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THE USEFULNESS OF 4-H PROJECT MANUAL AS SEEN BY
MEMBERS, PARENTS AND ADULT LEADERS
IN CACHE COUNTY

by

Vichit Viasayanunt

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Agricultural Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1972

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Vichit Vaisayanunt

Vichit Vaisayanunt

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ABSTRACT

The Usefulness of 4-H Project Manual as Seen by Members

Parents and Adult Leaders in Cache County

by

Vichit Viasayanunt, Master of Science

Utah State University, 1972

Major Professor: Dr. Von H. Jarrett
Department: Agricultural Education

The primary objective of this study was to survey the usefulness of the 4-H members' project manual according to the opinions of members, parents, and adult leaders in Cache County, State of Utah.

Two USU Extension Agents, 140 4-H members, 119 parents, and 30 leaders cooperated in this survey. A separate questionnaire accompanied by a cover letter by the Extension Agents and a letter of explanation by the author was sent to each person in the three categories mentioned. Questionnaires were mailed to 200 4-H male members, 190 parents and 46 adult leaders. Evaluation of the usefulness of the manuals was made in three age groups: 9-12 years old, 13-16 years old, and 17-19 years old.

It was generally agreed by member, parent, and leader respondents that the age group 9-12 years old made the most use of the manuals. About 56 percent of the members indicated that a project could not be done without the manual; nearly 50 percent of the parents indicated that their children could

not do a project without the manual; and slightly more than half of the leaders indicated that they could not conduct a satisfactory project without members having manuals. About four-fifths of all parents expressed their willingness to pay a minimal fee for their children to obtain manuals while three-fifths of the leaders thought that the parents would be willing to pay a minimal fee for manuals for their children.

(64 pages)

INTRODUCTION

The Problem

Continually expanding 4-H membership and increasing printing costs places a prohibitive financial burden on Utah Extension Service if subject matter project manuals are provided without charge to all 4-H members.

Purpose of the Study

The primary objective of this study is to survey the usefulness of the 4-H members' project manual in the opinion of members, parents, and adult leaders.

For the members

1. To determine the age group which made the most use of their manuals.
2. To determine the extent to which the manuals are used by the members.
3. To evaluate the usefulness of the manuals to the members in carrying out their projects.
4. To find out if the member could carry a project without the use of a manual.

For the parents

1. To determine the age group which made the most use of their manuals.
2. To determine the extent to which the members use their manuals.

3. To evaluate the usefulness of manual to members in carrying out their projects.
4. To find out if the members could have gotten along without their manuals.
5. To determine if the parents would be willing to pay a minimal fee for their child's manual if it were not otherwise available.

For the leaders

1. To determine the extent the members use the manuals.
2. To evaluate the usefulness of manuals to members in carrying out their projects.
3. To determine the percentage of leaders who can and cannot conduct a satisfactory 4-H program without members using their manuals.
4. To determine the percentage of members who would be willing or not willing to pay a minimal fee for a project manual.

Delimitations

This study was limited to only the 4-H male members, their parents and their adult leaders in Cache County, whose names and addresses were obtained from Cache County Extension Office. The survey included 200 4-H male members, 190 parents and 46 adult leaders.

Definition of terms

The following definitions of words and phrases will help the reader who is not familiar with 4-H club work.

A 4-H club is a group of young people supervised by one or more adult leaders at the local level and by county extension staff at the county level. Each member and leader is eligible to participate in county and state 4-H programs and activities.

4-H club members are boys and girls between the ages of nine and nineteen who are enrolled in one or more 4-H project of their choice. This study included male 4-H members only.

4-H club adult leaders may be organizational leaders or project leaders of a local 4-H club. They are adult volunteers who supervise each 4-H club. These leaders supervise club activities and help the members to complete their projects. The 4-H leader is also a liaison between the local club and the county extension staff. They may be school teachers, parents, professional or lay persons of the community.

Parents of 4-H club members are either men or women who have a child currently enrolled in 4-H club work.

4-H project manual is a small handbook containing information and instructions on how to set up and carry out a supervised project.

Background of the Study

Brief history and geography of Cache County

Cache Valley was first settled by Peter Maughan, W. K. Maughan, George Bryant, John Tait, Morgan Morgan, and Zial Riggs. They entered the valley in July of 1856 and located at what is known today as Wellsville. It was exactly nine years to the month after the pioneers arrived in Salt Lake Valley. The county was organized April 4, 1857, Wellsville being the county seat. Following the settlement of Wellsville in 1856, many small towns were rapidly settled: Providence, Mindon, Logan and Smithfield, 1859; Hyrum, Hyde Park, and Paradise, 1860; Newton, 1863; Clarkston, 1864; Richmond, 1868; Benson, 1871 and Lewiston, 1872 (Neff, 1940, pp. 904-905).

Cache County with an area of 1,164 square miles and a population of 42,331 (Utah Agricultural Statistics, 1971, p. 5) is located in the northern part of the state. It is bounded by the State of Idaho on the north, Rich County on the east, Weber County on the south, and Box Elder County on the west (Warren, 1919, p. 477).

It is about 4,500 feet above sea level. The Valley is well-watered from streams which run from the mountain chain to the east, the most important of which are the Logan River and Blacksmith Fork River. A more considerable stream, Bear River, runs through the northern portion of the Valley. These water resources, together with an abundance of fertile soil and the enterprising character of the inhabitants, have contributed to the advantage of the Valley,

until at the present time it is one of the most populous and prosperous areas in the west (Warren, 1919, p. 478).

Objective of 4-H club work

The primary aim of the 4-H educational program is to develop a young person's capability to manage, with minimum help, his own occupation and educational development (U. S. Department of Agriculture, 1970, p. 9).

In the Smith-Lever Act of 1914 there appears the following declaration of purpose underlying Federal Aid to the Extension Service:

. . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same, . . .

That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publication, and otherwise; . . . (Warren, 1938, p. 2)

According to Kearsley (1967), the objectives of 4-H club work are designed to give young people opportunities to

- learn the satisfactions and values of work
 - explore career possibilities and improve their employability
 - contribute to better living in the home
 - learn agricultural production and management principles
 - acquire knowledge of science and scientific methods
 - get along well with others
 - develop leadership talents
 - appreciate cultural arts and make constructive use of leisure time
 - contribute to community improvement
 - appreciate nature and apply conservation principles
 - strengthen personal standards and become more responsible citizens
 - share in international development and understanding.
- (Kearsley, 1967, p. 1)

Development of 4-H clubs in Cache County

The first 4-H club work in Utah began in 1912 with Professor J. C. Hogenson in charge. At that time, the work was conducted as a state undertaking only. In 1913, it became a part of the regular club work directed by the U. S. Department of Agriculture, still under the supervision of Mr. Hogenson who remained in charge until June 30, 1919. In July, 1919, Dr. M. H. Harris assumed the duties of the state leader (Cooperative Extension Work in Agriculture and Home Economics, State of Utah, 1920, p. 2).

"In Cache County, 4-H was started in 1920 with seven clubs in six communities." (Anderson, 1972, p. 5) The clubs were organized with a president, vice-president and secretary and treasurer. The organizing was done according to Parliamentary law with instructions given on the duties of each officer.

. . . Prior to the organization of the club, the club agent visited the schools and after conferring with the principals, all boys and girls who were interested in club work were assembled and the club agent explained the nature of work, and specifically discussed the projects suitable to the locality according to the members who were interested. (Cooperative Extension Work in Agriculture and Home Economics, State Of Utah, 1920, p. 3)

When the clubs were organized, literature dealing with the projects was distributed to each individual and a supply of record sheets and books was furnished to the local leaders. (Cooperative Extension Work in Agriculture and Home Economics, State of Utah, 1920, p. 4)

After 4-H club work was started the development of club work expanded rapidly in all parts of Cache County.

According to Anderson (1972, p. 5), in 1930 there were 46 clubs with 67 leaders and 308 members who completed projects. Eleven communities sponsored 4-H clubs in 1940 with 10 men and 44 women leading 226 girls and 93 boys. In 1950, there were 448 girls and 143 boys enrolled in 4-H. Three hundred of these members attended the first recorded 4-H camp. In 1960, there were 156 clubs with 1178 projects carried by 244 boys and 702 girls. Four hundred forty of these members went to camp in this year. Last year, 1971, there were 1,657 4-H members in 241 clubs. They carried 2,914 different projects which were conducted by 374 adult leaders, 139 junior helpers and teen leaders. Camps at Guinavah, Bear Lake, and Alpine were attended by 860 4-H members.

From this review it is readily seen that 4-H club work is widespread in Cache County with an increase of clubs and members each year. The importance of club work to the community welfare is evidenced by the continued interest of both leaders and club members.

Organization of 4-H clubs

4-H club work is a part of the nationwide educational program for boys and girls. It is a part of the Cooperative Extension Service program of the U. S. Department of Agriculture.

Each State Extension Service is a complete organization in planning and conducting its own educational program. The administrative office of the Extension Service in most of the states is at the state college of agriculture. (William, 1965, p. 1)

According to Kearsley (1967, pp. 5-6), the staff consists of:

1. Federal Extension Service, USDA
2. State Extension Staff
3. County Extension Agents
4. Volunteer Leaders
5. 4-H Club Officers.

The Federal Extension Service. "A staff assigned to 4-H and youth development gives national leadership in policy matters, program building and public relation." (Kearsley, 1967, p. 6) "The Federal Extension Service also provides administrative and professional assistance to the states." (Brown and Boyle, 1964, p. 4)

The State Extension Staff. The State Extension Staff Office is usually located at the State Land-Grant University. State 4-H staff members implement national programs and policies as they work with administrators and county Extension staff in developing local programs. The duties of the State Extension Staff are to prepare the project manuals, leaders' guides, and supplementary materials by working with the Extension subject matter specialists. They also direct district and state events such as leader-training schools, state contests, livestock shows, tours and youth conferences. State awards and recognition programs are also supervised by the State 4-H staff (Kearsley, 1967, p. 6).

County Extension Agents are responsible for the over-all 4-H program in the county. They operate within the framework of state, national, and local policies and programs. They give help to members in organizing new clubs.

They assist with recruitment of members and leaders, conduct training schools for 4-H leaders, distribute 4-H literature to members and leaders, and help leaders to obtain teaching aids and demonstration materials. They also handle county 4-H awards and enlist county support for the 4-H program.

Volunteer leaders. Volunteer leaders usually work directly with youth. They should be interested in boys and girls and know subject matter. The success of 4-H projects depends on the people who serve as volunteer leaders. Volunteer leaders may serve as project leaders, organization leaders or activity leaders.

According to Kearsley (1967), the duties of leaders are as follows:

The organization leader is responsible for enrolling members, getting the club organized, making reports, helping members select projects, training officers for their jobs, guiding members in planning their over-all 4-H program, helping members conduct interesting meetings and evaluating accomplishments.

The project leader is responsible for teaching skills and subject matter in a project; assisting members to complete their projects; helping members prepare records, exhibits and demonstrations; conducting workshop meetings, tours and field trips related to the project.

The activity leader assists with recreational activities, such as games, singing, camping, crafts, and with community service projects, personal development programs, health and safety activities.

Junior leaders are young people between the ages of 14 to 19 who assist with organizational duties, project work or activities if they are qualified by experience, maturity and a desire to serve. They should work with an adult with the division of responsibility mutually agreed upon. After 16, young people may take major responsibility for leading a club if approved by an adult leader, who will serve as an advisor, and by the County Extension Agent.

Resource leaders - In every county and community there are people who have special abilities, skills, training or experience needed to help club members in carrying out certain aspects of their club program. Businessmen and women, professional people such as doctors, lawyers and teachers, technicians, public employees, farmers, home-makers and civic leaders are usually willing to meet with groups of 4-H members on special occasions to give specific help of information. (Kearsley, 1967, pp. 4-5)

There are other volunteer leaders who serve in other important positions. For example:

Community Supervisors or area supervisors serve as liaisons between the club leaders in a community and the County Extension Agent. They help in organizing new clubs, recruiting members and leaders, and organizing training programs for leaders. In small communities with only one community club, the community supervisor often serves as the organization leader.

County 4-H Advisory Council assists county Extension agents in planning, carrying out and evaluating the county 4-H program aimed at meeting the interests and needs of youth.

County or Area Key Leaders are trained in special specific subject matter projects such as food, clothing, home improvement, health, recreation and safety for the purpose of helping Extension Agents in the training and servicing of local leaders. County or Area Key Leaders work with the Extension Agents and the County 4-H Advisory Committee in planning county or community leadership training meetings where they assist with the teaching. They give individual help to local leaders and clubs when requested by these leaders.

Parents are also a part of the leader's team. They help to provide equipment, materials, time and encouragement for their children to do their 4-H work. They are usually willing to assume some leadership responsibilities if asked, such as serving as resource leaders.

4-H club officers. According to Bell (1954, pp. 3-5) the duties of each 4-H club officer are as follows:

- President. -Checks on arrangements for meeting, and that each one is ready as listed on programs.
- Presides and calls meeting to order and directs the business meeting.
 - Decides points of order fairly.
 - Casts deciding vote in case of tie vote, and can vote when by ballot or roll call.
 - Appoints committees unless otherwise instructed by meeting.
 - Approves payment of accounts, on action by club.
 - Is largely responsible for the orderly conduct of meeting.
 - Keeps in close touch with local leader and county Extension Agent.
 - Helps members cooperate by being a good cooperator.
 - Shows courtesy to guests.
 - The president guides meetings in a courteous, tactful way, but avoids talking too much.
 - The meeting belongs to the members. The president is only the "pilot."
 - The president rises when opening a meeting, calling for a vote, announcing a decision, or making a speech. Other times he can be seated.

Vice-president. -Learns the duties of the president.

- Performs these duties when the president is absent.

- Assists other officers in arranging for and conducting meeting.
- Often acts as chairman of program committee.
- Takes other duties beneficial to the club.

Secretary-treasurer. -Keeps records of club. A permanant record is important.

- Keeps minutes of all meetings of club, and reads these when called for by the president.
- Generally sits at front table, near the president, and keeps close tab of all actions by the club.
- Keeps a complete list of members and records their attendance at meetings.
- Keeps accurate account of all money owned by the club and pays bills on action by the club and approval of the president.
- Assists president and others in arrangements for meetings, and provides president items of business for meeting.
- Calls meeting to order when both president and vice-president are absent.
- Sends regular reports to County Extension Agent and special reports as requested by president, leader, or by decisions of club.
- Writes letters required by decision of club.

If this office is vested in two persons, the treasurer has charge of financial accounts and the secretary all others as listed.

News reporter. -Writes announcements and reports of club "doings"

for newspapers.

-Makes collection of all newspaper items referring to his club for permanent record kept by secretary.

-Learns to write interesting items, and to send them on time.

-Is alert for news, both for public and for the club.

Song leader. -Keeps song books and music books of club and distributes

and collect them at meetings.

-Leads the club in singing, or gets others to lead at meetings and 4-H events.

-Selects songs and other musical features.

-Has charge of music appreciation work of the club.

Recreation chairman. -Helps to plan and direct the recreation programs

such as 4-H camps, picnics and social events.

Health chairman. -Helps the club to plan the program and arranges for

health discussions and demonstrations.

The following diagram shows how 4-H club work is organized (Clark, 1954, p. 2).

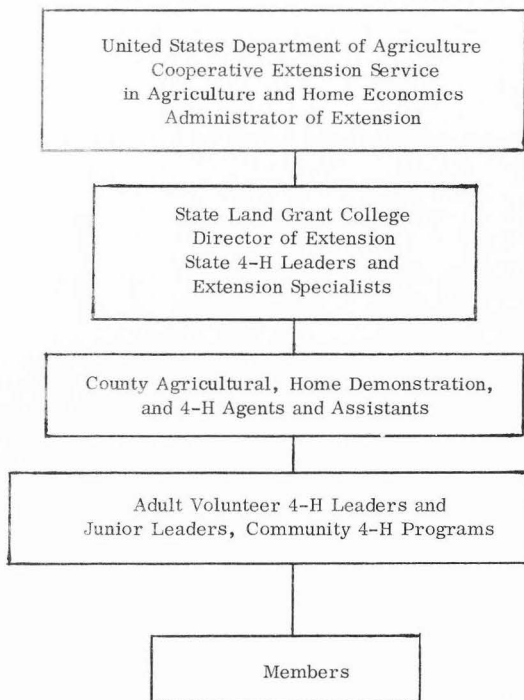


Figure 1. Organization of 4-H club work. (Clark, 1954, p. 2)

REVIEW OF LITERATURE

There were only a few studies which relate to the use of 4-H project manuals.

Wilkening, Clark and Landry (1956, pp. 3-4) made a study in four southern counties of Wisconsin for the purpose of determining the use of bulletins as a training aid in the 4-H club clothing project for third and fourth year girls. The researchers observed that ". . . it is impossible to measure the effect of a particular instructional technique or media in an on-going program, independently of all the other influences." However, they found that, high interest in clothing has a positive relationship with greater knowledge and techniques performed in clothing construction. Some of the conclusions drawn from the study were:

The use of such literature is associated with high knowledge and performance in clothing construction. A similar association is found between the use of books or magazines and knowledge and performance in the clothing project. The use of such impersonal sources presumes a certain degree of interest in clothing construction on the part of the girls. (Wilkening, Clark and Landry, 1956, p. 4)

They also observed that ". . . the use of printed materials require instruction in their use and stimulation of interest in the matters covered by those materials." Finally, they found that

The total effect of a publication such as the clothing handbook cannot be measured within one project year. There is evidence that the handbook was used more as the girls became more familiar with it and that it was used for specific items as the need for them arose.

Hence, there is likely to be a cumulative effect of the handbook over a period of years in which it is used, either within or outside of 4-H club work. (Wilkening, Clark and Landry, 1956, p. 5)

W. G. Marder (1967) studied the distribution and use of project publications by 4-H club members and leaders in the State of California. The sample consisted of about one-third of the members and leaders in California in foods, clothing, and meat animal projects. About 70 percent of the questionnaires that were mailed were returned. Marder found that 90 percent of the leaders used the publication at project meetings, while only one-third gave instructions individually. Seven of eight 4-H members used project publication to determine procedures to follow. Generally, the ratings on helpfulness of publications were less for members than for leaders. Marder concluded that:

Project publications are used more by leaders than members.
On the basis of helpfulness, the publications have more value to leaders than members.

Girls, more than boys, use project publication at group meetings. (Stormer, 1971, p. 57)

Another study dealt with the use of a foods bulletin, Snacks and Little Lunches, which was used by Minnesota 4-H club members. Hartung who made this study concluded that:

1. Two and three-year 4-H club members used the bulletin more than members who had been enrolled four or more years or just one year.
2. Members enrolled in a foods project for one year only or for four years or longer used the bulletin less than those enrolled two or three years.
3. Use of the bulletin also correlated positively with attendance at foods project meetings.
4. There was some evidence that greater use was made of the bulletin when the 4-H club had a foods project leader.

5. Finally, the study showed that the presence of a junior project leader produced no significant change in the use of the bulletin. (Hartung, 1966, pp. 42, 45)

Another study was made by Froke (1970), in which she compared 4-H members and leaders use of four 4-H publications. The use of two types of members' manuals was studied, The 4-H Foods and Nutrition Project Members' Guide and The 4-H Clothing Project Members' Guide as well as two types of leaders' manuals, The 4-H Clothing Project Leaders' Guide and The 4-H Food and Nutrition Leaders' Guide.

The result of the study showed that:

Both members and leaders indicated that the members' manuals were "easy to read and understand." The food and nutrition members manual rated "fairly easy" and "interesting" while the clothing members' manual rated "standard" and "highly interesting" scores.

Leaders indicated that the foods and nutrition leaders' manual rated as "standard" and "interesting" and 63.7 percent of the leaders thought it was "easy to read and understandable." (Froke, 1970, p. 56)

Froke also found that less than half of the 4-H members found either the foods and nutrition or the clothing members' manuals helpful. Over half of the leaders found both manuals helpful (Froke, 1970, p. 47).

Finally, she found no significant difference in 4-H members use of the two members' manuals. Similarly, no significant difference was found in leaders use of the two members' manuals, and no significant difference was found in leaders use of the two leaders' manuals (Froke, 1970, p. 58).

METHOD OF PROCEDURE

Survey Methods

In order to accomplish the objectives of this study, it was necessary to acquire the names and addresses of all male 4-H members, their parents and 4-H adult leaders in Cache County at the present time.

Permission was granted by Mr. Ray Burtenshaw and Mrs. Bessie K. Lemon, USU Extension Agents, to obtain the names of the 4-H club members as well as the names and addresses of their parents or guardians, and the names and addresses of the adult leaders.

Questionnaires for the study were printed with the aid of the Extension Service, Utah State University. These questionnaires were mailed with a cover letter and a stamped return envelope to 200 male 4-H members, 190 parents and 46 4-H adult leaders in Cache County who were qualified for the study.

The author requested that the questionnaires be completed and returned within one week from the date received. A follow-up letter, personal contacts, or telephone calls were made to those who failed to respond to the original questionnaires. For those who missed the questionnaire, a new one was promptly mailed, and a new attempt was made to get it back to the author.

Useable questionnaire were returned to the author by 140 or 70 percent of the members, 119 or 62.63 percent of the parents and 30 or

65.22 percent of the leaders. Two questionnaires from members and one from a leader were returned too late for analysis.

RESULTS OF SURVEY

Members

The following tables indicate the survey results as received from 4-H members.

Table 1 shows an evaluation of the extent of use of the manual by various age groups. Of 200 4-H club members, 140 members responded by checking one of the four possible ratings based on their use of the 4-H manual: (1) none, (2) little, (3) some and (4) considerable. The age of the members were arranged in three age groups: (1) 9-12 years, (2) 13-16 years, (3) 17-19 years.

Table 1. The extent of use of the manual by various age groups

	<u>Age 9-12</u>		<u>Age 13-16</u>		<u>Age 17-19</u>		<u>Total</u>	
	No.	%	No.	%	No.	%	No.	%
None	4	5.89	5	7.69	--		9	6.42
Little	16	23.53	23	35.38	4	57.14	43	30.72
Some	28	41.17	22	33.85	--		50	35.71
Considerable	20	29.41	15	23.08	3	42.86	38	27.15
Total	68	100	65	100	7	100	140	100

In the age group 9-12 years old, there were 4 (5.89 percent) indicated none, 16 (23.53 percent) little, 28 (41.17 percent) some and 20 (29.41 percent) considerable. The results shows that 29.42 percent of the members in age group 9-12 years old indicated that the manual was not useful to them, while 70.58 percent of the members in this age group indicated that manual had some or considerable use to them. In the age group 13-16 years old, 5 (7.69 percent) indicated none, 23 (35.38 percent) little, 22 (33.85 percent) some and 15 (23.08 percent) considerable. The results showed there were 43.07 percent of the members who indicated that the manual was not useful to them and 56.93 percent who indicated the manual had some or considerable use to them. In the age group 16-19 years old, there were only 4 (57.14 percent) who indicated little use and 3 (42.86 percent) considerable use of the project manual. The total percentages showed that 37.14 percent of all members indicated that the manual was not useful or of little use to them and 62.86 percent of all members indicated that the manual was of some or considerable use to them.

Table 2 shows an evaluation of the usefulness of the manual to various age groups in doing a project. There were 138 members who responded to this question. The question was given one of four possible ratings by each member: (1) not useful, (2) very little, (3) considerable, (4) very useful. Again the members were arranged in three age groups: (1) 9-12 years, (2) 13-16 years, (3) 17-19 years.

Table 2. Usefulness of the manual to various age groups in doing a project

	Age 9-12		Age 13-16		Age 17-19		Total	
	No.	%	No.	%	No.	%	No.	%
Not useful	4	5.97	5	7.81	1	14.29	10	7.25
Very little	17	25.37	23	35.93	2	28.57	42	30.43
Considerably useful	30	44.78	23	35.93	3	42.85	56	40.58
Very useful	16	23.88	13	20.33	1	14.29	30	21.79
Total	67	100	64	100	7	100	138	100

In the age group 9-12 years old, there were 4 (5.97 percent) who indicated not useful, 17 (25.37 percent) very little, 30 (44.78 percent) considerably useful and 16 (23.88 percent) very useful. These percentages showed that 31.34 percent of the members in age group 9-12 years old think that the manual was not useful or of very little use to them in doing a project, while 68.66 percent of the members of this age group indicated that the manual was of considerable use or very useful to them in doing a project. In the age group 13-16 years old, there were 5 (7.81 percent) who indicated the were not useful, 23 (35.93 percent) very little use, 23 (35.93 percent) considerable use and 13 (20.30 percent) very useful. These percentages show that of the members in age group 13-16 years old, 43.74 percent felt that the manual was not useful or of very little use to them in doing a project and 56.26 percent indicated that the manual was of considerable use or very

useful to them in doing a project. In age group 17-19 years old, there were only 7 responses. One member (14.29 percent) rated the manual as not useful; 2 (21.57 percent) very little use; 3 (42.85 percent) considerably useful; and 1 (14.29 percent) very useful. These percentages show that 42.86 percent of the members in this age group felt that the manual was not useful or of very little use to them in doing a project, while 57.14 percent indicated that the manual was of considerable use or very useful to them in doing a project. The total percentages show that 37.68 percent of all members felt that the manual was not useful or of very little use to them in doing a project and 62.32 percent of all members felt that the manual was of considerable use or very useful to them in doing a project.

Table 3 shows the opinion by various age groups of whether a project could be done without the manual. There were 137 members who responded to this question. In age group 9-12 years old, 24 (35.29 percent) indicated that they thought they could have gotten along without the manual, while 44 (64.71 percent) thought they could not have done their project without the manual. In age group 13-16 years old, 32 (51.61 percent) indicated that they could have gotten along without the manual and 30 (48.39 percent) indicated that they could not have done their projects without the manual. In age group 17-19 years old, 4 (57.14 percent) indicated that they could have gotten along without the manual and 3 (42.86 percent) indicated that they could not have done their projects without the manual. The total percentages show that 43.79 percent indicated that they could have gotten along without the manual and 56.21 percent indicated that they could not have done their projects without the manual.

Table 3. Determination by various age groups of whether a project could be done without the manual

	Age 9-12		Age 13-16		Age 17-19		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	24	35.29	32	51.61	4	57.14	60	43.79
No	45	64.71	30	48.39	3	42.86	77	56.21
Total	69	100	62	100	7	100	137	100

Parents

Table 4 shows an evaluation of the parents' opinion on the extent of use of the manual by the members. Of 190 4-H members' parents, 118 responded to the questionnaire which was given four possible ratings based on the use of the 4-H manual by 4-H members; (1) none, (2) little, (3) some and (4) considerable. Of 118 4-H members' parents responding, 17 (14.41 percent) indicated none; 38 (32.20 percent) little; 43 (36.44 percent) some and 20 (16.95 percent) considerable use. The results of the total parents' opinion shows that there were 46.61 percent of the members who used the manual little or none, and 53.39 percent who used the manual some or considerable.

Table 5 shows an evaluation of parents' opinion on the extent of use of the manual by various age groups of members. There was a total of 118 parents that responded to the questionnaire, but some of these parents had more than one boy participating in the 4-H club in different age groups. In this case, the data could not be analyzed, so only the answers of 98 parents were used in the analysis in Table 5.

Table 4. Parents' opinion on the extent of use of the manual by the members

	None	Little	Some	Considerable	Total
Number	17	38	43	20	118
Percent	14.41	32.20	36.44	16.95	100

Table 5. Parents' opinion on the extent of use of the manual by various age groups of members

	Age 9-12		Age 13-16		Age 17-19		Total	
	No.	%	No.	%	No.	%	No.	%
None	7	14.58	8	17.78	1	20.00	16	16.33
Little	9	18.75	19	42.22	2	40.00	30	30.61
Some	21	43.75	15	33.33	2	40.00	38	38.77
Considerable	11	22.92	3	6.67	-		14	14.29
Total	48	100	45	100	5	100	98	100

In the age group 9-12 years old, there were 7 (14.58 percent) parents who indicated none, 9 (18.75 percent) little, 21 (43.75 percent) some and 11 (22.92 percent) considerable. The results of these parents' opinion shows that there were 33.33 percent of the members who used the manual little or none, while 66.67 percent of the parents' indicated that the manual was some or of considerable use to the members. In age group 13-16 years old, there were 8 (17.78 percent) parents who indicated no use of manuals by members,

19 (42.22 percent) little use, 15 (33.33 percent) some use and 3 (6.67 percent) considerable use. The results of the parents' opinion in this age group show that there were 60 percent of the members who used the manual little or none, and 40 percent who use the manual some or considerable. In age group 17-19 years old, of the 5 opinions returned, 1 (20 percent) indicated no use, 2 (40 percent) little use and 2 (40 percent) some use. However, the percentages indicating some usefulness (40 percent) and the percentages indicating little or no use (60 percent) were the same as the percentages in 13-16 year old age group. The total percentages of the parents' opinion showed that there were 46.94 percent of the members who used the manual little or none and 63.06 percent who used the manual some or considerable.

Table 6 shows an evaluation of the parents' opinion on the usefulness of the manual to their children in doing a project. There were 112 parents who responded to the questionnaire. The question was given one of four possible ratings by each parent: (1) no use, (2) little use, (3) considerable use, (4) very useful. There were 10 (8.93 percent) who indicated no use, 44 (39.29 percent) little use, 53 (47.32 percent) considerable use and 5 (4.46 percent) very useful. The results show that a total of 48.22 percent indicated that the manual was not useful or of little use to the members and 51.88 percent indicated that the manual was of considerable use or very useful to the members.

Table 7 shows an evaluation of the parents' opinion on the usefulness of the manual to their children (by various age groups) in doing a project. Of 112 4-H members' parents, 13 parents had more than one boy participating in a 4-H

Table 6. Parent's opinion on the usefulness of the manual to their children in doing a project

	Not Useful	Very Little	Considerably Useful	Very Useful	Total
Number	10	44	53	5	112
Percent	8.93	39.29	47.32	4.46	100.00

Table 7. Parents' opinion on the usefulness of the manual to their children (by various age groups) in doing a project

	Age 9-12		Age 13-16		Age 17-19		Total	
	No.	%	No.	%	No.	%	No.	%
No Use	4	7.69	5	11.63	1	25.00	10	10.10
Little Use	18	34.62	19	44.19	2	50.00	39	39.06
Considerable Use	27	51.92	17	39.53	1	25.00	45	45.79
Very Useful	3	5.77	2	4.65	-	-----	5	5.05
Total	52	100	43	100	4	100	99	100

club. These parents answered in more than one group on the questionnaire. In this case, the data could not be analyzed, so there were only the answers of 99 parents used in the analysis in Table 7.

In the age group 9-12 years old, there were 4 (7.69 percent) who indicated no use, 18 (34.62 percent) little use, 27 (51.92 percent) considerable use, and 3 (5.77 percent) very useful. The results of the parents' opinion in

this age group show that there were 42.31 percent of the members who used the manual little or none in doing their projects, while 57.69 percent of the members found the manual of considerable use or very useful in doing their projects. In age group 13-16 years old, 5 (11.63 percent) indicated no use, 19 (44.19 percent) little use, 17 (39.53 percent) considerable use, and 2 (4.65 percent) very useful. These results of parents' opinion show that there were 55.82 percent of the members in this age group who used the manual little or none in doing their projects and 44.18 percent of the members found the manual of considerable use or very useful in doing their projects. In age group 17-19 years old, there was only 1 (25 percent) parents who indicated no use, 2 (50 percent) little use and 1 (25 percent) considerable use. The total percentages of the parents' opinion in this age group show that, 75 percent of the members used the manual little or none in doing their project and 25 percent used the manual considerable in doing their projects. The total percentages of all the parents' opinion indicated that 49.16 percent of the members used the manual little or none in doing their project and that 50.84 percent of the members found the manual of considerable use or very useful in doing their projects.

Table 8 shows an evaluation of the parents' opinion on whether their children could do a project without the manual. Of 113 parents who responded to this question, 57 (50.44 percent) expressed that they thought their children could do a project without the manual. Fifty-six (49.56 percent) thought that their children could not do their project without the manual.

Table 8. Parents' opinion on whether their children could do a project without the manual

	Yes	No	Total
Number	57	56	113
Percent	50.44	49.56	100

Table 9 shows an evaluation of the parents' determination of whether a project could be done by members of various age groups without the manual. Of 113 4-H members' parents, 15 parents had more than one boy participating in a 4-H club so responded to more than one age group on the questionnaire. In this case, the data could not be analyzed. There remained then only 98 parents whose answers were used in the analysis shown in Table 9.

Table 9. Parents' determination of whether a project could be done by various member age groups without the manual

	Age 9-12		Age 13-16		Age 17-19		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	18	36.00	29	67.44	3	60.00	50	51.02
No	32	64.00	14	32.56	2	40.00	48	48.98
Total	50	100	43	100	5	100	98	100

In the age group 9-12 years old, 18 (36 percent) indicated that their children could do a project without the manual and 32 (64 percent) indicated that their children could not do a project without the manual. In the age group

13-16 years old, 29 (67.44 percent) indicated that their children could do a project without the manual and 14 (32.56 percent) indicated that their children could not do a project without the manual. In the age group 17-19 years old, 3 (60 percent) indicated that their children could do a project without the manual and 2 (40 percent) indicated that their children could not do a project without the manual. The total percentages of all parents' opinion showed that 51.02 percent indicated that their children in all three age groups could do a project without the manual and 48.98 percent indicated that their children could not do a project without the manual.

Table 10 shows an evaluation of the parents' willingness to pay a small fee for the manual. Of 108 parents, 86 (79.63 percent) indicated that they were willing to pay a small fee for the manual for their children, while only 22 (20.37 percent) indicated that they were not willing to pay a small fee for the manual for their children.

Table 10. Parent's willingness to pay small fee for the manual

	Yes	No	Total
Number	86	22	108
Percent	79.63	20.37	100

Table 11 shows an evaluation of the parents' willingness to pay a small fee for the manual according to members' age group. There were 10 parents who had more than one boy participating in a 4-H club. Since these

parents answered in more than one age group on the questionnaire, their answers could not be analyzed in this data. The answers of only 98 parents were used in the analysis in Table 11.

Table 11. Parents' willingness to pay small fee for the manual according to members' age group

	Age 9-12		Age 13-16		Age 17-19		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	42	84.00	34	79.07	4	80.00	80	81.63
No	8	16.00	9	20.93	1	20.00	18	18.37
Total	50	100	43	100	5	100	98	100

In the age group 9-12 years old, 42 (84 percent) indicated that they were willing to pay a small fee for the manual for their children, 8 (16 percent) indicated that they were not willing to pay a small fee for the manual for their children. In the age group 13-16 years old, 34 (79.07 percent) indicated that they were willing to pay a small fee for the manual for their children, 9 (20.93 percent) indicated that they were not willing to pay a small fee for the manual for their children. In the age group 17-19 years old, 4 (80 percent) indicated that they were willing to pay a small fee for the manual for their children, 1 (20 percent) indicated that they were not willing to pay a small fee for their children. The total percentages showed that 81.63 percent of the parents indicated that they were willing to pay a small fee for the manual for their children, while only 18.37 percent of the parents' indicated

that they were not willing to pay a small fee for the manual for their children.

Leaders

The results of the survey received from the 4-H adult leaders showed that it was not possible to compute and analyze the data concerned with the various age groups led by the 4-H leaders. This was due to the fact that several of the leaders indicated on their questionnaires that members in their club represented two or three different age groups.

Table 12 shows an evaluation of the leaders' opinion on the extent of use of the manual by the members. Of 46 leaders, 29 leaders responded to this question. Two (6.89 percent) indicated that the members do not use the project manual, 13 (44.83 percent) indicated that the members seldom use the manual and 14 (48.28 percent) indicated the members frequently use the manual. These percentages show that the leaders' opinion was that a little less than half of the members frequently use the manual.

Table 12. Leaders' opinion on the extent of use of the manual by the members

	None	Seldom	Frequently	Total
Number	2	13	14	29
Percent	6.89	44.83	48.28	100.00

Table 13 shows an evaluation of the leaders' ability to conduct a satisfactory project without members having use of the manual. It was indicated that, 15 (51.38 percent) felt they could not conduct a satisfactory project without the manual, and 14 (48.62 percent) felt they could conduct a satisfactory project without the manual.

Table 13. Leaders' ability to conduct a satisfactory project without members having use of the manual

	Yes	No	Total
Number	14	15	29
Percent	48.62	51.38	100.00

Table 14 shows an evaluation of the leaders' opinion on the usefulness of the manual to the members in doing a project. Of 30 leaders, 3 (10 percent) indicated that the manual was not useful; 6 (20 percent) very little use, 15 (50 percent) considerable use and 6 (20 percent) very useful. The results show a total of 30 percent of the leaders' opinion indicating that the manual was not useful or of very little use to the members in doing their projects, and 70 percent indicated that the manuals were of considerable use or very useful to the members in doing their projects.

Table 15 shows an evaluation of the leaders' opinion on whether members would be willing to pay a minimal fee for the manual. Of 27 leaders' opinions, 16 (59.25 percent) thought that the members would be willing to pay

Table 14. Leaders' opinion on the usefulness of the manual to the members in doing a project

	Not Useful	Very Little	Considerably Useful	Very Useful	Total
Number	3	6	15	6	30
Percent	10.00	20.00	50.00	20.00	100.00

a minimal fee for the manual and 11 (40.75 percent) thought that the members would not be willing to pay a minimal fee for the manual.

Table 15. Leaders' opinion on whether members would be willing to pay a minimal fee for the manual

	Yes	No	Total
Number	16	11	27
Percent	59.25	40.75	100.00

SUMMARY AND CONCLUSIONS

Members

1. Members in age group 9-12 years old made the most use of the manual.
2. A greater number of younger members made more use of the manual than older members.
3. A little more than three-fifths (62.32 percent) of members of the three age groups indicated that the manuals were useful to them in carrying out their projects.
4. A little more than half (56.21 percent) of the members indicated that a project could not be done without the manual.

Parents

1. The members in age group 9-12 years old made the most use of the manual.
2. The parents also indicated that a greater number of younger members made more use of the manual than the members who were older.
3. A little more than half (51.88 percent) of the parents indicated that the manuals were useful to their children in carrying out their projects.
4. Almost half of the parents indicated that their children could not do a project without the manual.

5. About four-fifths (79.63 percent) of the parents were willing to pay a minimal fee for their children to obtain manuals.

Leaders

1. A little less than half (48.28 percent) of the members frequently use the manual.

2. About three-fourths (70 percent) of the leaders indicated that the manual was useful to the members in carrying out their projects.

3. Slightly more than half (51.38 percent) of the leaders said they could not conduct a satisfactory project without members having manuals.

4. About three-fifths (59.25 percent) of the leaders felt members would be willing to pay a minimal fee for the manual.

Conclusions

1. From the surveys taken and analyzed, the author found that the younger members age 9-12 made more use of their manuals than did the older members, age 13-16 and 17-19. The author believes that this is because as the children gain more experience in their projects, it becomes less necessary for them to use their project manuals.

2. From the data gathered, it appeared that the leaders found the manual to be more useful to members in doing projects than the parents did. The author thinks this is due to the fact that most of the leaders work more closely with the members on their projects than the parents do. In this case,

the leaders are the authority on the subject, simply because they are the ones who work with the members on their projects a great deal of the time, whereas the parents give only a little outside assistance.

3. Members also felt that manuals were more useful than did their parents. This may partially be due to the fact that most members with the aid of a manual could, to a considerable degree, work out their projects without much help from their parents or leaders.

4. Parents expressed a greater willingness to pay for manuals than leaders thought they would. Often leaders are reluctant to express what they think parents might do because they may not be familiar enough with parents' attitude.

RECOMMENDATIONS

In this study of 4-H club members, parents, and leaders perception of the use of project manuals, the results show that over 50 percent of all responses favored the use of manuals. There were about 40 percent of all responses that did not favor the use of the manuals. In case the manuals were distributed to all 4-H club members without charge, this means that about 40 percent of the manuals would be wasted. Because of this finding the author would like to recommend the following distribution method of manuals to the members.

1. Provide a brief outline of each project without charge for members who cannot afford or do not want to buy the manual. This outline would give information about what members can learn and do in the project.

2. A small fee should be charged for the manuals which would cover the cost of preparation and printing, because about 80 percent of all parents' responses indicated a willingness to pay a small fee for the manual.

3. The manuals should be made available to those members who wish to purchase them through the county agent or the leaders.

4. Repeat this study with girls in order to get a complete overall view of the 4-H club members.

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APPENDIX

QUESTIONNAIRE FOR THE 4-H MEMBER

Please indicate by circling a, b, c, or d and fill in the blank.

1. How old are you?
 - a. 9 to 12 years
 - b. 13 to 16 years
 - c. 17 to 19 years

2. How much do you use the 4-H members project manuals?
 - a. none
 - b. little
 - c. some
 - d. considerable

3. How useful have the manuals been to you in carrying out your project?
 - a. not useful
 - b. very little
 - c. considerably useful
 - d. very useful

4. Could you have gotten along without the manual?
 - a. yes
 - b. no

5. Comments _____

QUESTIONNAIRE FOR THE PARENTS

Please indicate by circling a, b, c, or d and fill in the blank.

1. How old is your child?
 - a. 9 to 12 years
 - b. 13 to 16 years
 - c. 17 to 19 years

2. In your opinion, how much did your child use the 4-H members project manual?
 - a. none
 - b. little
 - c. some
 - d. considerable

3. In your opinion, how useful was the manual to your child in carrying his project?
 - a. no use
 - b. little use
 - c. considerable use
 - d. very useful

4. In your opinion, could your child have gotten along without the manual?
 - a. yes
 - b. no

5. Would you be willing to have your child pay a small fee for manuals if they were not available otherwise?
 - a. yes
 - b. no

6. Comments _____

QUESTIONNAIRE FOR THE LEADER

Please indicate by circling a, b, c or d and fill in the blank.

1. What age group have you been leading during past years?
 - a. 9 to 12 years
 - b. 13 to 16 years
 - c. 17 to 19 years

2. In your opinion how much do the members use project manuals?
 - a. none
 - b. seldom
 - c. frequently

3. In your opinion how useful was the manual to your members in carrying out their projects?
 - a. not useful
 - b. very little
 - c. considerably useful
 - d. very useful

4. Could you conduct a satisfactory 4-H project program without members having manuals?
 - a. yes
 - b. no

5. In your opinion would the members be willing to buy manuals for a nominal fee?
 - a. yes
 - b. no

6. Comments _____

425 North 7th East
Logan, Utah 84321

January 11, 1972

Dear 4-H Club Member and Parents

The attached questionnaires are a survey I am taking to determine the usefulness of the 4-H project manual in Cache County. The result of this study will be used as information and research for my thesis which is about "The Usefulness of 4-H Project Manual as Seen by Members, Leaders and Parents," and will also be used to determine what improvements could be made on it to make it more useful to those who use it.

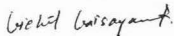
Your County Agents, Mrs. Lemon and Mr. Burtenshaw, have given approval for me to conduct this study.

If you have any comments or suggestions, please feel free to express your opinion on the last question.

I would greatly appreciate it if you would return the questionnaire to me in the enclosed envelope within a week, if possible.

Thank you sincerely for your time and effort.

Sincerely yours,



Vichit Vaisayanunt
Agricultural Education Department
Utah State University

Cooperative Extension Service
Utah State University
Logan, Utah 84321

Dear 4-H Member and Parents:

We as county agents, as well as the state 4-H staff, are happy to cooperate with Mr. Vichit Vaisayanunt in this survey as we feel it will be helpful in pointing up needs and actual usage made of 4-H member manuals. Please cooperate by filling out the questionnaire and returning it to him.

Sincerely yours,

Ray Burtenshaw
USU Extension Agent

Bessie K. Lemon
USU Extension Agent

425 North 7th East
Logan, Utah 84321

January 11, 1972

Dear 4-H Club Leader:

The attached questionnaire is a survey I am taking to determine the usefulness of the 4-H project manual in Cache County. The result of this study will be used as information and research for my thesis which is about "The Usefulness of 4-H Project Manual as Seen by Members, Leaders and Parents," and will also be used to determine what improvements could be made on it to make it more useful to those who use it.

Your County Agents, Mrs. Lemon and Mr. Burtenshaw, have given approval for me to conduct this study.

If you have any comments or suggestions, please feel free to express your opinions on the last question.

I would greatly appreciate it if you would return the questionnaire to me in the enclosed envelope within a week, if possible.

Thank you sincerely for your time and effort.

Sincerely yours,

Vichit Vaisayanunt

Vichit Vaisayanunt
Agricultural Education Department
Utah State University

Cooperative Extension Service
Utah State University
Logan, Utah 84321

Dear 4-H Leader:

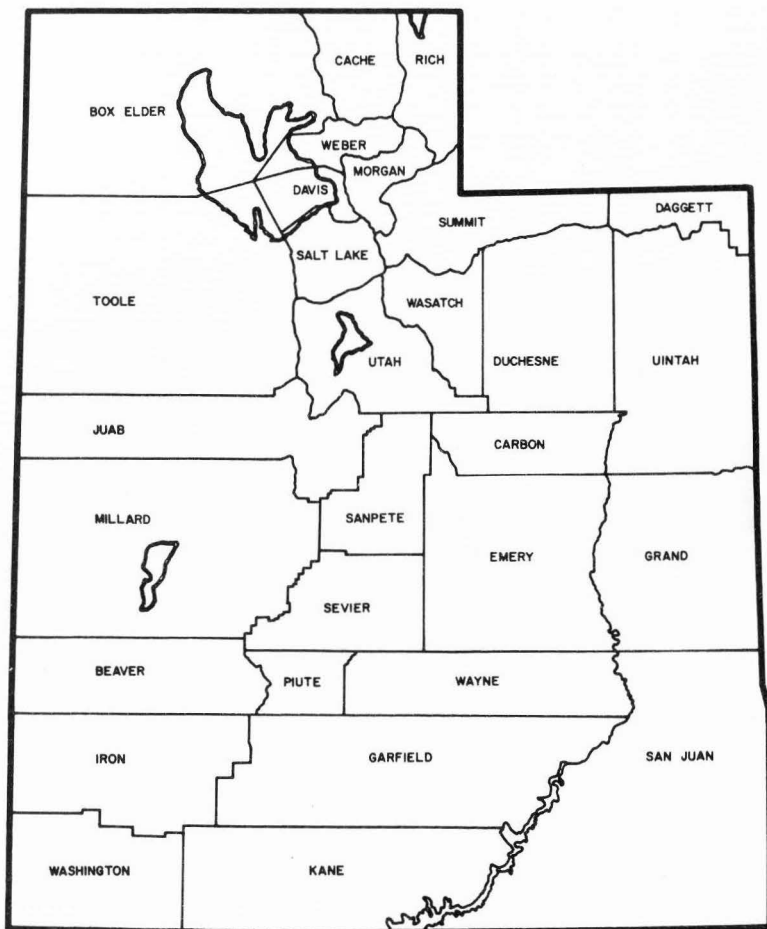
We as county agents, as well as the state 4-H staff, are happy to cooperate with Mr. Vichit Vaisayanunt in this survey as we feel it will be helpful in pointing up needs and actual usage made of 4-H member manuals.

Please cooperate by filling out the questionnaire and returning it to him.

Sincerely,

Ray Burtenshaw
USU Extension Agent

Bessie K. Lemon
USU Extension Agent



Evaluative CommentsMembers

"Most manuals are very helpful but some projects do not have a project summary form to fill out. "

"Project manuals help me out very much in learning about the project and helping me fill out the work sheets. "

"If my leader has the manuals, it wouldn't be necessary for all the kids to have one. "

"This manual was useful in many ways, it taught me many things about how to care for, and many things about good and bad points on horses. "

"Some manuals are more valuable than others. I didn't use the dairy one too much, maybe because my dad had given me a lot of information. "

"This manual was mostly useful to me when I joined the club. "

"If I have a good teacher, I think its' better than a manual. "

"I think the 4-H manual is very helpful and I hope they continue it. "

"I would like more up-to-date science in the 4-H manual. "

"I think it should ask for test questions after each item or article finished. "

"The manuals should have more information in them, they do not go far enough. "

"I get alot of useful information from my dad. "

Parents

"The manuals have excellent information and are very useful. "

"4-H members should be encouraged to use the manuals more. "

"Some outstanding leaders may teach without manuals but I feel they are necessary even if just used as an outline for what material should be covered during a year's project. "

"The manuals should be revised frequently. A better scheduling and communication system should be established. "

"The manual was very valuable to my son as he went to each 4-H meeting. He was involved in cow 4-H, and as he was just learning he needed the manual as it explained the parts of the cow, how the milk was produced, the good points to look for in an animal and so on. "

"I am a home economics graduate so we may not use the manual as much as some. I found that when other children ran into trouble with their projects it was because they had not read or followed the manual. "

"It depends on which subject they 're taking. "

"Manuals on subjects other than my own profession (dairying) were very useful to my children. Especially those in electricity, tractor, automobile. "

"It depends on the type of project. Manuals are essential in cooking and sewing but did not seem too important in a calf project. "

"Our biggest problem is getting the child motivated to really using the manual as it should be used. "

Leaders

"My interest was in the horse clubs and they have grown so much that it has become necessary to restrict participation in competitive games at county shows to just a few from each club. This, of course, means those with the best horses are chosen and it often happens that these horses were not trained by the club member alone. This, of course, does not give fair recognition to the club member who has raised and trained his own horse to the best of his ability. I would like to see extra credit given to those young people who have worked to train a horse by their own efforts or have worked to develop whatever horse they have for their project. "

"Manuals are very useful to the leader and members who will use them. They need to be written in simple terms. "

"I do feel that some of the pages to be filled out are a little repetitious and tedious for the younger members."

"It depends on what manual you are referring to, the electrical project manual is very useful, but the forestry project manual is not as useful. "

"They are not up-dated to fit the needs of today's projects. "

"Since I was a leader for a riding club, the members used their manuals quite a bit. I often gave tests on and demonstrated the things discussed in the manuals. I found them to be very helpful. All of my members purchased their manuals. "

"Manuals are helpful but experience is better in dairy projects with qualified instruction. "

"In my work the members work with me daily so they learn on the job. "

"I really think the manuals are very good and everyone should use them.

If we do not have a guide line to follow we can really get lost. I feel like as leaders we should go through the manual thoroughly at the first meeting and explain it so all will know and understand it. "