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ATTITUDE AND VALUE STUDY OF THE 4-H MARKET LAMB
PROJECT IN GALLATIN COUNTY

by

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Abstract

The purpose of this study was to determine what value parents placed on their child's experience in a market lamb project. The study showed parents could put a value on this learning and growing experience. The author also wanted to see if this value correlated with the biographical data, and: (1) the events or meetings the child participated in during the project year; (2) the activities the member participated in and hours devoted to the project; (3) the skills and degree, if any, that were acquired; and (4) the extent the market lamb project might have influenced or changed, if any, the child.

The testing instrument was sent to 83% of the parents of the market lamb project participants in Gallatin County and 17% were interviewed personally.

Most of the respondents were parents having children from ages 11 to 14 years old, experiencing between one to four years of 4-H and participating in the market lamb project between one and two years.

One hundred percent of the respondents attended local 4-H club meetings and 93% of the children attended training or area sessions on 4-H sheep projects.

Seventy to 77% of the respondents showed their lambs at the summer fair and 47% showed their lambs at the winter fair.

The data showed a high percentage of children fed, watered, kept daily records, generally cared for, and marketed their own lambs. Most of the parents indicated that the skills their children acquired in the 4-H market lamb project were greater than "some" on a "much," "some," "none" basis. The majority of parents also indicated that having the experience of the market lamb project caused some positive changes and influences in the life of their child.

The data showed the parents that responded put a significantly higher value on their child's experience in the market lamb project when (1) the child was older, (2) the longer the child stayed in 4-H, and (3) the longer the child was in the 4-H market lamb project.

60 pages

CHAPTER I

Introduction

Four-H is an intricate part of the Cooperative Extension Service program of the United States Department of Agriculture. Cooperative Extension Service receives its funding through the Federal, State and County Governments and through private support. Each state's Extension Service is a complete organization that plans and conducts its own educational programs.

There are many programs offered through 4-H; most of them were developed with the intent to assist youth in becoming better adults. Cooperative Extension views youth as a possible time of preparation for adulthood through the development of such skills as: self-growth, self-awareness, relating to change, and learning how to learn. This aim in development of youth is accomplished through the involvement of parents, other adults and volunteers. Four-H is steadily growing, and it is the largest youth serving program in the United States and possibly in the world (USDA, 1977). All youth are eligible to become involved in 4-H, at different levels of participation, from ages 9 to 19. To keep tuned to the needs and interests of all socio-

economic, ethnic, and cultural groups of today's youth there have been studies of evaluation and accountability to help produce a more effective, dynamic program for youth (Kowitz & Dronberger, 1975).

The 4-H market lamb project is a specific part of the youth educational program. Boys and girls in 4-H are given extension bulletins developed for those starting a market lamb project. They are also given guidance and help with problems as they occur. Some of the many things 4-H'ers learn about raising lambs range from selection and breeds of sheep to artificially rearing lambs, caring and feeding of their lambs for show and market, and learning the process and importance of keeping records. Four-H'ers also learn how the raising of market lambs fits into the whole picture of raising sheep, which includes the breeding, wintering, weaning, and important management tools used by progressive sheep raisers. This project is set up to give boys and girls an understanding of the sheep business as a whole, and specifically where and how raising and care of market lambs fits into the cycle.

Statement of the Problem

The problem of this study was to find the value parents place on their child's experience in a 4-H market lamb project. This study included all participants of the market lamb project in 1977. The evaluation of this problem was conducted in April of 1978 in Gallatin County, Montana.

Need for the Study

Four-H is growing at a rapid rate and efforts have been made to keep 4-H diversified with a constant upgrading of the quality programs which appeal to the needs of youth. There have been studies to evaluate and assess the needs of youth and the quality of programs in urban, suburban, rural, and downtown areas. There has also been research dealing with 4-H programs, motivation, competition, and other areas that would help 4-H continue to serve the youth of the United States. These studies all have striven to keep 4-H a dynamic educational experience for boys and girls, but there is no data on the value parents place on the 4-H project. There has

not been an accountability study in 4-H to determine the specific value of a project. The fact that there is no research in this particular area does not justify this study.

Today the Federal Government is doing a lot of accountability studies in regard to the use of taxpayer's money. A lot of zero-based budgeting is being implemented in Federal Agencies. Extension can determine how much a particular project will cost per participating member, but it has no idea the value a person really gets from taking a specific project. This study was concerned with the actual dollar value a young person gets from having a market lamb project for a year and if parents can put this experience in dollar form.

There were some pitfalls when placing a dollar value on a learning experience. Among the more prominent problems in the dollar value question is the differences each individual has for money. A certain measure of money to one person may mean more or less to another depending on a variety of factors. So there were some problems and cautions when the author asked parents to put a dollar value on their child's learning experience.

However, this being a pilot study, the first of its kind in 4-H, the author thought the results from controversial question E should be viewed realizing the possible pitfalls.

The need of this study was important not only for the accountability for present projects, but to inform everyone involved with 4-H that their past and future efforts are of value far greater than money can buy. Also, Jim Sargent, State 4-H Leader, Montana Extension Service, suggested research of this nature was needed. John Banning, 4-H Administration Staff, Cooperative Extension Service, USDA, Washington, D.C., thought a study of this nature would be an excellent idea.

General Questions to be Answered

There were five major headings in which questions were asked of parents:

1. What kinds of events or meetings, including state, county, or local, did your child participate in during the 1977 project year? (Examples: camp, exhibiting market lamb, and training session.)
2. What activities did the member participate in

and what hours were devoted to the project? (Examples: feeding, watering, and judging lambs.)

3. What skills did your child acquire and to what degree were they acquired? (Examples: budget time, recognize health and sickness in lambs, and manage money.)

4. To what extent has this market lamb project influenced or changed your child? (Examples: More considerate, more innovative, more responsible.)

5. If Extension did not have the funds to put on the market lamb project program and you had to pay for the learning experience your child received, participating in the market lamb project for a year, how much would you pay? Also, what do you think the experience of your child was worth in dollars?

The questions were arranged to serve three purposes: (1) to help the parent remember the events that were related and that occurred because of their child's involvement in the 4-H market lamb project; (2) to refresh the parent's memory as to the growth and learning, if any, that took place during the year beginning October 1, 1976 to October 1, 1977 and to start each parent and member on the same opportunity involvement level, and

(3) to help an Extension Agent, 4-H leader or anyone interested to conveniently go through the questions in a systematic order and to see where the most time is spent and its relation to the parental value placed. The answers to the questions range from "some" to "little" to "none."

General Procedures

The researcher used a questionnaire as the main instrument to collect data in solving the problem (see Appendix A). There were two reasons why parents of 4-H members of the market lamb project were used. First, parental involvement plays an important part of the market lamb project and the relationship that exists between the parent and child makes it conducive to interview the parents of project participants. Second, at this stage in life for 4-H'ers, parents, more than young people, are apt to understand the value of experiences their child undertakes.

A cover letter was sent by Terry Wolfe, Gallatin County Extension Agent. The researcher contacted all of the market lamb participants' parents in Gallatin County, Montana. Seventeen percent of the parents were

questioned by personal interview and eighty-three percent were sent questionnaires through the mail. Instructions and self-addressed, stamped envelopes accompanies the mailed questionnaires. Results have been presented in Chapter 4 of this study.

Limitations and Delimitations

An inherent restriction due to the nature of this study was the limitation of using parents of the 4-H market lamb project in Gallatin County in that they had the choice of responding. Other restrictions involved in this study were the attitudes and feelings of those responding and their ability to follow instructions correctly.

One delimitation of the study was the authors choice of a traditional 4-H project. Examples of non-traditional 4-H participation which might have been selected include special interest groups, 4-H television, camps, and a variety of other delivery methods for youth in today's 4-H.

Several other delimitations were present in this study: the geographical area involved; the limited

number of 4-H'ers in a market lamb project in Gallatin County, Montana; and the amount of time and money the researcher had for use in this study.

Definition of Terms

Terms used consistently throughout the study are defined here, so a consistent interpretation of the data will be given.

Accountability is the quality or state of being accountable, liable or responsible (Merriam & Webster, 1971).

Achievement is the act of bringing about a result or successful conclusion (Merriam & Webster, 1971).

Adolescent is one who is in the state of growing up (Merriam & Webster, 1971).

Attitude is a mental position, feeling or emotion toward a fact or state (Merriam & Webster, 1971).

A better adult is one having the education and the skills required for economic success (Kowitz & Dronberger, 1975).

Cognitive is of or relating to pondering or

thinking deeply (Merriam & Webster, 1971).

Competition is a contest between two or more rivals for a reward (Merriam & Webster, 1971).

Ethnic is of or relating to races or large groups of people classed according to common traits and customs (Merriam & Webster, 1971).

Hostile is marked by special overt antagonism (unfriendly) (Merriam & Webster, 1971).

Modeling is to imitate a person's behavior (Merriam & Webster, 1971).

Motivation is a combination of forces which are totally contained within the individual (Kowitz & Dronberger, 1975).

Psychological is dealing with or directed toward the mind, specifically in its cognitive function (Merriam & Webster, 1971).

Reinforcement is the state of giving positive or negative assurance to a person (Merriam & Webster, 1971).

Self-awareness is an awareness of one's own personality of individuality (Merriam & Webster, 1971).

Self-growth is the growing within one's self.

Socioeconomic is relating to, or involving, a combination of social and economic factors (Merriam & Webster, 1971).

Stress is an emotional factor that causes advanced bodily or mental tension (Merriam & Webster, 1971).

Value is monetary or relative worth depending on its use context (Merriam & Webster, 1971).

Volunteers are (1) those who work directly with youth (adults and teens) or (2) those who work on committees and special assignments (Merriam & Webster, 1971).

Zero-based budget is building a budget from zero dollars according to the actual worth of the programs to be administered.

Summary

Today there is a need for examining the accountability of all 4-H programs. There is also a need for reviewing traditional 4-H programs. It is because of this need that the author developed this study.

The results of this study are important to people who are involved in 4-H. The results shown in Chapter

4 give people involved in 4-H a basis for the importance of their job.

In this chapter the author stated the problem for this study and its application directly to those working with the 4-H program. The researcher included in this chapter questions that are answered in Chapter 4 and the procedure that will be used to answer these questions. Limitations and delimitations that are present in this study are also mentioned. The author also listed a definition of terms so that the readers of this research will have a common meaning of these terms.

The author initiated this research from deep felt concern for the welfare of today's youth. This research was conducted to provide a starting point for the accountability of 4-H programs.

CHAPTER 2

Review of Literature

Cooperative Extension Service, working as an intricate segment of the United States Department of Agriculture, offers many programs geared to educating people in many areas of varying need. People young and old utilize and enjoy a variety of Extension's programs depending upon the individual's thought needs and interests at a particular time. Four-H is an educational setting of Extension which deals with today's youth and is locally conducted through the specific geographic county.

This leads to a discussion of several major topics that give useful background material and pertinent information related to the many variables and makeup of this study. The major topics include (1) a setting for 4-H, (2) youth in today's America, (3) 4-H involvement and motivation, (4) family involvement and perceptions in urban 4-H, (5) families and home learning, (6) adolescent's stresses and helping relationships, (7) a background of parental attitudes, and (8) accountability in the late 1970's.

A Setting for 4-H

Founded in rural America, 4-H has expanded to urban areas and involves six million boys and girls participating in the United States, Puerto Rico, Guam and the Virgin Islands (USDA, 1976).

Four-H offers a large range of activities through 4-H clubs, special interest groups, workshops, and long and short term projects. Also offered are self-determined projects that are developed by the individual and worked at his own pace. Project emphasis may range from health, nutrition, and safety, to raising a farm animal. Projects stimulate adults to apply new knowledge through a learning and communicating process which often leads to a closer relationship and togetherness between parents and their children. Through 4-H the individual has an opportunity to enhance his or her personal development and foster a self-actualizing and rewarding growth (Kowitz & Dronberger, 1975).

A study done in 1977 by Bogue to assess the quality of 4-H club meetings and other 4-H related information strongly reinforced the educational approach

used in local 4-H club meetings. Bogue's study also showed the educational setting to be extremely positive and showed 4-H club meetings were rated above national school norms in all categories of quality measured by Indicators of Quality (1977).

Bogue's findings were important as there are many variables that go into a functioning 4-H project. The instrument Bogue used for testing included observations in the following areas: individualization, interpersonal regard, creativity, group activity, leader behavior, member behavior, and leader-member interaction. In clubs where members attending were all females the scores were the highest followed by male clubs and coed clubs. The clubs that met in the home of one of the members obtained higher scores in all but one of the eight scoring categories. The size of clubs that received the highest score was 10 to 19 members. The clubs whose leaders had three or four years of experience and were recruited by parents also had the highest scores. Bogue's study and others like it help put 4-H administrators and staff in a better position to make sounder programming decisions (1977).

Youth in Today's America

Today in America, many of our youth are good citizens readily seeking opportunities which will feed and clothe or better themselves. The high school drop out rate is increasing and although the majority of these youth want to become a resourceful part of their communities or school atmosphere, many have a hard time fitting in because of an assortment of problems they cannot deal with effectively or sufficiently. With conflicts and confusion becoming a large part of a young person's day, escape from reality may be a welcome retreat. For some this is not possible and distinct family problems, apathy, and a personal regression or aggression take place. A person is a product of their environment and genetic makeup. The environment of a person can be worked with to bring about a change. Since most people are brought up in a family, this seems like the logical area for influences to take place. In 4-H, a person, their family, and community interaction are as fundamentally important as communication is when people help each other (Brown, 1977).

Four-H in Century III mentioned that the mission of 4-H today is to help young people become self-directing, productive, and contributing members of society (Brown, 1977). This statement may seem idealistic, but a look at 4-H'ers in our communities today would reveal they are developing skills and competencies and acquiring positive self-attitudes. Also in 4-H, youth are found strengthening abilities that tend to produce intelligent decisions and participating in problem solving activities, all of which give defined direction to sound life skills (Willman, 1963).

Four-H Involvement and Motivation

Because the product of any project is influenced by motivation the author has discussed a few basic ideas related to motivation. Kowitz and Dronberger (1977) mentioned that motivation is readily observable in the daily function of people and can be manipulated by controlling the standard and rules for acting. A person acquires motivation when he is young and the person and his motivation develops and changes to become an integral part of his personality.

A person does not choose to join 4-H, undertake a project, and do good or poorly for no reason.

A person is not motivated merely to act, but he is motivated to act in a fashion that will achieve a pre-identified result; his actions are goal oriented; they are aimed toward producing a desired result (Kowitz & Dronberger, 1975, p. 37).

Because 4-H is concerned with the educational interests of youth it is evident for those involved to have a basic understanding of motivational patterns. It is a well-known fact that positive acts or rewards contribute more to learning than do punishment or negative acts (Kowitz & Dronberger, 1975).

Understanding of this is important in 4-H and is stressed through providing an atmosphere in which youth can learn and grow while broadening their resources and pursuing their interests.

When dealing with 4-H'ers and their projects, the relationship between achievement motivation and project completion and performance is often wondered about. The purpose of the study, "Achievement Motivation and the Child's Social Environment," was to identify some developmental and social-psychological conditions important to the relationship between achievement

motivation and scholastic performance (Gold, Feld & Ruhland, 1975). A parallel can be drawn between the project performance of a 4-H'er and scholastic performance in school. The data show an indication that girls rely more heavily than boys on comparisons with their own performance. White pupils rely more heavily on social comparison than their black classmates do (Gold, Feld & Ruhland, 1975).

The study also showed that autonomous and social comparison based achievement motivation are positively correlated to the performance of fifth graders. The study showed that when fifth graders perceived that their teachers and their friends (among classmates) agreed on the proper behavior for pupils, social comparison achievement motivation was more closely related to their performance than when they perceived disagreement. And the relationship of socially based achievement motivation to performance was closer among the popular than the unpopular pupils (Gold, Feld & Ruhland, 1975).

In April 1976, E.V. Nuttall and R.L. Nuttall conducted an interesting piece of research on parent-

child relationships and effective academic motivation. Again a parallel can be drawn between academic motivation and the motivation factor of a 4-H project participant; both deal with education and are learning experiences. Parents of boys who were low on Hostile Psychological Control, who were firm in their discipline, and who were acceptant tended to have sons with higher academic achievement related traits. The reader might keep in mind that a limitation to the discipline factor mentioned would be a differing between parental discipline policy within a family. For girls, the parent-child relationships of low Hostile Psychological control or high acceptance were significantly associated with achievement traits (Nuttall & Nuttall, 1976).

Family Involvement and Perceptions in Urban 4-H

As stated earlier the 4-H club is a process with the goal of educating youth. However, 4-H would not exist today if young people were not interested in and actually becoming members. The researcher feels that the following characteristics of members enrolled in the program and information gathered pertaining to participation in 4-H by family members, perception of

4-H's purpose, perception of value and/or benefits in the 4-H program, and attitudes toward suggested changes in the 4-H program all have important connotations and meanings to the value of this research paper.

The study, "4-H in Urban Areas," involved the following urban counties and states in the United States: Kalamazoo County, Michigan; Denver County, Colorado; Multnomah County, Oregon; Jackson County, Missouri; and DeKalb County, Georgia.

A sample of members filled out a questionnaire in group situations in each area. From 43 percent to 63 percent of the members had a brother or sister who was a 4-H member at one time. The proportion of parents who had been 4-H club leaders varied from 5 percent to 57 percent. There was a high correlation between having brothers and sisters in 4-H and having one or more parents as a leader. Over one-half of the members' parents seldom or never attended 4-H meetings. This data showed that attendance of parents at 4-H meetings was evidently low in all urban areas (Boyle & Brown, 1964).

However, over 80 percent of the members in each

area said their parents were either "very interested" or "interested" in their being a member of 4-H. When asked, "Who had the most influence on your becoming a 4-H member?" the influence of parents and friends was a strong 13 percent to 45 percent and 17 percent to 44 percent respectively (Boyle & Brown, 1964).

When the study dealt with the Perception of the Purpose of 4-H the members were asked to complete the following statement: "I joined 4-H because. . .". Three reasons most often mentioned were: "I thought it would be fun," "I was interested in the projects," and "I wanted to learn things." Some other reasons given were: "I think 4-H prepares one for adulthood," "I want to help others," and "I enjoy being with others." Inherent in these responses are the themes of learning and sociability (Boyle & Brown, 1964, p. 191).

Concerning the perception of value and/or benefits of 4-H, members were given a list of items which reflected specific opportunities they might have experienced while in 4-H. The following items were rated as to their value; educational, social, economical, recreational, leadership, and community values or benefits of 4-H club work. Sixty percent of the members rated educational opportunity to learn new things as being "very valuable." The opportunity that 4-H provides to make new and different things

was also considered very valuable by 46 percent to 70 percent of the members. Sixty-six percent rated meeting new and interesting friends as very valuable and 50 percent rated working with others as very valuable (Boyle & Brown, 1964).

Members were asked whether they agreed or disagreed with the suggested changes in the 4-H program. Approximately 40 percent to 80 percent of the members agreed that there should be more parent participation, better project materials, more tours and trips, more help from leaders, more camping activities, more interesting meetings, and more and different projects (Boyle & Brown, 1964).

These results are very interesting because in a survey taken in September, 1977 by the researcher, more recreation, more trips and tours, more camping activities and more interesting meetings were mentioned as being top priority suggestion in Gallatin County, Montana (Isaacs, 1977).

Families and Home Learning

Historically speaking the home and family environment was the primary setting in which individuals

learned basic life tasks and gained varying degrees of fundamental education. Learning at home provides a convenient, familiar setting that can blend nicely with the everyday pattern of life. Within a family at home, modeling, reinforcement and support for learning can occur in a natural environment by normal interactions of each family member (Bobbitt & Paolucci, 1975).

Bobbitt and Paolucci in their study, "Home as a Learning Center," found that support for home based learning was provided for family related activities; especially in areas of feeding the family, getting along with others and using money wisely (1975). Over 79 percent of the learning activities in all families were family related activities. Learning values were most frequently mentioned as what should be learned. Families also believed children needed to learn how to get along with one another, to perform routine household tasks, to care for children and to learn values in order to enhance their family roles. These families also were willing to assist children in learning family roles (Bobbitt & Paolucci, 1975).

Adolescents' Stresses and Helping Relationships

Two of the effective educative concepts used in 4-H are the influence of the home through its complementary relationship and providing effective youth-adult relationships which help to keep adults in tune with the needs and interests of youth (Brown, 1976).

Burke and Weir took a look at members of the nuclear family and the adolescent in times of stress and the benefits, if any, from informal helping relationships. The projects 4-H'ers tackle contain a certain amount of growing experiences and whether they be simple or complicated a few problems will usually evolve. In the Burke and Weir study 274 male and female adolescents indicated (1) the amount of stress they experienced in their day-to-day living, (2) their satisfaction with the help they received from their mothers, fathers and peers, and (3) perceptions of their well-being in two conceptually distinct areas (life satisfaction and mental and physical well-being) (Burke & Weir, 1976).

The results indicated concrete benefits are derived from informal helping relationships among members of

nuclear families. In detail the studies showed adolescents who reported experiencing stress or problems in one area of their existence were more likely to be experiencing stress or problems in the other areas. Likewise adolescents that reported a positive standing in one area of well-being were likely to report positive standings in other areas. Adolescents who were more satisfied with informal help from parents and peers indicated that they were more satisfied with life in general. The study suggests mother's help may have the most impact on the well-being of adolescents, followed by the father's help. In general, adolescents who were more satisfied with the help received from their family and peers reported experiencing less stress (Burke & Weir, 1976).

Although adolescence is a period of expanding relationships, Burke and Weir's study clearly points out that the adolescent's closest relationships to date are probably still those with family members. Results of this study also found the degree of stress of adolescents reported was directly and significantly related to measures of their health and well-being. Indicated and

given a foundation was the fact that informal helping has a preventative potential, the effect of which can mitigate the stresses arising for adolescents in their daily living and stressful periods of their lives (Burke & Weir, 1976).

A Background of Parental Attitudes

One of the interesting and important aspects of this study was to see if parents could put a value on their child's experience in a 4-H market lamb project. Therefore, the author felt it important to mention a few of the ways parents perceive their child's behavior. In 1975, Bacon and Ashmore conducted a study on the cognitive structuring of parental perceptions of children's behavior which reveal some of the differences between mothers and fathers in their perception of child behavior.

Fathers closely associated the hostile-aggressive dimension with the normal-problem dimension in girls. This contrasts to the way mothers perceive the hostile-aggressive behavior for girls and also the way both parents view this kind of behavior in boys. Fathers and mothers view hostile-aggressive behavior in girls

as being bad social behavior, immature and a problem, but not necessarily abnormal. Parents agree in viewing hostile-aggressive behavior in boys as bad social behavior but nonrelated to the normal-problem dimension. However, mothers perceive this kind of behavior in boys as immature and in need of change. Parents tend to perceive hostility as not being typical of girls but as somewhat typical of boys. For fathers, normality in girls is strongly associated with maturity, good social behavior and absence of hostile behavior. As for sons, fathers consider immaturity only somewhat related to problem behavior. However, mothers expect even less by way of maturity as consistent with normal behavior in boys (Bacon & Ashmore, 1975).

It is important to note that fathers in this study spent less time with their children, perceived their roles as more authoritarian and empathized more with boys. Mothers, however, spent more time with the children, perceived their roles as less than primarily authoritarian and tended to empathize more with girls (Bacon & Ashmore, 1975).

When dealing with parents as the author is, it

is essential to gain insight to some of the qualities and characteristics most frequently thought of or of most concern by parents. In 1949, del Solar conducted a study to investigate the manner in which children were described by their parents and their teachers, although the current review has been concerned solely with the parents' view. Parents reported more frequently qualities which have a moral slant or denote conformity. The highest percentage of items reported by parents were descriptive of children's amenable, gently, cooperative, honorable, truthful, or self-sufficient qualities; the next greatest percentage was in reference to children's gay, zestful and ambitious traits (del Solar, 1949).

Eighty percent of the children were described by parents as possessing desirable intellectual abilities. Seventy-five percent of the parents expressed satisfaction concerning their children's social relationships with 25 percent of them pleased with their children's ability to get along with their peers. This shows parents are concerned that their children have a socially and acceptable behavior. Seventy-five percent were

satisfied with their children's artistic abilities and interests. And 50 percent of the parents described their children as exhibiting shy, withdrawing, self-effacing behavior. Seventy-five percent of the parents mentioned the pleasure their children brought them in the way of companionship. Thirty-four percent voiced favorable responses to routine habit training such as eating, sleeping and grooming (del Solar, 1949).

In these findings we have adequate information and the researcher thinks del Solar's study does a good job in pointing out the differences and similarities in families and people. Del Solar's study also does a good job emphasizing the parental concerns.

Accountability in the Late 1970's

Currently evaluation with the basic concept of accountability is mounting in importance in Extension. Accountability in 4-H, an educational youth program, is also picking up momentum. This trend is due to the emphasis or demand to be accountable for the organizational resources utilized in conducting Extension's educational programs (Gross, 1977).

Evaluation in this study is defined as a means to examine or judge in order to determine the value of an educational program (Gross, 1977). The author hopes that the information provided in this study can be used for the periodic evaluations of the 4-H market lamb project's progress and quality in terms of value perceived by the parents.

The idea and issue of accountability in reference to education can be found as far back as Socrates, but did not appear in the educational index until June of 1970 (Devoe, 1973). It is obvious that there are factors outside education at work in the accountability process today. Unhappy parents, concerned taxpayers, politicians, the federal government and private learning corporations make up a formidable force in the education accountability movement. Alarmed administrators and school board members are among the direct educational personnel that are waiting to see what forms the concept of accountability will manifest itself. Currently accountability thrusts seem to be directed primarily in the areas of improving pupils' reading and arithmetic skills (Sciara & Jantz, 1972).

Sciara and Jantz (1972) bring out a couple of interesting points in their book, Accountability in American Education, when they mention the intermediate exams that took place in Ontario, Canada from 1876 to 1882. Payments to high schools were largely dependent on the number of students who passed this exam after a year or two of attendance. Effects like deliberate coaching were concentrated upon the average or slightly below average students and bright and dull students were neglected. This practice was abandoned in 1883 after a protest against the sacrifice of all other educational values for attainment of this goal (Sciara & Jantz, 1972). Sciara and Jantz raise an interesting question, "Is history doomed to repeat itself?" (p. 6, 1972).

Also brought out in this book was the fact that the majority of taxpayers are not satisfied with the idea that qualified teachers, the latest equipment and methods, and modern school plants are indicators of effective education. With educational budgets spiraling upward and the largest portion of educational budgets allocated to salaries, taxpayers question the relationship between school costs and student performances

(Sciara & Jantz, 1972).

Although this is where accountability has been and is in the 70's in education, 4-H is another story. Evaluation goes on constantly in 4-H, by observation, enrollment, youth interest, feedback, and community input. Evaluation has been going on since 4-H began in 1914, but the author does not know or suggest where accountability will go or end up in 4-H. As for 4-H and Extension, there is a great desire to know what difference a program has made on the lives of the youth and people involved.

Summary

The author found a lack of accountability studies of 4-H projects. The writer attempted to review literature that provides a background for 4-H projects, the events that take place within the person involved in a project and give some insight to parental opinions and attitudes. Because there are many variables in the makeup of feelings and views of people in general, but specifically parents, the researcher has reviewed pertinent material and related it to this study. Four-H

has come a long way since 1914 in helping the development and education of youth (Brown & Boyle, 1964). With the push today on accountability the people in 4-H are interested in finding the attitudes and dollar value the parents perceive of a market lamb project.

CHAPTER 3

Procedures

The problem of this study was to find the value parents place on their child's experience in a 4-H market lamb project. This study included all participants of the market lamb project in 1977. The evaluation of this problem was conducted in April of 1978 in Gallatin County, Montana.

One of the vital aspects of this study was to determine if there is any correlation between (1) the events or meetings a child participated in during the project year, (2) what activities the child actually accomplished during the project year, (3) what skills could have been acquired from participating in the market lamb project, (4) to what extent the market lamb project influenced or changed the child, and (5) the value or worth a parent put on the learning experience of their child.

The findings from parents of the actual worth they set on the market lamb project experience of their child could benefit the State and Federal Extension Staff by having an idea of their program's value. An Extension Agent, a 4-H leader or anyone interested in improving 4-H

could also use the results of this study.

In March 1978 permission was obtained from the County Agent and State staff to pretest nineteen members enrolled in the market lamb project in Park County. Permission was also received to test Gallatin County for the main data collection for the research.

A brief explanation of the study and instructions preceded the questionnaire by the use of a cover letter. Instructions were also included in the questionnaire which was sent in the first half of March to the nineteen individuals in Park County involved in the pretest. One instrument was provided for each of the 1977 4-H market lamb project participants and sent to their parents with a stamped self-addressed envelope for the return of the questionnaire. The results of the pretest group dictated any needed changes in the questionnaire. The testing instrument was then sent to the parents of the 1977 market lamb project participants in Gallatin County for the main emphasis in testing for this study.

This chapter contains material to further explain, describe, and clarify the study. In this chapter a detailed description of how the research was conducted

was carefully organized and presented explicitly for the understanding of the reader. The organization of this chapter is as follows: (1) population description and sampling procedure to assure representativeness, (2) definition of the investigational categories to provide the necessary controls of irrelevant and contaminating variables, (3) methods of collecting data, (4) methods of organizing data, (5) statistical hypotheses, (6) analysis of the data, (7) precautions taken for accuracy, and (8) summary.

Population Description and Sampling Procedure

The population for this study was the parents of all the sixty participants of the 4-H market lamb project in Gallatin County during the 1976-1977 project year. Youth from age nine to nineteen were enrolled in 4-H and were eligible to participate in this project. The experience of the participants during the 1976-1977 market lamb project year ranged from no experience to having previous fat lamb project experience. Age, sex, experience, manner that project material was presented, geographical location, interest level, and actual learning experience were all factors

that affected the population. The actual learning material, records to be kept, and time for finishing the lambs remained a constant variable in all cases.

The sampling done in this study took place in Gallatin County. The sampling procedure the researcher used was to select 100% of the parents of market lamb project members in 1977 in Gallatin County for the purpose of convenience. The personal interviews for Gallatin County were selected on a random sampling basis. The researcher took a random sample of nineteen Park County participants used in the pretest. The questionnaires were then sent out to nineteen Park County parents and sixty Gallatin County parents. The data concerning the Gallatin County sample were then collected and recorded in Chapter 4.

Definition of Investigational Categories

In this study the classification of categories was present prior to the investigation and not manipulated by the researcher.

The treatment of the dependent variables included: a specific county picked from all available counties in Montana, members of one specific project area (market

lamb), the geographic location of the Gallatin Valley, the low density of sheep raisers in the county, and the agricultural orientation of Gallatin County.

The treatment of independent variables included the categories that were established in the questionnaire. Parents of 4-H'ers in the market lamb project of 1977 were asked to complete ninety-eight questions in five categories. There were four major categories before the final question about value. Three of these categories were set up to provide a directional funnel into section D, the influences and changes that had occurred within the child during the project year. Section A of the questionnaire asked the meetings and events the child participated in, section B asked what activities the child accomplished, and section C asked what the child learned. These three sections were directional to the outcome of section D, the changes and influences the market lamb project had on the child.

These categories of the testing instrument were to serve several purposes. The first purpose was to help the parent remember (1) the events in which their child participated in during the 4-H market lamb project

year, (2) the activities their child was involved with, (3) the skills that their child acquired, if any, and (4) the extent that the market lamb project influenced or changed their child. The second purpose of the four categories before the final value question was to get a general idea of the correlation between what the child learned, the influence the market lamb project had on the child, and the value parents placed on the whole project experience. The third purpose of the testing instrument was to make available the results of the entire questionnaire so that they could be conveniently used by State Extension staffs, County Agents, 4-H leaders, or anyone interested in finding where an emphasis in learning takes place. The order of questions was set up systematically so a person could relate the answers to parental values and attitudes toward what the child had achieved through experience.

Method of Collecting Data

The questionnaire was sent to sixty parents of 4-H members involved in the market lamb project in Gallatin County. The instrument used for questioning was developed by the researcher and the State 4-H leader.

The instrument was developed for the task of (1) finding possible weaknesses and strengths within the project and (2) finding the worth of the market lamb project.

To test the reliability of the questionnaire the researcher pretested nearly fifty percent, or nineteen, of the participants of the market lamb project in Park County, Montana. To show the content validity for the testing instrument a panel of professional Montana State Cooperative Extension personnel and Montana State University staff examined and approved the instrument.

The parents of the 4-H market lamb project participants were sent a cover letter and a questionnaire, including a stamped, self-addressed envelope. The two counties receiving the testing instrument had their own 4-H heading on the instrument and cover letter. Directions to the questionnaire were stated before each major category. The researcher corrected the questionnaire, analyzed, and presented the results in Chapter 4 of this study.

Methods of Organizing Data

Most of the findings in this study are presented in a descriptive form.

The percentages used are in table form to describe the results of each individual question. The author has used a 3, 2, 1 point system to figure the mean of the skills and of the influences and changes that the 4-H'er may have acquired. The biographical data were used in correlation with the project value as stated by the parents.

Statistical Hypotheses

The questionnaire, which can be found in Appendix A, is the basis of the following statistical hypotheses that the author has formed. The hypotheses are stated in the null and alternative form.

H_{0_1} : There is no difference in the value placed on the market lamb project between parents of boys and parents of girls.

H_{1_1} : There is a difference in the value placed on the market lamb project between parents of boys and parents of girls.

H_{0_2} : There is no difference in the value placed on the market lamb project between parents of younger 4-H members (9-13) and parents of older 4-H members (14-18).

H_{12} : There is a difference in the value placed on the market lamb project between parents of younger 4-H members (9-13) and parents of older 4-H members (14-18).

H_{03} : There is no difference in the value placed on the market lamb project between parents of 4-H members that have been in 4-H one to four years and parents of 4-H members that have been in 4-H five to eight years.

H_{13} : There is a difference in the value placed on the market lamb project between parents of 4-H members that have been in 4-H one to four years and parents of 4-H members that have been in 4-H five to eight years.

H_{04} : There is no difference in the value placed on the market lamb project between parents of 4-H members that have been in the market lamb project one to four years and parents of 4-H members that have been in the market lamb project five to eight years.

H_{14} : There is a difference in the value placed on the market lamb project between parents of 4-H members that have been in the market lamb project one to four years and parents of 4-H members that have been

in the market lamb project five to eight years.

Analysis of Data

The majority of the data in this study have been analyzed by description, percentages, and tables. Descriptive analysis was used to evaluate responses obtained in the skills and influences categories. The author has determined whether there are differences in the number of years a member has been involved in the market lamb project, the number of years a member has been involved in 4-H, the member's sex, and the member's age to the value placed by parents on the project. The data obtained from the statistical hypotheses were analyzed by chi-square at a .05 level of significance. A one-tailed test was used to note the differences of all hypotheses stated.

Precautions Taken for Accuracy

Accuracy concerning the scoring of the testing instrument was checked by the author and two Montana State Cooperative Extension Staff familiar with the study. The author used hand calculations to determine if any of the hypotheses stated were accepted or rejected on the basis of sampled data. Accuracy was checked by two

Montana State University staff who have expertise in the field of research.

Summary

In this chapter a detailed account was documented of the procedure that took place in this study. The parents of 4-H members of the market lamb project in Gallatin County were the sample population. The main categories in the questionnaire were the sources for the investigational categories in this study. Sampling of the parents was completed by the use of a questionnaire developed by the researcher and the State 4-H leader of the Montana Cooperative Extension Service.

The methods of collecting, organizing, and analyzing data are in two parts, one descriptive and the other, hypotheses stating and testing.

This is the first time a study of this nature has been done involving 4-H in the United States. The author feels this study will be of continuing importance to the improvement of 4-H programs. It is hoped that this research will give direction to future accountability studies in 4-H.

CHAPTER 4

Interpretation and Explanation of Data

The purpose of this study was twofold. First, the author wanted to know if parents could actually place a value on their child's experience in a market lamb project, and if they could place a value, what that value would be.

Second, the author wanted to see if there was any personal growth in the form of skills acquired, interrelationship, and changes in personal development, and to what degree these changes took place. The author found that some of the personal experience and growth the children experienced was directly related to the market lamb project and other 4-H activities. Some of the individual growth the author felt was an offshoot from the total or other parts of the 4-H experience.

The testing instrument, a questionnaire, was sent to 60 of the parents who had children in the 4-H market lamb project during the 1976-1977 project year. Two weeks after the testing instrument was sent out a followup instrument was sent. The author personally interviewed 18 percent of the total parents involved in the testing

and 25 percent of the actual returns. (The questionnaire can be found in Appendix A.)

The author received 73 percent responses from the parents. From the 73 percent of parents who responded 79.5 percent put a value on their child's experience; 16 percent felt they could not put a value on the experience; and 4.5 percent did not put a value on for some reason or another.

All of the respondents filled in the rest of the questionnaire with the exception of question B-(2). Twenty-five percent of the parents neglected to fill in question B-(2), which asked, "Please estimate the total number of hours your son or daughter spent on the 4-H market lamb project."

Biographical Data (Part I)

The author felt that to analyze and correlate the data properly some biographical information was needed. The biographical information section of the questionnaire enabled the author to categorize the data received in an organized, understandable way. The biographical information also enabled the author to present the data so the reader can

easily follow the author's conclusions or draw some of his own.

The biographical information is located on the top of the first page of the questionnaire. Four questions that were asked in this section were (1) the sex of the 4-H member, (2) the age of the 4-H member, (3) the number of years the child was involved in 4-H, and (4) the number of years the child was involved in the market lamb project.

Table 1 shows that over 50 percent of the respondents had children in the 11-14 year old category. The largest percentage of girls (30%) were 13-14 years old and the largest percentage of boys (30%) were 11-12 years old. Both groups were young to middle aged for 4-H involvement.

Table 1

Ages of Participants, Classified by Sex

Age	Girls		Boys		Total	
	N	%	N	%	N	%
9-10	5	18	1	6	6	14
11-12	6	22	5	30	11	25
13-14	8	30	4	23	12	27
15-16	4	15	4	23	8	18
17-18	4	15	3	18	7	16
Total	27	100	17	100	44	100

Table 2 showed the largest percentage of participants were in 4-H for one to four years (68%). The majority of the girls (67%) have been involved in 4-H for one to four years but close to half of the boys were in 4-H for three to four years (47%).

Table 2

Years in 4-H, Classified by Sex

Years	Girls		Boys		Total	
	N	%	N	%	N	%
1-2	10	37	4	23	14	32
3-4	8	30	8	47	16	36
5-6	5	18	2	12	7	16
7-8	4	15	3	18	7	16
Total	27	100	17	100	44	100

Table 3 showed 50% of the girls and boys were in the first or second year of market lamb project work; this was followed by 30% in the third or fourth year of market lamb project work.

Participation in 4-H (Part II)

The first question asked in the questionnaire dealt with the events or meetings the child participated in during the 1976-1977 market lamb project year. There

Table 3

Years in Market Lamb Project Work, Classified by Sex

Years	Girls		Boys		Total	
	N	%	N	%	N	%
1-2	14	52	8	47	22	50
3-4	9	33	4	23	13	30
5-6	1	4	3	18	4	9
7-8	3	11	2	12	5	11
Total	27	100	17	100	44	100

were three sections to this question, one dealing with the local 4-H club, the second with the events or meetings attended in the county or area, and the third section dealing with state events or meetings.

In Table 4, 100% of the respondents indicated their children's involvement in meetings. Seventy-two percent discussed the project with the leader for ideas and help.

Local meetings or events participated in by children of the respondents, classified by age, (Table 5) also showed 100% of all age groups attending meetings. Again, a total of 72% of all ages of children discussed the project with their leader for ideas and help.

Table 4

Local Meetings or Events Participated in by
Children of Respondents, Classified by Sex

Question	Girls		Boys		Total	
	N	%	N	%	N	%
1. 4-H club meeting	27	100	17	100	44	100
2. 4-H club work meetings on sheep	16	59	12	70	28	63
3. 4-H club livestock tours	15	55	11	64	26	59
4. 4-H club livestock judging contests	6	22	5	29	11	25
5. 4-H club livestock showing or fitting "help days"	13	48	11	64	24	54
6. Discussed the project with leader for ideas and help	21	77	11	64	32	72
7. Discussed the project with you (the parents) for ideas and help	27	100	14	82	41	93

Table 5
Local Meetings or Events Participated in by
Children of Respondents, Classified by Age

Question	Age					% of Total
	9-10	11-12	13-14	15-16	17-18	
1. 4-H club meeting	6	11	12	7	8	100
2. 4-H club work meetings on sheep	4	7	9	5	3	63
3. 4-H club livestock tour	5	6	8	4	3	59
4. 4-H club livestock judging contests	1	2	5	2	1	25
5. 4-H club livestock showing or fitting "help days"	2	6	7	7	2	54
6. Discussed project with leader	5	8	11	5	3	72
7. Discussed project with parents	6	9	12	6	8	93

In Table 6, 100% of the respondents in all years in 4-H attended local club meetings. In addition, 93% of the members discussed the project with their parents for help.

In Table 7, local meetings or events participated in by children of respondents as classified by years in the market lamb project gave 100% and 93% attending club meetings and discussing the project with their parents, respectively.

The next category under the same question dealt with the county or area meetings or events participated in by the children of the respondents. Table 8 points out the 72% of total respondents who exhibited at the summer fair, with the number of girls and boys participating at the summer fair being almost of equal percentages (70% of girls and 76% of boys).

In Table 9, 47% was shown to represent the number of respondents participating in the winter fair and attending training sessions concerning sheep.

Table 10 points to the fact that out of the 72% of 4-H'ers in the market lamb project that went to the summer fair, there were 22 (or 75%) in their first to

Table 6

Local Meetings or Events Participated in by Children
of Respondents, Classified by Years in 4-H

Question	Years in 4-H				% of Total
	1-2	3-4	5-6	7-8	
1. 4-H club meeting	14	17	7	8	100
2. 4-H club work meetings on sheep	7	12	6	3	63
3. 4-H club livestock tours	8	10	6	2	59
4. 4-H club livestock judging contests	2	5	3	1	25
5. 4-H club livestock showing or fitting "help days"	7	8	6	3	54
6. Discussed the project with leader for help or ideas	12	12	5	3	72
7. Discussed the project with you (the parents) for ideas and help	13	13	7	8	93

Table 7

Local Meetings or Events Participated in by Children
of Respondents, Classified by
Years in Market Lamb Project

Question	Years in Market Lamb Project				
	1-2	3-4	5-6	7-8	% of Total
1. 4-H club meeting	21	13	4	6	100
2. 4-H club work meetings on sheep	12	11	3	2	63
3. 4-H club livestock tours	14	7	3	2	59
4. 4-H club livestock judging contests	5	3	2	1	25
5. 4-H club livestock showing or fitting "help days"	11	8	3	2	54
6. Discussed the project with leader for ideas or help	16	12	2	2	72
7. Discussed the project with you (the parents) for ideas and help	19	12	4	6	93

Table 8

County or Area Meetings or Events Participated in by
Children of Respondents, Classified by Sex

Question	Girls		Boys		Total	
	N	%	N	%	N	%
9. Training sessions on 4-H sheep projects	12	44	9	52	21	47
10. Livestock judging contests or help sessions	7	25	6	35	13	29
11. Showing or fitting help sessions	12	44	7	41	20	43
12. Livestock tours (4-H or other)	4	14	7	41	12	29
13. Exhibited at Summer Fair (Junior Fair)	19	70	13	76	34	72
14. Exhibited at Winter Fair (in Bozeman)	13	48	8	47	21	47

Table 9

County or Area Meetings or Events Participated in by
Children of Respondents, Classified by Age

Question	Age					% of Total
	9- 10	11- 12	13- 14	15- 16	17- 18	
9. Training sessions on 4-H sheep projects	3	6	6	4	2	47
10. Livestock judging contests or help sessions	1	4	5	1	2	29
11. Showing or fitting help sessions	2	5	6	4	2	43
12. Livestock tours (4-H or other)	2	2	5	2	2	29
13. Exhibited at Summer Fair (Junior Fair)	6	8	9	7	2	72
14. Exhibited at Winter Fair (in Bozeman)	3	2	5	4	7	47

Table 10

County or Area Meetings or Events Participated in by
Children of Respondents, Classified by Years in 4-H

Question	Years in 4-H				
	1-2	3-4	5-6	7-8	% of Total
9. Training sessions on 4-H sheep projects	6	7	5	3	47
10. Livestock judging contests or help sessions	5	3	3	2	29
11. Showing or fitting help sessions	5	6	5	3	43
12. Livestock tours (4-H or other)	3	3	5	2	29
13. Exhibited at Summer Fair (Junior Fair)	11	13	6	2	72
14. Exhibited at Winter Fair in Bozeman	4	6	3	8	47

fourth year in 4-H.

Of the 72% of 4-H'ers who went to the summer fair the majority were in their first and second years in the market lamb project, as seen in Table 11.

The number of respondents that acknowledged their participation in state meetings or events was minimal.

Table 12 points to the fact that 18% of the total respondents exhibited their animals at state or out of state fairs, or exhibited at the Northern International Livestock Exposition at Billings, Montana.

Table 13 shows the majority of respondents that attended state meetings or events were from 13-14 or 17-18 years of age.

Of the 18% of the respondents that exhibited their animals at the state or out of state fairs or at the Northern International Livestock Exposition, the majority of 4-H'ers were in their first through fourth years in the market lamb project, as shown in Table 14.

4-H Activities (Part III)

The second question, B-(1), dealt with the activities the 4-H'ers were involved in. The activities are broken down by sex, age, number of years in 4-H,

Table 11

County or Area Meetings or Events Participated in by
Children of Respondents, Classified by
Years in Market Lamb Project

Question	Years in Market Lamb Project				
	1-2	3-4	5-6	7-8	% of Total
9. Training sessions on 4-H sheep projects	12	4	3	2	47
10. Livestock judging contests or help sessions	7	2	2	2	29
11. Showing or fitting help sessions	10	4	3	2	43
12. Livestock tours (4-H or other)	5	3	3	2	29
13. Exhibited at Summer Fair (Junior Fair	16	13	2	1	72
14. Exhibited at Winter Fair in Bozeman	4	9	2	6	47

Table 12

State Meetings or Events Participated in by
Children of Respondents, Classified by Sex

Question	Girls		Boys		Totals	
	N	%	N	%	N	%
16. State training meetings	0	0	1	5	1	2
17. State judging contests	2	7	1	5	3	6
18. Exhibited at State or out of state shows	4	14	0	0	4	9
19. Northern International Livestock Exposition, Billings, Montana	1	3	3	17	4	9
20. Montana 4-H Congress	1	3	1	5	2	4

Table 13

State Meetings or Events Participated in by Children
of Respondents, Classified by Age

Question	Age					% of Total
	9-10	11-12	13-14	15-16	17-18	
16. State training meetings	0	0	0	0	1	2
17. State judging contests	0	0	2	0	1	6
18. Exhibited at state or out of state shows	2	1	1	0	0	9
19. Northern International Livestock Exposition, Billings	0	1	3	0	1	9
20. Montana 4-H Congress	0	0	0	0	2	4

Table 14

State Meetings or Events Participated in by Children
of Respondents, Classified by Years in 4-H

Question	Years in 4-H				% of Total
	1-2	3-4	5-6	7-8	
16. State training meetings	0	0	0	1	2
17. State judging contests	0	1	1	1	6
18. Exhibited at state or out of state shows	2	1	1	0	9
19. Northern International Livestock Exposition, Billings, Montana	1	0	2	1	9
20. Montana 4-H Congress	0	0	0	2	4

and number of years in the market lamb project, as shown in Table 15.

Table 16 showed that 97% of the boys and girls followed through with the responsibility of feeding and 73% watering their lamb.

As pointed out in Table 17, 88% of the respondents thought it was important to keep records and 93% generally cared for their lamb.

The information in Table 18 shows 86% of the respondents exhibiting and 90% marketing their lamb and 90% keeping their lamb's pen clean and providing general care for their lamb.

Table 19 pointed to the fact, again, that most of the respondents are in their first to fourth year in the market lamb project.

Question B-(2) asked the parents to estimate the number of hours their children spent on the market lamb project.

Based on 33 responses the mean number of hours was 100.36. Over 50% of the responses indicated the hours spent as between 50 and 149 hours, as indicated in Table 20.

Table 15
 State Meetings or Events Participated in
 by Children of Respondents,
 Classified by Years in Market Lamb Project

Question	Years in Market Lamb Project				
	1-2	3-4	5-6	7-8 of	% Total
16. State training meetings	0	0	0	1	2
17. State judging contest	0	2	0	1	6
18. Exhibited at state or out of state shows	2	2	0	0	9
19. Northern International Livestock Exposition, Billings, Montana	1	1	1	1	9
20. Montana 4-H Congress	0	0	0	2	4

Table 16
Activities Involved in by Children of
Respondents, Classified by Sex

Question	Girls	Boys	% of Total
1. Selected lamb	22	6	86
2. Brand, eartag, or identify lamb	12	8	45
3. Feed lamb	27	16	97
4. Water lamb	25	16	93
5. Keep pen clean	24	16	90
6. Keep lamb clean	26	16	95
7. Bottle feed lamb	11	8	43
8. General caring of lamb	26	15	93
9. Keeping lamb healthy	18	15	75
10. Keeping records	25	14	88
11. Judging lamb	6	8	31
12. Judging wool	4	4	18
13. Fitting lamb for show	22	15	84
14. Exhibiting lamb	22	16	86

Note. Table 16 continued on following page.

Table 16 (continued)
 Activities Involved in by Children of
 Respondents, Classified by Sex

Question	Girls	Boys	% of Total
15. Marketing (sell) lamb	24	16	90
16. Evaluate lamb carcass	0	1	2
17. Read about sheep	22	9	70
18. Gave demonstration on sheep/lamb (club)	7	5	27
19. Gave demonstration on sheep/lamb(county)	1	0	2
20. Gave talk on sheep/ lamb (club)	4	5	20
21. Gave talk on sheep/ lamb (county)	0	3	6

Table 17
Activities Involved in by Children of
Respondents, Classified by Age

Question	Age					% of Total
	9-10	11-12	13-14	15-16	17-18	
1. Selected lamb	4	9	10	8	7	86
2. Brand, eartag, or identify lamb	0	4	7	5	4	45
3. Feed lamb	6	11	12	7	7	97
4. Water lamb	6	9	12	7	7	93
5. Keep pen clean	6	8	12	7	7	90
6. Keep lamb clean	6	10	12	7	7	95
7. Bottle feed lamb	4	5	6	3	1	43
8. General caring of lamb	6	10	10	7	8	93
9. Keeping lamb healthy	5	9	10	6	3	75
10. Keeping records	6	10	11	7	5	88

Note. Table 17 continued on following page.

Table 17 (continued)
Activities Involved in by Children of
Respondents, Classified by Age

Question	Age					% of Total
	9-10	11-12	13-14	15-16	17-18	
11. Judging lamb	1	3	4	3	3	31
12. Judging wool	1	3	2	0	2	18
13. Fitting lamb for show	5	8	10	7	7	84
14. Exhibiting lamb	6	8	10	7	7	86
15. Marketing (sell) lamb	5	10	10	8	7	90
16. Evaluate lamb carcass	0	0	0	0	1	2
17. Read about sheep	5	7	10	5	4	70

Note. Table 17 continued on following page.

Table 17 (continued)
 Activities Involved in by Children of
 Respondents, Classified by Age

Question	Age					% Total
	9-10	11-12	13-14	15-16	17-18	
18. Gave a demonstration on sheep/lamb (club)	2	2	2	3	3	27
19. Gave a demonstration on sheep/lamb (county)	1	0	0	0	0	2
20. Gave a talk on sheep/lamb (club)	1	2	2	2	2	20
21. Gave a talk on sheep/lamb (county)	0	0	0	1	2	6

Table 18
 Activities Involved in by Children of
 Respondents, Classified by Years in 4-H

Question	Years in 4-H				% of Total
	1-2	3-4	5-6	7-8	
1. Selected lamb	10	14	7	7	86
2. Brand, eartag, or identify lamb	4	8	3	5	45
3. Feed lamb	13	16	7	7	97
4. Water lamb	13	15	7	6	93
5. Keep pen clean	12	15	7	6	90
6. Keep lamb clean	13	15	7	7	95
7. Bottle feed lamb	6	8	4	1	43
8. General caring of lamb	11	16	7	7	93
9. Keeping lamb healthy	10	13	7	3	75
10. Keeping records	10	15	7	7	88
11. Judging lamb	2	5	4	3	31

Note. Table 18 continued on following page.

Table 18 (continued)

Activities Involved in by Children of
Respondents, Classified by Years in 4-H

Question	Years in 4-H				% of Total
	1-2	3-4	5-6	7-8	
12. Judging wool	2	3	2	1	18
13. Fitting lamb for show	10	13	7	7	84
14. Exhibiting lamb	10	14	7	7	86
15. Marketing (sell) lamb	10	16	7	7	90
16. Evaluate lamb carcass	0	0	0	1	2
17. Read about sheep	10	12	5	4	70
18. Gave demonstration on sheep/lamb (club)	3	3	3	3	27
19. Gave demonstration on sheep/lamb (county)	1	0	0	0	2
20. Gave talk on sheep/lamb (club)	2	2	3	2	20
21. Gave talk on sheep/lamb (county)	0	0	1	2	6

Table 19
Activities Involved in by Children of Respondents,
Classified by Years in Market Lamb Project

Question	Years in Market Lamb Project				
	1-2	3-4	5-6	7-8	% of Total
1. Selected lamb	18	11	4	5	86
2. Brand, eartag, or identify lamb	9	4	2	4	45
3. Feed lamb	21	13	4	5	97
4. Water lamb	20	13	4	4	93
5. Keep pen clean	20	13	4	4	90
6. Keep lamb clean	19	13	4	5	95
7. Bottle feed lamb	6	8	4	1	43
8. General caring of lamb	19	13	4	5	93
9. Keeping lamb healthy	16	12	3	2	75
10. Keeping records	18	12	4	5	88
11. Judging lamb	6	3	2	3	31
12. Judging wool	4	2	1	1	18

Note. Table 19 continued on following page.

Table 19 (continued)
 Activities Involved in by Children of Respondents,
 Classified by Years in Market Lamb Project

Question	Years in Market Lamb Project				
	1-2	3-4	5-6	7-8	% of Total
13. Fitting lamb for show	16	12	4	5	84
14. Exhibiting lamb	17	12	4	5	86
15. Marketing (sell) lamb	18	13	4	5	90
16. Evaluate lamb carcass	0	0	0	1	2
17. Read about sheep	14	10	4	3	70
18. Gave demonstration on sheep/lamb (club)	4	3	2	3	27
19. Gave demonstration on sheep/lamb (county)	1	0	0	0	2
20. Gave talk on sheep/lamb (club)	3	2	2	2	20
21. Gave talk on sheep/lamb (county)	0	0	1	2	6

Table 20
Hours Children Spent on Project,
as Estimated by Parents

Hours	Number	Percent
0-49	5	11.3
50-99	10	22.7
100-149	14	31.8
150-199	1	2.2
200 or more	3	6.8
No response	11	25.0
Total	44	100.0

Note. Mean = 100.36 hours, based on 33 responses.

Skills Acquired (Part IV)

Basically this has been a descriptive study, and the figuring of responses in various categories have been reported. In the area of skills that could have been acquired, a mean value has been computed as to the extent to which the skill was acquired, and the same procedure was followed in determining the extent to which the market lamb project influenced or changed the child.

The author gave each of the available responses a 3, 2, or 1 point value, referring to "much," "some," or "none" respectively. The mean value of the skills that might have been acquired was 2.20 indicating that more than "some" skills have been learned by all 4-H market lamb project participants, as illustrated in Table 21.

Influences or Changes that Took Place (Part V)

The first three parts of this chapter dealt with the responses in descriptive form. The section dealing with the influences or changes that might have occurred because of the child's involvement in 4-H has been dealt

Table 21
Extent to Which Skills Were Acquired by Children
of Respondents, Classified by Response

Question	Response			
	(3) Much	(2) Some	(1) None	Mean Value
1. Budget time for project	9	30	2	2.17
2. Budget time for school work	6	32	4	2.04
3. Budget time for recreation	8	25	7	2.02
4. Recognize health and sickness in lambs	17	16	6	2.28
5. To brand, eartag or identify lambs	11	18	9	2.05
6. How to feed and water lambs	32	10	0	2.76
7. The best feeds and best ration for fattening lamb	19	16	8	2.25
8. Use of roughages in feeding lamb	18	18	7	2.25
9. About sheep fences	16	16	9	2.17
10. About sheep pens, facilities	16	20	6	2.23

Note. Table 21 continued on following page.

Table 21 (continued)
Extent to Which Skills Were Acquired by Children
of Respondents, Classified by Response

Question	Response			
	(3) Much	(2) Some	(1) None	Mean Value
11. About parasites (internal and external) and treatment	11	18	12	1.97
12. Habits and needs of sheep	21	18	4	2.39
13. Proper feeding, watering and minerals needed for lambs	20	22	1	2.44
14. Recognize how market lambs fit into sheep business	15	24	4	2.25
15. Problems, joys and satisfactions of raising sheep	28	13	3	2.56
16. Keeping records	22	18	3	2.44
17. Filling out record book	22	20	0	2.52
18. Importance of keeping records	22	18	3	2.44
19. Decision making in sheep management	14	24	4	2.23

Note. Table 21 continued on following page.

Table 21, (continued)

Extent to Which Skills Were Acquired by Children
of Respondents, Classified by Response

Question	Response			
	(3) Much	(2) Some	(1) None	Mean Value
20. Breeds of sheep in Montana (or major breeds)	13	23	7	2.13
21. To take care of equipment	15	23	3	2.29
22. Difference in a purebred and commercial flock	16	13	14	2.04
23. To train and handle animals safely	19	21	2	2.40
24. To search for improved methods of sheep management	7	26	9	1.95
25. Judge wool	6	13	23	1.63

Note. Table 21 continued on following page.

Table 21 (continued)

Extent to Which Skills Were Acquired by Children
of Respondents, Classified by Response

Question	Response			
	(3) Much	(2) Some	(1) None	Mean Value
26. Judge market lambs	11	21	9	2.04
27. Evaluate lamb carcasses	6	11	25	1.54
28. Share and care about others	13	23	5	2.19
29. To build on skills and abilities learned in developing or expanding project	11	25	6	2.11

Note. Overall mean for skills category was 2.25.

with as follows: a mean value has been computed to measure the extent a change or influence might have occurred. In this section the author also gave the categories a "much," "some," or "none" 3, 2, 1 value, respectively.

The overall mean for changes and influences that took place concerning the child was 1.96 (Table 22). This indicates that almost everyone was influenced or changed by their involvement in the market lamb project.

Evaluation of the Value (Part VI)

Table 23 shows the frequency count on the value placed on the 4-H market lamb project between the parents of boys and parents of girls. Since the computed chi square of .897 is less than the tabled chi square of 5.991 the hypothesis that there is no difference in the value placed on the 4-H market lamb project between parents of boys and parents of girls was not rejected. There was no significant difference in the value placed on the 4-H market lamb project between parents of boys and parents of girls.

Table 24 shows the frequency count on the value placed on the 4-H market lamb project between parents

Table 22

The Degree to Which Changes and Influences Took Place in
Children of the Respondents, As Classified by Response

Question	Response			Mean Value
	(3) Much	(2) Some	(1) None	
1. More considerate of others	7	27	6	2.02
2. Thinks of new ideas to try in management of lamb	5	25	11	1.85
3. More self-confident	14	18	9	2.12
4. More self-directed	9	26	6	2.07
5. Takes on and accepts responsibility with more ease	9	23	9	2.00
6. More understanding of others	9	23	9	2.00
7. More understanding of problems concerning sheep	16	22	3	2.31
8. Realization of time and effort	17	22	3	2.33
9. Developed problem-solving skills	4	27	7	1.92

Note. Table 22 continued on following page.

Table 22 (continued)

The Degree to Which Changes and Influences Took Place in
Children of the Respondents, Classified by Response

Question	Response			
	(3) Much	(2) Some	(1) None	Mean Value
10. Developed more individuality	9	23	9	2.00
11. Developed more creativity and initiative	6	26	5	2.02
12. Developed more leadership ability	12	18	12	2.00
13. Developed more sense of sportsmanship	10	22	9	2.02
14. Wiser management of money	13	22	5	2.20
15. Improved management of time	5	28	7	1.95
16. Improved interest stimulated in sheep business	13	23	5	2.19
17. Improved interest stimulated in other livestock areas	7	25	11	1.74

Note. Table 22 continued on following page.

Table 22 (continued)

The Degree to Which Changes and Influences Took Place in
Children of the Respondents, Classified by Response

Question	Response			
	(3) Much	(2) Some	(1) None	Mean Value
18. Improved interest in school	4	13	24	1.51
19. Improved grades in school	5	11	25	1.51
20. Improved general attitude	6	23	13	1.83
21. Improved attitude and cooperativeness toward parents	7	21	12	1.87
22. Improved attitude and cooperativeness toward brothers and sisters.	9	19	13	1.90
23. Improved attitude and cooperativeness toward friends	6	23	12	1.85

Note. Overall mean for changes and influences category
equalled 1.96.

Table 23

Frequency Count Between Parents of Boys and Girls on
the Value They Placed on the Market Lamb Project

Sex	Value in Dollars		
	0-75	76-100	101+
Parents of boys	5	5	6
Parents of girls	4	9	7
Chi square = .897 Degrees of freedom = 2			

Table 24

Frequency Count of the Value Placed Between Parents
of Older and Younger 4-H Members

Age	Value in Dollars		
	0-75	76-100	101+
9-13 years	3	10	3
14-18 years	5	3	10
*Chi square = 7.848 Degrees of freedom = 2			

of younger 4-H members and parents of older 4-H members. Since the computed chi square of 7.948 is higher than the tabled chi square of 5.991 the hypothesis that there is no difference in the value placed on the 4-H market lamb project between parents of younger 4-H members and parents of older 4-H members was rejected. There was a significant difference in the number of responses of parents of younger 4-H members in the 76-100 dollar category and the parents of older 4-H members in the 101-plus dollar category.

Table 25 shows the frequency count on the value placed on the 4-H market lamb project between parents of 4-H members that have been in 4-H one to four years and parents of 4-H members that have been in 4-H five to eight years. Since the computed chi square of 16.927 is greater than the tabled chi square of 5.991 the hypothesis that there is no difference in the value placed on the 4-H market lamb project between parents of 4-H members that have been in 4-H one to four years and parents of 4-H members that have been in 4-H five to eight years was rejected.

There was a significant difference in the number

Table 25

Frequency Count of the Value Placed Between Parents
of More or Less Years in 4-H

Years in 4-H	Value in Dollars		
	0-75	76-100	101+
1-4 years	7	14	3
5-8 years	5	0	10
Chi square 16.927 Degrees of freedom = 2			

of responses of parents whose children were in 4-H one to four years, responding mostly in the 76-100 dollar range, and parents whose children were in 4-H five to eight years, who responded mostly in the 101-plus dollar category.

Table 26 shows the frequency count on the value placed on the 4-H market lamb project between parents of 4-H'ers that have been in the market lamb project for one to four years and parents of 4-H'ers that have been in the market lamb project for five to eight years.

Since the computed chi square of 16.091 is greater

than the tabled chi square of 5.991 the hypothesis that there is no difference in the value placed on the 4-H market lamb project between parents of 4-H members that have been in the market lamb project from one to four years and parents of 4-H members that have been in the market lamb project from five to eight years.

There was a significant difference in the number of responses of parents whose children were in the market lamb project from one to four years responding mostly in the 76-100 dollar category; and parents whose children were in the market lamb project from five to eight years responding mostly in the 101-plus dollar category.

Table 26

Frequency Count of the Value Placed Between Parents of More or Less Years in the 4-H Market Lamb Project

Years in Market Lamb Project	Value in Dollars		
	0-75	76-100	101+
1-4 years	8	14	6
5-8 years	1	0	10
Chi square = 16.091 Degrees of freedom = 2			

Representative Comments (Part VII)

The questionnaire provided various opportunities for comments from the parents of market lamb project participants. Several of these comments were related to this study and worthy of mention. Representative comments received on the questionnaire are as follow:

1. "It's hard to set a dollar value on the emotional growth part. For Joe, who has a learning disability, to show this much growth in self-image, emotional maturity and educational goals, I would gladly have paid \$500.
2. "This child is having social problems, for which I think 4-H as a whole is really giving her some confidence."
3. "Lamb was a loss--personal development through 4-H showing, working, demonstrations, and participation a big plus."
4. "Julie learned about life through fitting and showing, and really took the initiative in learning, caring, and showing the lambs. She enjoyed it. I think anyone who works hard at a project and does well "develops" as a person. There especially was value in

unmeasurable terms. I'm happy she did it."

Summary

The data received on 73% of the respondents was categorized in seven sections. The first three sections were (1) biographical information, (2) local, county or state 4-H meetings or events that the child participated in during the 1976-1977 project year, and (3) the activities the 4-H member participated in and the number of hours he or she spent on their project.

The last four sections dealt with the skills that could have been acquired from participating in the market lamb project, the extent the project might have influenced or changed the 4-H member, the value parents placed on the child's market lamb experience, and representative comments received on the questionnaire.

CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

The problem of this study was in two closely related areas. First, the researcher wanted to know if parents could actually put a value on their child's experience in a market lamb project. Second, the writer wanted to see if there was any personal growth in the form of skills acquired, interrelationships, changes in personal development, and in what degree these changes took place.

This study is a pilot study, one that can be used for the ground work of future studies in the county concerning the value of 4-H projects. This study involved the parents of 4-H members that participated in the 1976-1977 market lamb project in Gallatin County. The instrument used for questioning was developed by the researcher and the State 4-H leader.

The questionnaire was sent to 60 parents of 4-H'ers that were involved in the market lamb project in Gallatin County in 1976-1977. The author personally visited 18 percent of the total parents interviewed and 25 percent of the actual number of parents tested. Two weeks after the testing instrument was sent out a followup

instrument was sent.

The researcher received 73 percent responses back from the parents. From the 73 percent of parents that responded 79.5 percent put a value on their child's experience; 16 percent felt they could not put a value, and 4.5 percent did not put a value for some reason or another.

All of the respondents filled in the rest of the questionnaire with the exception of question B-(2). Twenty-five percent of the parents neglected to fill in question B-(2), which asked, "Please estimate the total number of hours your son or daughter spent on the 4-H market lamb project.

Reliability for the testing instrument was gained with the use of a pretest. The pretest along with a cover letter was sent to the parents of 19 randomly selected 4-H market lamb project members in Park County, Montana. The pretest was given a period of three weeks for the return from the participants and the making of adjustments for the main testing.

The content validity of the testing instrument was determined by a panel of professional Montana

Cooperative Extension state personnel and Montana State University staff.

The researcher collected, analyzed, and presented the data after being closely scrutinized by State Extension 4-H staff and several Montana State University research and education staff.

Conclusions

In Part I, biographical information pointed to some interesting facts. Most of the respondents were parents having children from ages 11 to 14 years old in the market lamb project. The largest percentage of the girls were 13 or 14 years old and the largest percentage of boys were 11 or 12 years old. Most of these 11 to 14 year old children have been in 4-H between one and four years. The majority of the girls have been involved in 4-H for one to four years but almost 50% of the boys were in their third and fourth years of 4-H involvement. Fifty percent of the girls and boys in 4-H work were in the first or second year of the market lamb project. This was followed closely by 30% of the 4-H'ers in their third or fourth year of taking the market lamb project.

The state, county and local 4-H meetings and events

participated in was covered by Part II. The data showed every one of the respondents attended local 4-H club meetings. Ninety-three percent of the children attended county or area training sessions on 4-H sheep projects. Between 70% and 77% of the respondents showed their animals at the summer fair and only 47% exhibited their animals at the winter fair. Very few respondents participated in state meetings or events. The majority of children exhibited in state or out of state and at the Northern International Livestock Exposition, Billings, Montana.

The following is based on the results of data in Part II. Ninety-seven percent of the boys and girls were responsible enough to feed and 93% to water their lambs. The author feels this is significant in the fact that Mom and Dad aren't chore boys and the children fed, watered and in general cared for their own lambs.

The author also points out that over 90% of the boys and girls kept daily records and marketed their own lambs. The mean hours these children put on their own 4-H lamb project was over 100.

The extent to which skills could have been acquired

from participating in the market lamb project (Part IV) was overall greater than "some." This indicates that overall involvement in 4-H and the 4-H market lamb project helps the individual build personal skills needed in life. Part V indicated that overall, being involved in the market lamb project and 4-H, everyone experienced some positive changes and influences in their life.

The author used statistical hypothesis (Part VI) to evaluate the last problem. The researcher found there was no significant difference in the value placed on the 4-H market lamb project between the parents of boys and the parents of girls.

The data showed there was a significant difference in the number of respondents of younger and older 4-H members. Data show that a greater number of parents of younger 4-H members placed the value of their child's experience in the 76 to 100 dollar category; a great number of parents of older 4-H members placed the value of their child's experience in the 100-plus dollar category. This seems to say parents feel 4-H and the market lamb project is of value to their children and

this value increases as the child gets older.

According to the data there was also a significant difference in the value parents placed on their child's 4-H market lamb project experience. The parents of children in 4-H from five to eight years placed a value of 101-plus dollars. The parents seem to say the longer their children are in 4-H the greater value grows.

There was a significant difference in the number of responses of parents that had children in the market lamb project one to four years and parents that had children in the market lamb project five to eight years. The majority of parents that had children in the 4-H market lamb project from one to four years responded by giving their child's experience a 76 to 100 dollar value, compared to parents that had children in the 4-H market lamb project that placed a 101-plus dollar value on their child's experience.

The author feels the parents are saying that the longer their children are a part of the market lamb

project experience the more the value grows.

The author would like to point out that over two-thirds of the 4-H'ers in this study were in their first to fourth year in project work. The percent of 4-H'ers in project work declined every year after the fourth year in 4-H.

Recommendations

The following recommendations are based on the author's previous 4-H related involvement, the data obtained from the questionnaire, and the experience realized from this study.

1. A similar survey obtained from parents of 4-H market lamb project participants state wide would add validity to this study. Also said correlations could be drawn and used readily in Montana.
2. Any study drawing on information pertaining to a 4-H project year should be executed soon after the project year is over to be as fair to the memories, feelings, and attitudes of the testing population as possible. A survey at this time would be of the utmost accuracy, concerning the questioned person.

3. A followup study should be conducted in a few years to record the changes in 4-H attitudes and assess weaknesses and strengths of the 4-H market lamb project at that time.

4. Studies dealing with other projects in this and other states would be an excellent feedback tool for local and state 4-H staff.

5. A more detailed study dealing with the specific skills that could have been acquired or influences and changes acquired from participating in a certain project would be helpful to a 4-H personnel.

6. There seems to be a need for some action to alleviate the problem of 4-H'ers not continuing in the 4-H program after the fourth year in project work.

7. The fact that, after the age of fourteen, the percentage of 4-H'ers drops significantly points to a need in adjusting the current 4-H programs to fit the many needs of youth in our transient society.

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Appendixes

A: Questionnaire

PARENTAL VALUE OF THE 4-H MARKET LAMB PROJECT

This questionnaire covers the 1977 4-H year (October 1, 1976 to September 30, 1977) 36

Biographical Information

- ___ Your child is a boy
- ___ Your child is a girl
- ___ Age of your child
- ___ Number of years in 4-H including the 1977 year
- ___ Number of years in a market lamb project including the 1977 project year

A. Directions: Please check (✓) the events or meetings your child participated in during the 1977 market lamb project year.

Local 4-H Club

- ___ 1. 4-H club meeting
- ___ 2. 4-H club work meetings on sheep
- ___ 3. 4-H club livestock tours
- ___ 4. 4-H club livestock judging contests
- ___ 5. 4-H club livestock showing or fitting "help days"
- ___ 6. Discussed the project with leader for ideas and help
- ___ 7. Discussed the project with you (the parents) for ideas and help
- ___ 8. Other (list) _____

County or Area

- ___ 9. Training sessions on 4-H sheep projects
- ___ 10. Livestock judging contests or help sessions
- ___ 11. Showing or fitting help sessions.
- ___ 12. Livestock tours (4-H or other).
- ___ 13. Exhibited at Summer Fair (Junior Fair)
- ___ 14. Exhibited at Winter Fair in Bozeman
- ___ 15. Other (list) _____

State

- ___ 16. State training meetings
- ___ 17. State judging contests
- ___ 18. Exhibited at State or out of state shows
- ___ 19. Northern International Livestock Exposition, Billings
- ___ 20. Montana 4-H Congress
- ___ 21. Other (list) _____

-2-

B-(1). In what activities did your son or daughter involve himself or herself? PLEASE CHECK (✓)

- ☐ 1. Selected lamb
- ☐ 2. Brand, eartag, or identify lamb
- ☐ 3. Feed lamb
- ☐ 4. Water lamb
- ☐ 5. Keep pen clean
- ☐ 6. Keep lamb clean
- ☐ 7. Bottle feed lamb
- ☐ 8. General caring of lamb
- ☐ 9. Keeping lamb healthy
- ☐ 10. Keeping records
- ☐ 11. Judging lamb.
- ☐ 12. Judging wool
- ☐ 13. Fitting lamb for show
- ☐ 14. Exhibiting lamb
- ☐ 15. Marketing (sell) lamb
- ☐ 16. Evaluate lamb carcass
- ☐ 17. Read about sheep
- ☐ 18. Gave a demonstration on sheep/lamb (club)
- ☐ 19. Gave a demonstration on sheep/lamb (county)
- ☐ 20. Gave a talk on sheep/lamb (club)
- ☐ 21. Gave a talk on sheep/lamb (county)
- ☐ 22. Other (list) _____

B-(2) Please estimate total number of hours your son or daughter spent on the 4-H market lamb project: _____

C. Listed below are skills that could have been acquired from participating in the market lamb project. Please indicate the degree to which your child acquired the skill by checking (✓) the appropriate response.

much some none

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | 1. Budget time for project. |
| ☐ | ☐ | ☐ | 2. Budget time for school work |
| ☐ | ☐ | ☐ | 3. Budget time for recreation |
| ☐ | ☐ | ☐ | 4. Recognize health and sickness in lambs |
| ☐ | ☐ | ☐ | 5. To brand, eartag or identify lambs |
| ☐ | ☐ | ☐ | 6. How to feed and water lambs |

-3-

much some none

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 7. The best feeds and best ration for fattening lamb |
| ___ | ___ | ___ | 8. Use of roughages in feeding lamb |
| ___ | ___ | ___ | 9. About sheep fences |
| ___ | ___ | ___ | 10. About sheep pens, facilities. |
| ___ | ___ | ___ | 11. About parasites (internal and external) and treatment for them |
| ___ | ___ | ___ | 12. Habits and needs of sheep |
| ___ | ___ | ___ | 13. Proper feeding, watering and minerals needed for lambs |
| ___ | ___ | ___ | 14. Recognize how market lambs fit into sheep business |
| ___ | ___ | ___ | 15. Problems, joys and satisfactions from raising sheep. |
| ___ | ___ | ___ | 16. Keeping records |
| ___ | ___ | ___ | 17. Filling out record book |
| ___ | ___ | ___ | 18. Importance of keeping records |
| ___ | ___ | ___ | 19. Decision making in sheep management |
| ___ | ___ | ___ | 20. Breeds of sheep in Montana (or major breeds) |
| ___ | ___ | ___ | 21. To take care of equipment |
| ___ | ___ | ___ | 22. Difference in a purebred and commercial flock |
| ___ | ___ | ___ | 23. To train and handle animals safely |
| ___ | ___ | ___ | 24. To search for improved methods of sheep management |
| ___ | ___ | ___ | 25. Judge wool |
| ___ | ___ | ___ | 26. Judge market lambs |
| ___ | ___ | ___ | 27. Evaluate lamb carcasses |
| ___ | ___ | ___ | 28. Share and care about others |
| ___ | ___ | ___ | 29. To build on skills and abilities learned in developing or expanding project |

-4-

D. To what extent has this market lamb project influenced or changed your child? PLEASE CHECK (✓)

much some none

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | 1. More considerate of others. |
| ___ | ___ | ___ | 2. Thinks of new ideas to try in management of lamb. |
| ___ | ___ | ___ | 3. More self-confident |
| ___ | ___ | ___ | 4. More self-directed |
| ___ | ___ | ___ | 5. Takes on and accepts responsibility with more ease than before |
| ___ | ___ | ___ | 6. More understanding of others |
| ___ | ___ | ___ | 7. More understanding of problems concerning sheep |
| ___ | ___ | ___ | 8. Realization of time and effort put forth to put lamb on the table |
| ___ | ___ | ___ | 9. Developed problem solving skills |
| ___ | ___ | ___ | 10. Developed more individuality |
| ___ | ___ | ___ | 11. Developed more creativity and initiative |
| ___ | ___ | ___ | 12. Developed more leadership abilities |
| ___ | ___ | ___ | 13. Developed more sense of sportsmanship |
| ___ | ___ | ___ | 14. Wiser management of money |
| ___ | ___ | ___ | 15. Improved management of time |
| ___ | ___ | ___ | 16. Improved interest stimulated in sheep business (raising lambs or sheep) |
| ___ | ___ | ___ | 17. Improved interest stimulated in other livestock areas |
| ___ | ___ | ___ | 18. Improved interest in school |
| ___ | ___ | ___ | 19. Improved grades in school |
| ___ | ___ | ___ | 20. Improved general attitude |
| ___ | ___ | ___ | 21. Improved attitude and cooperativeness toward parents |
| ___ | ___ | ___ | 22. Improved attitude and cooperativeness toward brothers and sisters |
| ___ | ___ | ___ | 23. Improved attitude and cooperativeness toward friends |

- E. Considering the following paragraph, please place a value on the learning and growing experience with this project for your son or daughter. Do not include the value of the lamb(s).

The first parts of the questionnaire have been designed to help you think through (1) the things your child did, (2) the things your child learned, and (3) how your child has grown and developed as a person. Now, even though it may be difficult, we would like to have you estimate the value of this experience with the 4-H Market Lamb project for your child. DO NOT USE THE FINANCIAL PROFIT OR LOSS FROM THE PROJECT AS THE BASIS. (A member may have "learned" or "grown" as much or more by losing money as by making money). In setting a value consider what the member "learned", "how he grew and developed as a person", and "how this experience may help in the future".

Please check one of the following.

- | | |
|------------------------------------|-------|
| 1. No Value | _____ |
| 2. \$1 to \$25 | _____ |
| 3. \$26 to \$50 | _____ |
| 4. \$51 to \$75 | _____ |
| 5. \$76 to \$100 | _____ |
| 6. \$101 to \$150 | _____ |
| 7. \$151 to \$200 | _____ |
| 8. If more than \$200, list amount | _____ |

Thank you for filling out this questionnaire. You are part of the team participating in and striving for the betterment of 4-H educational programs and experiences for youth.

B: Cover Letters

March

Dear _____

The Cooperative Extension Service in Park County is working with Nick Isaacs, a Graduate student at Montana State University, to find the value parents put on their children's experience with the 4-H market lamb project.

4-H is constantly trying to upgrade the child's learning experience through project and program evaluation.

We would appreciate your cooperation in taking a few minutes to complete and return the enclosed questionnaire at your earliest convenience. The questions are concise. Your replies will be confidential and anonymous. You need not sign your name.

Most of the questions can be answered with check marks and should only take 1--15 minutes to complete. Please be sure to complete all parts of the questionnaire. You may enclose additional written comments if you wish to do so. Please find an enclosed self-addressed stamped envelope for your convenience.

Your cooperation is most important to this improvement of 4-H programs. Thank you for your interest and time and we shall be grateful for your response.

Sincerely,

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April, 1978

Dear _____

The Cooperative Extension Service in Gallatin County is working with Nick Isaacs, a Graduate student at Montana State University, to find the value parents put on their children's experience with the 4-H market lamb project.

4-H is constantly trying to upgrade the child's learning experience through project and program evaluation.

Nick will be contacting you in the next couple of weeks and asking that you fill out a fifteen minute questionnaire. We do hope that you can take the time to complete the questionnaire for him.

Your cooperation is most important to the improvement of 4-H programs. Thank you for your interest and your time.

Sincerely,

April 4, 1978

Dear

The Cooperative Extension Service in Gallatin County is working with Nick Isaacs, a Graduate student at Montana State University, to find the value parents put on their children's experience with the 4-H market lamb project.

4-H is constantly trying to upgrade the child's learning experience through project and program evaluation.

We would appreciate your cooperation in taking a few minutes to complete and return the enclosed questionnaire at your earliest convenience. The questions are concise. Your replies will be confidential and anonymous. (You need not sign your name.)

Most of the questions can be answered with check marks. Please be sure to complete all parts of the questionnaire. Part E on the last page may be difficult to answer, but please give it your best "guesstimate". It is the most important part of the study. It will only take 10-15 minutes to complete the questionnaire. Please find enclosed a self-addressed, stamped, envelope for your convenience. You may enclose additional written comments if you wish to do so.

Your cooperation is most important to the improvement of 4-H programs. Thank you for your interest and time and we shall be grateful for your response.

Sincerely,

Terry L. Wolfe
County Extension Agent
Gallatin County

Dear

This is a follow up to the questionnaire for those from whom we have not received an answer. We would appreciate your taking the time to fill out this questionnaire as it will be of benefit to 4-H'ers.

If you have already filled out and mailed the first questionnaire please disregard this one.

Thanks much. HAVE A GOOD DAY.

Sincerely,

Nick Isaacs