). (Participation principle)

3. Local clubs may be organized centered around the community, school, project, interest or other centers. (Organization principle)

4. Four-H Club workers should enlist the support and cooperation of local schools and school boards when organizing 4-H Clubs. (Organization principle)

5. Four-H Club projects selected by members should be carried to satisfactory completion (decision should be made at the local club or county level regarding what constitutes completion). (Organization principle)

6. Organization of 4-H Clubs through schools and other avenues should provide both quantitative and qualitative advantages. (Organization principle)

7. Incentives and awards should be provided for the purpose of helping attain set 4-H Club educational goals. (Recognition principle)

List of Principles Rejected by Both the National and State Panels

1. Interesting local club meetings on a year round basis should be organized to facilitate the active participation of members. (Organization principle)

2. Wide publicity should be given to 4-H Club sponsorship opportunities so as to encourage potential sponsors to volunteer. (Sponsorship principle)

III. RECOMMENDATIONS FOR USE OF DATA

It is generally agreed that county agents might profit by considering certain principles accepted by 4-H authorities as being useful for developing effective 4-H Club work. So, these principles of successful 4-H Club work accepted by selected national 4-H authorities and the Tennessee State 4-H Committee are recommended for consideration by county agents responsible for 4-H Club and other Extension related youth work. It would seem in order to sound a word of caution at this point. Though the agreement of two panels has been secured, principles remain imperfectly stated and classified. Thus, discretion should be used in applying principles to specific situations.

Findings might be adopted and profitably used: (1) in the training of professional and volunteer lay leaders; (2) in the analysis and appraisal of 4-H Club work by supervisory and specialist staffs; and (3) in planning youth club work in similar countries or situations.

IV. RECOMMENDATIONS FOR FURTHER STUDY

A few brief suggestions might be useful for those interested in additional studies in this area. Future research as indicated below might seem in order.

1. States in which 4-H Club work is conducted primarily outside schools (e.g., community centered) could ask a panel of judges to react to principles here identified in order to determine their acceptance.

2. A similar study might be conducted with focus on "4-H" rather than "4-H Club work."

3. Studies could be conducted comparing the relative effectiveness of 4-H Club work under conditions where various principles are used to varying degrees.

4. Efforts should be made to test the relative value of the principles here identified as they are used as criteria by supervisors and specialists to evaluate Tennessee county 4-H Club programs.

5. A study should be conducted to sharpen or refine the principles, test them and further classify and order them to make them more useful.

6. Principles here identified could be introduced as independent variables in a regression analysis to determine any relations with agent performance and program accomplishment.

7. Related Tennessee Extension Management Information System data should be used to determine the association between established principles and variables concerning time allocation, contacts and use of various teaching methods--along with other measures of program accomplishment.

V. APPLICATION OF FINDINGS TO RURAL YOUTH SITUATION IN INDIA

A brief study of the youth situation in Mysore State, India was made to consider the applicability of these principles of successful 4-H Club work to rural youth club work in Mysore State, India. From the situational study, many similarities were found between 4-H Club work in the United States and the rural youth club work in India (Mysore State) which prompted the belief that most principles indeed would apply to rural youth club work in Mysore State, India. Sociologists presume that modern people all over the world are the same in their needs and potentialities; and so, also, the educationists feel that principles of American Cooperative Extension work may be applied to other similar situations with necessary adjustments or modifications. With this background, the principles of successful 4-H Club work found acceptable in this study were duly modified to fit Block and local village situation in Mysore State, India and were suggested under the five youth planning headings of participation, organization, leadership, recognition and sponsorship. It is suggested that, with further adaptation, Extension youth workers in Mysore State, India consider use of these modified principles as a guide for developing effective youth club work.

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APPENDIXES

CRANES CREST

APPENDIX A

NATIONAL PANEL MEMBERS

1. Dr. John W. Banning
   Program Leader, 4-H Youth
   Extension Service
   U. S. Department of Agriculture
   Washington, D. C.

2. Dr. Hope S. Daugherty
   Program Leader, 4-H Youth
   Extension Service
   U. S. Department of Agriculture
   Washington, D. C.

3. Dr. George S. Foster
   Professor and Leader, 4-H Club
   Agricultural Extension Service
   Knoxville, Tennessee

4. Mr. Caryle J. Gauger
   State Leader, 4-H Extension Youth Program
   Iowa State University
   Ames, Iowa

5. Dr. Rudy O. Monosmith
   Program Consultant
   National 4-H Club Foundation
   Washington, D. C.

6. Mr. W. Francis Pressly
   Program Consultant
   National 4-H Club Foundation
   Washington, D. C.

7. Dr. Lloyd L. Rutledge
   Program Leader, 4-H Youth
   Extension Service
   U. S. Department of Agriculture
   Washington, D. C.

APPENDIX B

STATE PANEL

Tennessee State 4-H Club Committee (Extension Agents) - 1971

1. Miss Shirley J. Benson
   Assistant Extension Agent
   Crossville, Tennessee

2. Miss Patricia F. Bowling
   Assistant Extension Agent
   Bristol, Tennessee

3. Mr. James T. Coleman
   Associate Extension Agent
   Memphis, Tennessee

4. Mrs. Marsha C. Flanigan
   Assistant Extension Agent
   Athens, Tennessee

5. Mr. Kenneth Johnson
   Extension Agent
   Dickson, Tennessee

6. Mr. Jim Lynn
   Associate Extension Agent
   Sparta, Tennessee

7. Mrs. Cheryl B. Matthews
   Assistant Extension Agent
   Union City, Tennessee

8. Miss Dorothy Sue Moore
   Assistant Extension Agent
   Gallatin, Tennessee

9. Mr. Clyde Taylor
   Extension Agent
   Knoxville, Tennessee

10. Mr. Jerry R. Walling
    Assistant Extension Agent
    Benton, Tennessee

APPENDIX C

QUESTIONNAIRE

PRINCIPLES OF SUCCESSFUL 4-H CLUB WORK*

Definition of Principle: A generalization that serves as a guide to agents in developing effective 4-H Club work in a county or area. (Developing here refers to planning, executing and evaluating 4-H Club work under the headings of participation, organization, leadership, recognition and sponsorship.)

Sl. No.	Principle	Agree	Disagree	Is It A Principle? Yes	No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
1.	The County Extension staff should assume and assert professional leadership.								
2.	Recognition should be given to the largest possible number of members rather than providing only a few large awards.								
3.	Leaders should provide situations for developing leadership among the club members.								
4.	Four-H Club organization should be flexible enough to meet changing and varied needs and conditions.								

Sl. No.	Principle	Agree	Disagree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
5.	Parents, volunteer leaders, and 4-H members should be involved in program planning and implementation.								
6.	The County 4-H Club Citizens' Committee or Council may appropriately sponsor or help sponsor 4-H Club activities.								
7.	Participation of youth in 4-H projects encourages adults to accept new ideas.								
8.	Local clubs may be organized centered around the community, school, project, interest or other centers.								
9.	Projects should be organized recognizing such accepted principles as "learning by doing," "saving while learning" and "earning while learning."								
10.	Initiation and consideration leader behavior should be included in the selection and training of volunteer leaders.								
11.	Interesting local Club meetings on a year round basis								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
	should be organized to facilitate the active participation of members.								
12.	Four-H agents should locate, train and use volunteer adult local leaders to the maximum extent possible in Club work.								
13.	Four-H Club work should be organized democratically and with an applied science subject matter base.								
14.	The 4-H program should be organized so as to provide valuable training and subject matter to the members.								
15.	Special recognition should be provided for first year members and leaders.								
16.	Four-H Club work should motivate youth to reenroll as long as additional benefits may be obtained.								
17.	Four-H Club work should include high quality participation of an optimum number of boys and girls in each county per full time staff equivalent.								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
18.	Members should be so organized that they have a commonality of age and interest for mutual benefit (e.g.: Juniors: 10-14 years; Seniors: 14-21 years; - or Explorers - 4th grade; Juniors - grades 5 and 6; Junior High - grades 7, 8 and 9; Seniors - grades 10, 11 and 12).								
19.	Wide publicity should be given to 4-H Club sponsorship opportunities so as to encourage potential sponsors to volunteer for 4-H Club sponsorship.								
20.	Four-H Club work should involve the cooperation of Extension workers, local people and club members.								
21.	Four-H should provide an adequate kind and number of team and group awards to promote cooperation and team spirit.								
22.	Four-H Club work should encourage the maximum involvement of youth in projects and activities to sustain their interest in 4-H work.								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
23.	Four-H Club programs should be expanded to provide learning experiences for the disadvantaged and handicapped where these do not exist.								
24.	Four-H Club work should provide equal opportunities and dignity for all youth participating irrespective of race, creed or color.								
25.	Agents doing 4-H Club work should seek to enroll a standard number of adult leaders (i.e., organizational, project and activity) in each County per full time staff equivalent (e.g.: the Standard in Tennessee is 100 adult leaders per F.S.E.).								
26.	Wide recognition (publicity) regarding the accomplishments of outstanding members, leaders and sponsors should be given through mass media.								
27.	The interest and support of parents, principals and teachers promote effective sponsorship of 4-H Club work.								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
28.	Junior leaders and Teen leaders should aid in the personal and citizenship development of younger 4-H'ers.								
29.	Four-H should place more emphasis on intrinsic rewards than on extrinsic ones.								
30.	The public should be made aware of and encouraged to sponsor appropriate 4-H Club projects and activities through local organizations.								
31.	Sponsors should be recognized and invited to participate in meaningful 4-H activities and ceremonies so as to encourage and further broaden their sponsorship involvement.								
32.	Adult leaders should be flexible in their approach to assigned leadership roles.								
33.	Four-H Club projects selected by members should be carried to satisfactory completion. (decision should be made at the local club or County								

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	level regarding what constitutes completion).								
34.	Junior leaders and Teen leaders should be selected and helped to develop so they may be able to perform expected leadership roles.								
35.	Four-H Club organization is enhanced by the involvement of local volunteer people in program development and by related publicity and public relations.								
36.	Four-H Club organization should include opportunities for other interested groups and members not in 4-H Clubs. (includes special groups, project groups, 4-H Spiffy members and T. V. members).								
37.	Four-H Club workers should enlist the support and cooperation of local schools and school boards when organizing 4-H Clubs.								
38.	Reenrollment percent standard should be developed and used for total county 4-H enrollment.								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
39.	Leaders should consider the needs, interests and abilities of boys and girls as they help plan and conduct 4-H Club work.								
40.	Four-H Club work should seek to make for wholesome relations between adults and youth.								
41.	Standards for recognition and awards must be challenging but should be within the reach of the members.								
42.	Four-H Clubs should seek to enroll an optimum number of members per Club in order to provide the best opportunity for all members to participate. (e.g.: 20-40 members per club is a suggested standard in Tennessee.)								
43.	Adult project leaders should take the responsibility for guiding members in their chosen projects and related activities.								
44.	Four-H Clubs should provide some sort of due recognition to stimulate and motivate worthy club members.								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
45.	Four-H Club work must give attention to the development of individuals through self help programs.								
46.	Counties should consider suggested state standards in developing participation goals for each 4-H audience. (e.g.: including numbers of boys and girls; numbers of projects taken by boys and girls; number of projects completed; reenrollment percents)								
47.	Four-H Clubs should encourage healthy competition among individuals and groups through recognition programs.								
48.	Four-H Club programs should take account of the culture of the local people.								
49.	Incentives and awards should be provided for the purpose of helping attain set 4-H Club educational goals.								
50.	Certain basic county level 4-H organizations should be formed and maintained to advise or assist in developing								

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	4-H programs. (e.g.: County 4-H Club Council, 4-H Club Citizen's Committee; 4-H Club Leader's organization, 4-H Honor Club)								
51.	Four-H Club Community activities or events and projects should be planned to foster community pride and build enthusiasm. (e.g.: 4-H Demonstration Day, 4-H Achievement Day, Camps, fairs, rallies, campaigns)								
52.	Project leaders in 4-H Club work should be basically teachers of subject matter.								
53.	The Extension agents should have an interest in working with youth and possess the ability to organize and plan 4-H work.								
54.	Training and retraining of volunteer local leaders in 4-H Club work is essential if they are to perform successful leadership roles.								
55.	Youth participate best in 4-H when grouped according to their stage of development.								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
56.	Four-H project offerings should incorporate sound educational principles and consider recognized socio-economic values and should appeal to the interests and needs of the members.								
57.	Adult leaders should be willing to face new situations and help youth make wise decisions regarding problems encountered. (e.g.: drugs, health and environmental problems)								
58.	Minimum enrollment (participation) goals should be stated for each county 4-H audience. (e.g.: Explorer (4th grade) 20%; Junior (grades 5 and 6) - 40%; Junior High (grades 7, 8 and 9) - 30%; Senior (grades 10, 11 and 12) - 10%)								
59.	Four-H Club work should include a wide range of activities for members to participate in at both local Club and county levels.								
60.	Awards should not be used as a substitute for teaching but as an incentive for learning.								

Sl. No.	Principle	Agree	Dis-agree	Is It A Principle? Yes	Is It A Principle? No	How Important Is It, Relatively? Very Important	Fairly Important	Not Very Important	Not Important
61.	Leaders, parents and sponsors should be recognized in addition to members.								
62.	The local Club is the basic unit of organization of 4-H Club work.								
63.	The sponsorship of 4-H Club work by businessman should be encouraged but not overemphasized.								
64.	At least one organizational leader and one project leader should be enlisted to work with each club.								
65.	Local sponsorship of 4-H Club work promotes desirable relationships between members, elders and organizations and so should be encouraged.								
66.	Organization of 4-H Clubs through schools and other avenues should provide both quantitative and qualitative advantages.								
67.	Incentives should be provided to encourage reenrollment.								
68.	County 4-H staffs should have the primary responsibility								

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	for getting plans prepared, executed and evaluated. (e.g.: in Tennessee 100 percent of staff time is planned ahead in five year planning and 60-80 percent in annual planning)								
69.	Volunteer leaders should perform their roles democratically.								
70.	Members should compete with members of similar abilities to make the awards program more meaningful and effective. (i.e., competition by age group or grade level divisions as in Tennessee)								
71.	Supervision of individual project work by agents and/or leaders through visits and other means is essential to successful project work.								
72.	Four-H Club work is intended for and should include as a goal the enrollment of all American youth (aged 10-19).								
73.	Four-H Club work should enlist the support and cooperation of local groups and organizations								

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	for sponsorship. (e.g.: civic clubs, home demonstration clubs, farm and community organizations, cooperatives, churches)								
74.	Four-H should provide recognition to members for outstanding work in projects.								
75.	Full participation in at least one 4-H Club project should be a requirement of 4-H Club membership.								
76.	Four-H Clubs should organize coeducational programs wherever possible.								
77.	The 4-H agents should be recognized for outstanding work in order to increase their zeal for 4-H work.								
78.	Organizational leaders should assume the responsibility for organizing 4-H Clubs.								
79.	Service orientation should be used as a criterion in the selection and training of adult volunteer leaders.								

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80.	Volunteer leaders should help plan Community and county wide projects through representation on a County 4-H Club leader's organization and/or other organizations. (e.g.: a County Council of 4-H Clubs)								

*Principles have been rewritten in final form as approved by a National Panel of experts, a Tennessee State Panel of 4-H agents and a Graduate Committee in Agricultural Extension.

ASSUMPTIONS

1. Four-H Club work includes as a goal the enrollment of all American (teenage) youth.

2. Four-H Club work includes high quality participation of an optimum number of boys and girls in each county per full time staff equivalent.

3. Youth participate best in 4-H when grouped according to age or school grade (developmental tasks).

4. Four-H Club work provides equal opportunities and dignity for all youth participating irrespective of race, creed or color.

5. Four-H Club members participate in at least one 4-H Club project.

6. Four-H Club work encourages the maximum involvement of youth in appropriate projects and activities.

7. Participation of youth in 4-H projects and activities encourages adults (and future adults) to accept new ideas.

8. Parents, volunteer leaders and 4-H members make desirable contributions in program planning and implementation.

SUGGESTED TENNESSEE 4-H CLUB STANDARDS

1. 1000 members per F.S.E.*
2. 20-40 members per club
3. 25-50 clubs per F.S.E.
4. 100 leaders per F.S.E.
5. 2-4 leaders per club
6. One leader for every ten club members
7. Reenrollment of 75 percent
8. Minimum enrollment percents
   (a) Farm - 65 percent of total
   (b) Rural nonfarm - 25 percent of total
   (c) Urban - 5 percent of total
9. Minimum enrollment goals
   200 Explorers per F.S.E.
   400 Juniors per F.S.E.
   300 Junior High per F.S.E.
   100 Seniors per F.S.E.
   ———
   1000 Total per F.S.E.

*F.S.E. - Full time staff equivalent

VITA

Karagada Muniswamappa Jayaramaiah was born in Venkatagirikote village, Bangalore District of Mysore State, India. He attended the elementary school in that village and high school at Devenahalli. He received his Bachelor of Science degree in Agriculture from the College of Agriculture, Bangalore, in April 1960. Also, he completed a course in Extension Methods at the same college in August 1960.

After graduation he joined service in the Mysore Agricultural Department and served as Agricultural Extension officer until June 1966. Near the start of such service (1962) he underwent two weeks of special training at the Indian Agricultural Research Institute, New Delhi. From July 1966 to September 1970 he was employed in the University of Agricultural Sciences, Bangalore and served as an Instructor in Agricultural Extension in the Agricultural College, Dharwar and the Directorate of Extension, Bangalore. He served as a convenor of the Mysore State Seminar on Rural Youth held in the University of Agricultural Sciences, Bangalore during February 1970. He participated in several Mysore State Youth rallies and festivals and has contributed to youth journals.

As an USAID participant he entered the graduate school at The University of Tennessee in September, 1970, and received the Master of Science degree with a major in Agricultural Extension Education in March, 1972.

He is married to S. Thejovathi, and has two children, Shiva Prasad and Mamatha.