

IDENTIFICATION AND ANALYSIS OF BACKGROUND  
CHARACTERISTICS AND ATTITUDES OF ADULT 4-H  
LEADERS AND EXTENSION AGENTS ASSOCIATED  
WITH THE WISCONSIN 4-H DRAMA PROGRAM

BY

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### AUTOBIOGRAPHICAL SKETCH OF AUTHOR

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## CHAPTER I

### SECTION I

#### Background and Problem

The Wisconsin 4-H Drama program was started in 1926 under the direction of Verne V. Varney, Assistant State 4-H Club Leader. The program grew rapidly, in terms of member participation, until 1945. It gradually declined in popularity until 1958 when only 47 counties reported an active drama program.<sup>1</sup>

Ten years ago the Wisconsin Cooperative Extension Service reorganized its district structure, dividing the state into three 4-H Supervisory districts. At this same time, the 4-H Drama program was reorganized and district drama competition was set up on the basis of four or five counties per district. Previously competition had been on a county-wide basis only. Under the old system, counties having ten clubs participating in a county drama contest were eligible to send their top-rated play to the State 4-H Club Week held on the University campus in Madison.

Until 1945, the entire responsibility for training leaders was that of the State 4-H Club Office and/or the county extension personnel. The Wisconsin Idea Theatre was founded in 1945 and soon after began working with the 4-H Drama program to a limited extent. By 1950 the Wisconsin

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<sup>1</sup>Wisconsin 4-H Club Office, "Annual 4-H Club Report For Wisconsin", (Unpublished Annual Report, University of Wisconsin, Madison, Wisconsin: 1958) pp. 64-66.

Idea Theatre staff had been increased and the bulk of leader training and preparation of subject matter material for the program was assumed by them.

It is generally accepted by 4-H authorities that the number and quality of adult volunteer leaders will determine the scope and effectiveness of any phase of a 4-H Club program. The Wisconsin Idea Theatre staff and State 4-H Club personnel felt that there were two factors which contributed to the decline in numbers of boys and girls taking part in the drama program. These two factors were: 1) Lack of qualified adult volunteer drama leaders, and, 2) Lack of an adequate leader training program for existing leaders.

Staff members of both the Wisconsin Idea Theatre and Wisconsin 4-H Club Office felt that in order to increase the appeal of the program to club members and to improve the leader training program, it would first be necessary to know more about the people serving as adult volunteer leaders in the 4-H Drama program. Although many studies have been conducted on leadership in general, as well as on various aspects of 4-H Club leadership, there was no information dealing directly with volunteer leaders found in the 4-H Drama program.

This study was planned to produce information that would identify characteristics of 4-H drama leaders and the attitudes they displayed toward the program. The study was also designed to compare the attitudes of drama leaders with those displayed toward the program by general leaders and extension agents. More accurate information concerning leader

attitudes and characteristics should prove helpful in selecting and training 4-H drama leaders in the future.

The study would also serve as a bench mark for later studies that may be conducted in this area.

## SECTION II

### Objectives

This study attempted to determine leader characteristics and attitudes displayed toward the Wisconsin 4-H Drama program and to examine any relationships which were found to exist between those factors.

Specifically, the objectives of the study were:

1. To identify personal, social, and background characteristics of 4-H drama leaders.
2. To identify the attitudes displayed toward the 4-H drama activities by the 4-H drama leaders.
3. To identify the attitudes displayed toward the 4-H drama activities by the 4-H general leaders.
4. To identify the attitudes displayed toward the leader training program of the Wisconsin Idea Theatre by 4-H leaders and extension agents.
5. To determine and examine any relationships existing between the variables identified in the preceding objectives.

## SECTION III

### Design of the Study

This section presents some basic assumptions upon which this study depends, limitations of the study, its scope, procedure for collecting data, hypotheses to be tested, treatment of data, and definitions of terms used.

## Basic Assumptions

In designing this study it was necessary to make several basic assumptions. They were:

1. Information obtained from the leaders and county extension workers in the selected sample of counties will be applicable to leaders and agents having similar positions in other counties, insofar as the counties and workers studied are representative of these people. It is recognized that no sample area is completely representative of all other areas in the total population from which the sample was selected.

2. Adequate information can be obtained by means of 'mail-type' questionnaires.

3. Significant differences in attitudes between drama leaders, general leaders, and extension agents will serve as indices of difference among the three groups. Differences will be considered to be significant only when they are at or above the 5% level ( $P < .05$ ).

4. The basic philosophy of the Cooperative Extension Service and 4-H Club work was accepted by those leaders and agents included in the sample being studied.

5. Since the sample was selected by use of a table of random numbers, it would be normally distributed.

6. The sample selected was of adequate size to provide information that could be analyzed statistically and give reliable results.

## Scope

Geographically this study was limited to the state of Wisconsin. The 4-H Drama program has been a part of the total 4-H Club program for the past thirty-four years, and, at one time or another, almost every county in the state has participated in the program. It was recognized that, for this study to be of most value, only those counties taking active part

in the drama program during 1958 should be included in the study. Though almost all of the counties in the state participated to some degree in the program in 1958, it was decided to include, in the population of the study, only those counties which held a county 4-H Drama Festival in 1957. The reason for this was because some of the counties that had some type of drama program either failed to report it in their Annual Extension Report or did not report accurately enough to be included in this study.

The 47 counties making up the population for this study are concentrated primarily in the south central and southeastern parts of the state (see figure 1). Even though these counties are not truly geographically representative, it was felt that the drama programs found in those counties would be representative of the state-wide drama program.

Since the drama programs found in these 47 counties varied in quality and number of members participating, it was felt that a sample randomly selected would be as representative of the entire program as would the use of the entire population.

A sample of twelve was selected from the 47 counties using a table of random numbers.<sup>2</sup> This stratified sample was made up of four counties from each of the three 4-H supervisory districts (see figure 1).

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<sup>2</sup>R. A. Fisher and F. Yates. Statistical Tables For Biological, Agricultural, and Medical Research. (Edinburgh: Oliver and Boyd, Ltd. 1943). p. 14.

————— Indicates counties included in the sample

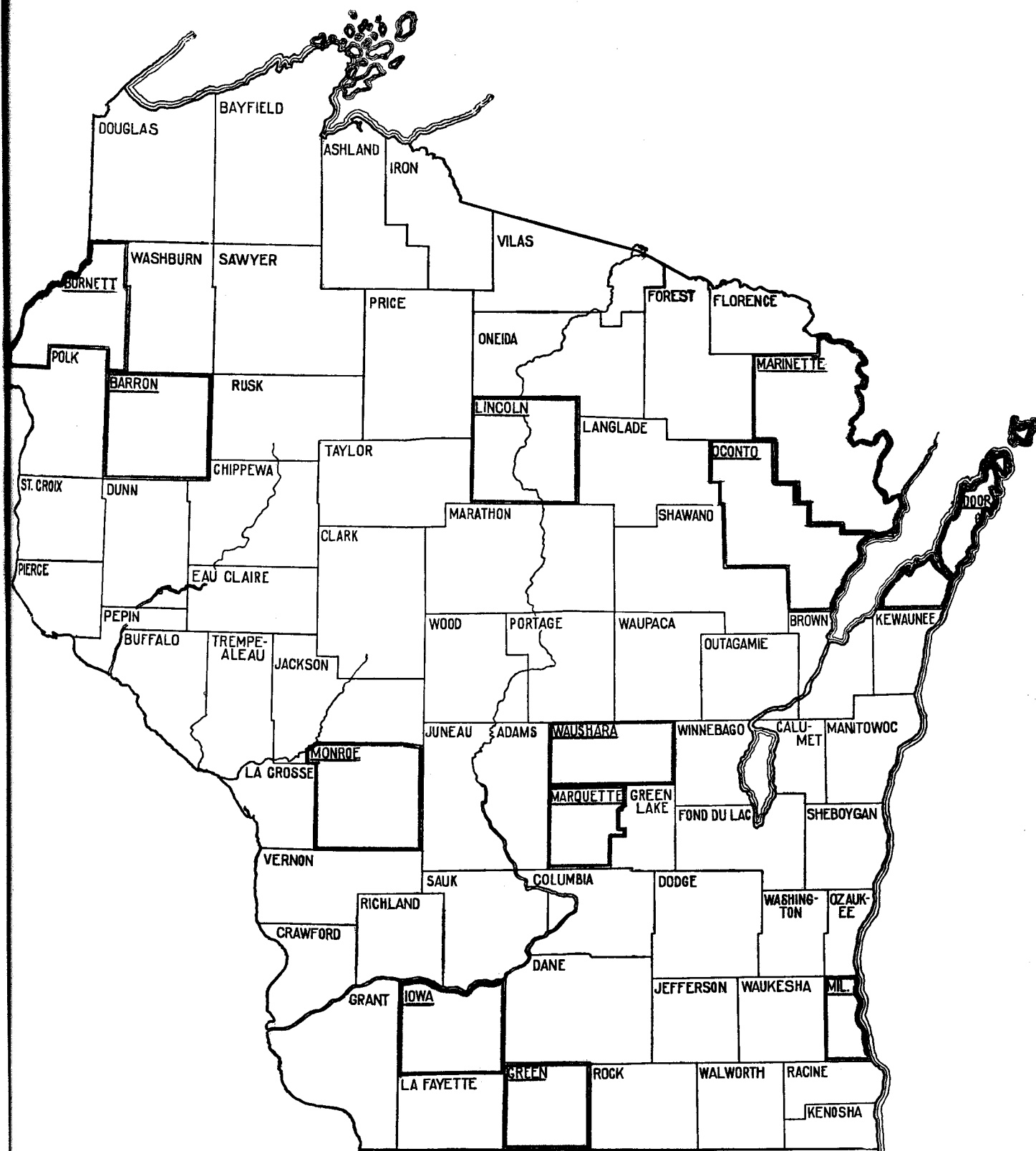


Figure 1

### Procedure

After the sample was selected, inquiries were sent by the State 4-H Club Office to the extension agent in charge of 4-H Clubwork in each selected county asking him to supply a complete list of drama and general leaders.

Questionnaires were developed for: 1) Drama leaders, 2) General leaders, and 3) Extension agents (appendices C, D, and E). Questions were, for the most part, structured using an appropriate ranking scale. Other questions were dichotomous and required only a single check. The remaining questions were open-end.

The questionnaires were pretested for clarity by fellow graduate students, the Dane County 4-H Club Agent, and a group of adult volunteer leaders from the Dane County 4-H Club program.

After making the needed revisions, Drama Leader questionnaires were sent to 107 drama leaders; General Leader questionnaires to 331 general leaders; and Extension Agent questionnaires to 12 extension agents in the selected counties. Two follow-up letters were sent, one to those who had not responded within three weeks after mailing the questionnaire and a second two weeks later. Seventy-two percent of the drama leaders responded, fifty percent of the general leaders, and all extension agents returned their questionnaires. This yielded 72 drama leader, 165 general leader, and twelve extension agent questionnaires to be analyzed.

### Hypotheses

Hypotheses to be tested in this study, stated in the null form are:

1. There are no significant differences between attitudes displayed toward the drama program by the total drama leaders and the general leaders.
2. There are no significant differences between attitudes displayed toward the drama program by the full-time drama leaders and the part-time drama leaders.
3. There are no significant differences between the characteristics found in the full-time drama leaders and the part-time drama leaders.

### Treatment of Data

Statistical methods were used in analyzing the data where such methods were applicable and/or necessary in order to more clearly interpret the findings. Frequency distributions and percentages were employed in describing the background and characteristics of the drama leaders.

To determine the interrelationships between attitudes displayed by different groups in the study, Chi-square was used to test the level of statistical significance of these relationships.<sup>3</sup> (See appendix A) Where differences were found by Chi-square to be statistically significant at or above the 5% level ( $P < .05$ ), they were further tested, when possible, by the Analysis of Variance<sup>4</sup> (see appendix B).

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<sup>3</sup>Henry E. Garrett. Statistics In Psychology and Education. (New York: Longmans, Green & Co., 1954). p.254.

<sup>4</sup>Ibid., p. 269.

In the case of the sample of drama leaders drawn, it must be noted that part of them had the added responsibility of serving their club as general leader in addition to their duties in the 4-H drama program. In analyzing the drama leader data, the attitudes and characteristics were analyzed and compared in two separate groups and analyzed for the total sample of drama leaders.

### Definition of Terms

To get a common understanding of the terms used in this study, definitions are given for those terms which may have different designations, meanings, and/or connotations in other state 4-H Club programs.

Adult Volunteer Leaders - Men and women over 21 years of age, in each county, who directly supervise and counsel the individual clubs, their members, and programs.

Drama Leaders - Those adult volunteer leaders who have the responsibility of supervising their club's 4-H drama program. In some cases it was found that these leaders had other leadership responsibilities.

Full-time Drama Leaders - Those drama leaders whose sole leadership responsibility was that of directing their club's drama activities.

Part-time Drama Leaders - Those drama leaders who had a dual leadership responsibility to their club. Not only did they direct their club's drama activities, but they also served their club as a general leader.

General Leaders - Those adult volunteer leaders who were responsible for supervising and coordinating the total program of their 4-H Club, supervising those projects and activities for which there are no project or activity leaders, and for maintaining and improving the club and its program.

"N" - Used in the tables found in this study to signify the number of individuals responding to the data being analyzed. Since all of the respondents did not answer all questions, the "N" will vary from table to table.

## CHAPTER II

### Review of Literature

Numerous writings and studies identifying and testing theories, concepts and characteristics of leadership may be found in literature dealing with the subject in almost all fields. However, the number to be found which dealt specifically with adult volunteer leadership in the 4-H Club program was limited. Only that literature which the writer felt was pertinent to the study will be found in this chapter.

In any study dealing with leadership, it was felt that the word should be defined in terms which the writer held to be true. That definition then served to help others better interpret the writer's analysis of the findings.

It was felt that the definition of leadership as set forth by Tead<sup>1</sup> was one which most nearly typifies the use and spirit of leadership in any phase of the Cooperative Extension Service. He defines leadership as, ". . . the activity of influencing people to cooperate toward some goal which they have come to find desirable." Others who defined leadership in similar terms were Bogardus who says that, "A leader is a person who exercises special influence over a number of people. . . ." <sup>2</sup> Another is Stogdill who is found to define leadership as, ". . . the process (act) of

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<sup>1</sup>Ordway Tead. The Art of Leadership. (New York: McGraw-Hill Book Co., 1953). p. 20.

<sup>2</sup>Dwight Sanderson. Leadership For Rural Life. (New York: Association Press, 1940). p. 61.

influencing the activities of an organized group in its efforts toward goal setting and goal achievement."<sup>3</sup> In his concept, the least number of social requirements for the presence of leadership are:

1. A group (of two or more persons).
2. A common task (or goal oriented activities).
3. Differentiation of responsibilities.

On the other hand, it must be pointed out that there are other who view and define leadership in another light. One of these, Pigors, states that, "Any person may be called a leader during the time and when and in so far as his will, feeling, and insight direct and control others in pursuit of a cause which he represents or finds desirable."<sup>4</sup>

In this study, a leader was considered to be an adult who influenced and guided the efforts of the members in his 4-H Club toward achieving, cooperatively, the goals that they had found to be desirable.

A recent development in the field of leadership which is widely accepted among authorities on the subject is that leadership is a function of the situation - 'situational leadership concept'. Stogdill feels that because of the scarcity of consistent differences between leaders and followers, other concepts of leadership must be used. He concluded that:

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<sup>3</sup>Ralph M. Stogdill. "Personal Factors Associated With Leadership: A Survey Of Literature". Journal of Psychology, XXV (October, 1948) p. 46.

<sup>4</sup>Paul Pigors. Leadership or Domination. (Boston: Houghton Mifflin Co., 1935). p. 16.

"A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers. Thus, leadership must be conceived in terms of interaction of the variables which are in constant flux and change. The evidence suggests that leadership is a relation that exists between persons in a social situation, and that persons who are leaders in one situation may not necessarily be leaders in other situations."<sup>5</sup>

Haiman, discussing situation in regard to leader emergence says, ". . . other things being equal, we are likely to find that in any group, the one who will be leader in fact, if not in name, is the one who knows the most about the particular task in which the group is engaged at the moment."<sup>6</sup>

Gibb also sees leadership as a function of the situation when he points out that, ". . . leadership is always relative to the situation." Although he does not completely discount personality, he does feel that it is variable to the situation.

"It does not seem unreasonable to claim that groups have a capacity to propel to leadership one or more of their number; and what is more, the choice of a specific individual for the leadership role will be more dependent upon the nature of the group and of its purposes than upon the personality of the individual; but it will be most dependent upon the relation of the personality to the group at that moment."<sup>7</sup>

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<sup>5</sup>Stogdill, Op. cit., pp. 35 - 71.

<sup>6</sup>Franklin Haiman. Group Leadership And Democratic Action. (Cambridge, Mass.: Houghton Mifflin CO., 1950). pp. 4-6

<sup>7</sup>Cecil A. Gibb. "Leadership". Handbook Of Social Psychology. Vol. II, ed. Gardner Lindzey. (Cambridge, Mass.: Addison Wesley Publishing Co., 1958). p. 917.

The other recognized concept of leadership is the 'trait theory' which is based on the assumption that people are leaders because of their inherent traits or personality. On the matter of leader's personality, Ross and Hendry say that,

"The profile of the leader indicated by research reported is that of a self-confident, well-integrated, emotionally stable individual; one who has a desire to lead and is willing, able, and competent in a particular situation; who is identified with the norms, values and goals of the group of which he is leader; who is a warm, sensitive and sympathetic person, and able to help the members in a practical way; who is intelligent relative to the group members; and who is consistent in performing his leadership function."<sup>8</sup>

Although Stogdill is an advocate of the situational theory, he does point out in his 'Survey of Literature'<sup>9</sup> that persons in leadership roles tend to exceed the members of their respective groups in intelligence, scholarship, dependability, in exercising responsibilities, activity and social participation, and socio-economic status. His findings did, however, make clear that the 'trait' approach to the study of leadership was essentially untenable.

Hartley and Hartley, in several studies, found implications that a 'power drive' is a basic characteristic within the personality when it is compared with other persons, and that leaders set a higher standard of performance for themselves than non-leaders do. They point out that this hypothesis must be examined further since some people are found in leadership positions because the function was

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<sup>8</sup>Murray C. Ross and Charles E. Hendry. New Understandings Of Leadership. (New York: Association Press, 1957). p. 60.

<sup>9</sup>Stogdill, Op. cit., pp. 46-48

pressed upon them. The Hartleys suggest that it is conceivable though, that the 'power drive' exists in a disguised form.<sup>10</sup>

Gouldner points out that leaders tend to exhibit certain characteristics in common with members of their group. Two of the more obvious of these are interests and social background. He notes that the probability seems great, therefore, that the leaders of some groups possess traits different from the leaders of other groups and that 'leadership traits' are not universal.<sup>11</sup>

Bell and French found, in a study of leadership in small discussion groups where situations and individuals within the groups were changed several times, that leadership status seemed to be 'rather highly consistent despite the situational changes involved.' They did note, however, that this finding could not be generalized for all groups.<sup>12</sup>

Clark's study of factors associated with the performance of the 4-H Club leader showed that leader participation in organizations and leader tenure were reliable criteria at

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<sup>10</sup>Eugene E. Hartley and Ruth E. Hartley. Fundamentals Of Social Psychology. (New York: Knopf, 1958). pp. 641-642.

<sup>11</sup>Alvin W. Gouldner. "Situations And Groups: The Situationalist Critique". eds. C. G. Browne and Thomas J. Cohn. The Study Of Leadership. (Danville, Ill.: The Interstate Printers and Publishers, Inc., 1958). pp. 76-77.

<sup>12</sup>Graham B. Bell and Robert L. French. "Consistency Of Individual Leadership Position In Small Groups Of Varying Membership". Journal of Abnormal And Social Psychology, XLV. (October, 1950). pp. 746-767.

all levels for predicting the desirability of persons as 4-H Club leaders. He also found that farmers and homemakers were usually more effective leaders and that persons with twelve or less years of schooling appeared to be more desirable as leaders than did individuals with college or technical training. Other characteristics which Clark felt should be considered when choosing 4-H leaders were: 1) married and have children of their own, 2) be 35 years of age or over, 3) come from households of above average income, 4) have vocational experience closely related to the subject matter they are to lead, and, 5) be in a position to participate in leader training meetings when held.<sup>13</sup>

A study on leader selection and satisfactions by Regan showed that the 'typical' or 'modal' leader could be described as: 1) a married woman, 2) approximately 39 years of age, 3) with a high school education, 4) living on a farm, 5) a homemaker, 6) having 1.2 children enrolled in 4-H Clubwork, 7) a member of at least one youth organization in her youth, 8) held an office in 1.7 adult organizations to which she belonged, and, 9) her husband showed an active interest in 4-H Clubwork.

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<sup>13</sup>Robert C. Clark, Jr. "Factors Associated With Performance Of 4-H Club Volunteer Leaders In New York State". (Unpublished Ph.D. dissertation, Dept. of Rural Sociology, Iowa State College, Ames, Iowa, 1950).

<sup>14</sup>Mary C. Regan. "Factors Associated With Background, Selection, Preparation And Satisfaction Of 4-H Club Leaders In Stanislaus County, California". (Unpublished M.S. Thesis, University of Wisconsin, Madison, Wisconsin, 1959).

### Summary

From the preceding review of literature it appeared that leadership was highly related to situational factors and to trait factors to a lesser degree. There were many reasons why people assumed leadership responsibilities, many of which were dependent upon the situation in which the individual found himself.

This writer believed that although this was true, there were still several basic characteristics in 4-H Club leaders which could be identified. Those characteristics, when identified, would be helpful to those people who were or may be selecting 4-H leaders, more specifically, 4-H drama leaders.

## CHAPTER III

### Background Characteristics of 4-H Club Drama Leaders in Wisconsin

A look at the general personal, social and educational characteristics making up the background of the 4-H Club drama leaders in Wisconsin served as a basis for obtaining a picture of the individual serving in this leadership capacity. Data supplied by the 72 respondents covered the following 12 variables:

1. Age
2. Sex
3. Marital status
4. Number of children
5. Number of children in clubwork
6. Educational level
7. Place of residence
8. Number of years the leader was a 4-H Club member
9. Spouse participation as a club member
10. Tenure as a 4-H Club leader
11. Membership in other organization
12. Leadership responsibilities in other organizations

Of the 72 drama leaders responding, 38 indicated that they served their club as a full-time drama leader and 34 served as both a drama leader and a general leader. These two categories will be referred to in the tables as 'full-time drama leaders' and 'part-time drama leaders', respectively. Since the drama leaders did fall into these two categories, it was assumed that attitudes and backgrounds of the two could be different.

Literature has shown that length of leader service (tenure) and education were, in general, positively related to other background characteristics listed above. The purpose of this chapter will be, therefore, not only to

describe the leaders in terms of these variables, but also to show the relationships which may exist between tenure and education and the other background variables.

### Age

Table I showed that nearly one-third of the drama leaders were between 41 and 47. Looking only at those leaders who served as full-time drama leaders, it was found that 54 percent of them were 40 and under as compared to the part-time drama leaders who showed almost 65 percent of their number to be 41 or older.

TABLE I  
DISTRIBUTION OF 4-H DRAMA LEADERS BY AGE

Age	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
Under 36	10	27.0	6	17.1	16	22.2
36 - 40	11	28.5	6	17.1	17	23.6
41 - 47	9	23.6	13	38.2	22	30.6
Over 47	8	20.9	9	26.6	17	23.6
Total	38	100.0	34	100.0	72	100.0

### Sex and Marital Status

Data compiled regarding these two variables showed that an overwhelming number of the 4-H drama leaders were married females. In Table II 80 percent were females and Table III showed that over 90 percent of the respondents were married. Breaking the total drama leaders down into the two categories showed that there was a higher percentage of males among the full-time drama leaders and that a higher

percentage of this group was married.

TABLE II  
DISTRIBUTION OF 4-H DRAMA LEADERS BY SEX

Sex	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
Male	8	21.1	5	14.7	13	18.0
Female	30	78.9	29	85.3	59	82.0
Total	38	100.0	34	100.0	72	100.0

TABLE III  
DISTRIBUTION OF 4-H DRAMA LEADERS BY MARITAL STATUS

Marital Status	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
Single	2	5.3	2	5.9	4	5.6
Married	36	94.6	30	88.2	66	91.7
Other	0	0.0	2	5.9	2	2.7
Total	38	100.0	34	100.0	72	100.0

Number of Children

Table IV indicated that only eight of the leaders responding had no children and that almost 60 percent of them had three or more children. In this instance, the distribution for full-time drama leaders and part-time drama leaders was nearly identical to that of the total drama leaders.

TABLE IV

## DISTRIBUTION OF 4-H DRAMA LEADERS BY NUMBER OF CHILDREN

Number of Children	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
None	5	13.2	3	8.9	8	11.1
1 - 2	11	28.9	10	29.4	21	29.2
3 - 4	16	42.1	13	38.2	29	40.3
Over 4	6	15.8	8	23.5	14	19.4
Total	38	100.0	34	100.0	72	100.0

Number of Children in Clubwork

Over 80 percent of the leaders responding indicated that one or more of their children were currently enrolled in 4-H Clubwork. It should be pointed out that eight of the 13 leaders who said they had no children in clubwork reported no children in Table IV. Table V showed the distribution of full-time drama leaders and part-time drama leaders closely follows that of the total drama leaders.

TABLE V

## DISTRIBUTION OF 4-H DRAMA LEADERS BY NUMBER OF CHILDREN IN CLUB WORK

Number of Children Enrolled	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
None	8	21.1	5	14.7	13	18.1
1	15	39.5	11	32.5	26	36.2
2 - 3	14	36.8	14	41.1	28	38.8
Over 3	1	2.6	4	11.7	5	6.9
Total	38	100.0	34	100.0	72	100.0

### Education

Table VI showed that nearly one-third of the drama leaders had completed one year or more of college work and that only ten had had no high school training. However, all leaders had completed at least eight years of school. Over three-fourths of the respondents had completed four years of high school or more, but only three of the leaders indicated that they were college graduates.

When the total drama leaders were broken down into separate categories, it was noted that the educational level of the full-time drama leaders was slightly higher than that of the part-time drama leaders. Thirty-two full-time drama leaders had completed 12 or more years of school compared to 24 of the part-time drama leaders.

TABLE VI

#### DISTRIBUTION OF 4-H DRAMA LEADERS BY EDUCATIONAL LEVEL

Educational Level	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
8th Grade	4	10.5	6	17.1	10	13.7
1 - 3 Years High School	2	5.2	5	14.3	7	9.6
High School Graduate	18	47.5	14	40.0	32	43.8
1 - 3 Years College	12	31.6	9	25.7	21	28.8
College Graduate	2	5.2	1	2.9	3	4.1
Total	38	100.0	34	100.0	72	100.0

### Place of Residence

Approximately two-thirds of the respondents indicated that they lived on a farm. Of the remainder, nine classified themselves as rural non-farm residents and 16 leaders shown in Table VII listed their residences as village, town or city.

Of the full-time drama leaders, 29 lived on a farm while six listed a village, town, or city as their place of residence. Looking at the part-time drama leaders, Table VII showed that over one-half lived on a farm while almost one-third lived in villages, towns or cities.

TABLE VII  
DISTRIBUTION OF 4-H DRAMA LEADERS  
BY PLACE OF RESIDENCE

Place of Residence	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
Farm	29	76.3	18	53.0	47	65.3
Rural Non-Farm	3	7.9	6	17.6	9	12.5
Village (*)	3	7.9	5	14.7	8	11.1
Town (**)	2	5.3	1	2.9	3	4.2
City (***)	1	2.6	4	11.8	5	6.9
Total	38	100.0	34	100.0	72	100.0

(\*) Under 2,500      (\*\*) 2,500 - 10,000      (\*\*\*) Over 10,000

### 4-H Club Membership

It was shown in Table VIII that less than one-third of the total drama leaders had experience as 4-H members. Over one-third of the full-time drama leaders had been club members compared to one-fourth of the part-time drama leaders.

TABLE VIII  
DISTRIBUTION OF 4-H DRAMA LEADERS  
BY 4-H CLUB MEMBERSHIP

4-H Club Membership	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
None	24	63.1	24	72.7	48	67.6
1 - 3 Years	6	15.8	2	6.1	8	11.3
4 - 7 Years	0	0.0	5	15.1	5	7.0
Over 7 Years	8	21.1	2	6.1	10	14.1
Total	38	100.0	33	100.0	71	100.0

Spouse Participation

Approximately one-fourth of the leaders in Table IX showed that their husbands (or wives) had been a 4-H Club member.

TABLE IX  
DISTRIBUTION OF 4-H DRAMA LEADERS BY  
SPOUSE PARTICIPATION AS A CLUB MEMBER

Participation As a 4-H Club Member	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
Yes	8	21.7	8	25.0	16	23.2
No	29	78.3	24	75.0	53	76.8
Total	37	100.0	32	100.0	69	100.0

Leader Tenure

Fifty percent of all drama leaders reported that they had served in their present capacity two years or less, while nearly 30 percent had served four years or more.

Breaking down the data in Table X, it may be noted that 40 percent of the part-time drama leaders had served two years or less compared to 57.9 percent of the full-time drama leaders.

Average tenure for all drama leaders was 3.47 years compared to 2.92 years for full-time drama leaders and 4.13 years for part-time drama leaders. The 3.47 years tenure for all drama leaders was almost one year longer than the average for all 4-H Club leaders in Wisconsin.

TABLE X  
DISTRIBUTION OF 4-H DRAMA LEADERS BY TENURE

Tenure	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
1 Year	12	31.6	4	12.9	16	23.2
2 Years	10	26.3	9	29.0	19	27.5
3 - 4 Years	6	15.8	8	25.8	14	20.3
Over 4 Years	10	26.3	10	32.3	20	29.0
Total	38	100.0	31	100.0	69	100.0

#### Membership in Other Organizations

Data in Table XI indicated that over one-third of all respondents belonged to two organizations in addition to their responsibilities as drama leader. In dealing with this Variable, leaders were asked to list only those organizations whose meetings they attended regularly, hence this variable could be classified as 'active membership'. These data also pointed out that leaders serving as full-time

drama leaders were more active in organizations outside 4-H Clubwork than part-time drama leaders - 89.5% to 82.4%.

TABLE XI

DISTRIBUTION OF 4-H DRAMA LEADERS BY ACTIVE MEMBERSHIP IN OTHER ORGANIZATIONS

Number of Organizations	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
1	4	10.5	6	17.6	10	13.9
2	17	44.8	8	23.5	25	34.7
3	7	18.4	12	35.4	19	26.4
4 and Over	10	26.3	8	23.5	18	25.0
Total	38	100.0	34	100.0	72	100.0

Leadership in Other Organizations

Table XII showed that 66.7 percent of all respondents held a position of leadership responsibility in at least one organization outside their 4-H Clubwork. It must be noted that only about 14 percent had leadership responsibilities in three or more organizations. In this case, any respondents indicating that they held an office in any organization were considered as having leadership responsibility in that organization.

Even though the full-time drama leaders showed over 30 percent of their number having leadership responsibilities in two or more organizations as compared to slightly over 23 percent for the part-time drama leaders. Both leader groups showed the same number of leaders reporting no other leadership responsibilities.

TABLE XII

DISTRIBUTION OF 4-H DRAMA LEADERS BY LEADERSHIP  
RESPONSIBILITIES IN OTHER ORGANIZATIONS

Number of Offices Held	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
None	12	31.6	12	35.4	24	33.3
1	14	36.8	14	41.1	28	38.9
2	7	18.4	3	8.8	10	13.9
3	3	7.9	5	14.7	8	11.1
4 or More	2	5.3	0	0.0	2	2.8
Total	38	100.0	34	100.0	72	100.0

### Relationship Between Background Variables

The review of literature indicated that education and leader tenure had certain relationships with other background characteristics. For example, it could be assumed that because of increased educational opportunities during the past decade or two, younger leaders should have reached higher levels of education than older leaders. Too, based on the literature, it would seem to follow that leader tenure should be related directly to age of the leader.

Hypothesis 3 states, "There are no significant differences between the characteristics found in the full-time drama leaders and the part-time drama leaders." In order to accept or reject this hypothesis it was necessary to ascertain whether or not differences did exist between the two groups of leaders. If differences in background characteristics were found to exist, it would be necessary to determine the degree to which they existed.

### Education Compared to Other Background Variables

Table XIII indicated that there was a relationship between education and age in the direction indicated by the literature, but it was not as marked as might be expected. Almost 94 percent of the leaders 35 and under indicated that they had completed 12 or more years of school. On the other hand, leaders 48 and over showed that nearly 65 percent of their number had attained this same educational level. This older group of leaders also showed the highest percentage having some college work, 47 percent compared to 25 percent for the leaders 35 and under. Overall, about one-third of

the drama leaders indicated that they had attended college, but only one-eighth of this group had obtained a baccalaureate degree.

Looking at the full-time drama leaders, it may be seen that this group showed 90 percent of their leaders 35 and under having completed 12 or more years of schooling while 62.5 percent of the 48 and older group had completed a similar amount of education. All leaders among the part-time drama leader group who were 35 and under had completed 12 years of school or more. Only two-thirds of the leaders 48 and older in this category had completed the same amount of formal education.

The preceding information seemed to indicate that the relationship between high level of education and youth was relatively high among leaders in this sample. However, when the leaders in the two categories were analyzed on the basis of forty years of age and under and over forty, it was seen that the differences were substantially decreased.

Eighty-five percent of the leaders forty and under among the full-time drama leaders had completed 12 or more years of school compared to 82 percent for those over forty years of age. Data for part-time drama leaders forty and under showed 84 percent of those responding had completed high school and/or attended college while 59 percent of those leaders over forty had reached a similar level of formal education. Taking all drama leaders forty and under, data in Table XIII showed that 85 percent had completed 12 or more years of school compared to 69 percent of the

leaders over forty years of age.

Data collected from all 4-H drama leaders in the sample showed, women leaders had a higher educational level except in the case of the leaders who had attended but had not completed high school. Data in Table XIII showed that women leaders had a higher educational level in all cases than did the men among the part-time drama leaders. Among the full-time drama leaders women were superior in educational attainment only in the cases of 'completed eighth grade' and 'high school graduate'. At the other two educational levels men rated slightly higher than the women leaders.

Although leaders with two or fewer children showed a higher level of educational attainment, this difference was relatively small. It should be noted, however, that only one leader who had completed 12 or more years of school reported no children and that over half of the leaders at this educational level reported three or more children.

The relationship between number of children and the leader's educational level for the part-time drama leaders was similar to that reported above for all drama leaders. Table XIII showed that, among the full-time drama leaders, leaders who had completed either eight years or 12 years of school reported more children.

TABLE XIII

RELATIONSHIP OF AGE, SEX, AND NUMBER OF CHILDREN  
TO FORMAL EDUCATION OF TOTAL DRAMA LEADERS,  
FULL-TIME DRAMA LEADERS AND PART-TIME DRAMA LEADERS

Background Variables	Completed Eighth Grade					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	1	25.0	0	0.0	1	6.3
36 - 40	0	0.0	1	16.7	1	5.9
41 - 47	0	0.0	4	66.6	4	18.4
48 & Over	3	75.0	1	16.7	4	23.5
Total	4	100.0	6	100.0	10	13.9
(Sex)						
Male	2	50.0	2	33.3	4	30.8
Female	2	50.0	4	66.7	6	10.2
Total	4	100.0	6	100.0	10	13.9
(Number of Children)						
None	0	0.0	0	0.0	0	0.0
1 - 2	2	50.0	1	16.7	3	14.3
3 - 4	2	50.0	3	50.0	5	17.2
5 & Over	0	0.0	2	33.3	2	14.3
Total	4	100.0	6	100.0	10	13.9

TABLE XIII  
(continued)

Background Variables	Completed Grades 9 - 11					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	0	0.0	0	0.0	0	0.0
36 - 40	2	100.0	1	20.0	3	17.6
41 - 47	0	0.0	2	40.0	2	9.1
48 & Over	0	0.0	2	40.0	2	11.8
Total	2	100.0	5	100.0	7	9.3
(Sex)						
Male	0	0.0	1	20.0	1	7.6
Female	2	100.0	4	80.0	6	10.2
Total	2	100.0	5	100.0	7	9.3
(Number of Children)						
None	0	0.0	0	0.0	0	0.0
1 - 2	1	50.0	0	0.0	1	4.7
3 - 4	0	0.0	3	60.0	3	10.4
5 & Over	1	50.0	2	40.0	3	21.4
Total	2	100.0	5	100.0	7	9.3

TABLE XIII  
(continued)

Background Variables	Completed High School					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	5	27.8	6	46.1	11	68.7
36 - 40	6	33.3	4	30.8	10	58.9
41 - 47	6	33.3	1	7.7	7	31.8
48 & Over	1	5.6	2	15.4	3	17.6
Total	18	100.0	13	100.0	31	43.1
(Sex)						
Male	3	16.7	1	7.6	4	30.8
Female	15	83.3	12	92.4	27	45.7
Total	18	100.0	13	100.0	31	43.1
(Number of Children)						
None	4	22.2	3	23.1	7	87.5
1 - 2	2	11.1	4	30.8	6	28.6
3 - 4	7	38.9	5	38.4	12	41.4
5 & Over	5	27.8	1	7.7	6	19.3
Total	18	100.0	13	100.0	31	43.1

TABLE XIII  
(continued)

Background Variables	Attended College					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	4	28.6	0	0.0	4	25.0
36 - 40	2	14.2	1	10.0	3	17.6
41 - 47	4	28.6	5	50.0	9	40.9
48 & Over	4	28.6	4	40.0	8	47.1
Total	14	100.0	10	100.0	24	33.3
(Sex)						
Male	3	21.5	1	10.0	4	30.8
Female	11	78.5	9	90.0	20	33.9
Total	14	100.0	10	100.0	24	33.3
(Number of Children)						
None	1	7.2	0	0.0	1	12.5
1 - 2	6	42.8	5	50.0	11	52.4
3 - 4	6	42.8	3	30.0	9	31.0
5 & Over	1	7.2	2	20.0	3	21.4
Total	14	100.0	10	100.0	24	33.3

### Tenure Compared to Other Background Variables

Literature that was reviewed indicated that it could be expected that leaders who were 35 and older would have longer tenure. Table XIV showed that 54.5 percent of all the leaders reporting three years or more tenure were forty and under and over 25 percent were 35 or under. Of the leaders forty and under one-third had served five or more years. Leaders over forty showed 45.7 percent of their number having served three years or more and 25.7 percent with five or more years tenure. Even with these differences, there was no consistent and clear-cut relationship found to exist between tenure age for drama leaders in the sample.

Analysis of data for part-time drama leaders showed that the leaders under forty reported longer tenure than did the older leaders. Among the full-time drama leaders, data showed that, in general, the older leaders reported slightly longer tenure than did the leaders forty and under.

Data compiled in Table XIV showed that leaders reporting more children also reported longer tenure. Data showed that 65 percent of all drama leaders with five or more years tenure reported three or more children and that 58.8 percent of the leaders with three or more years tenure reported three or more children.

The relationship between leader tenure and number of children among the full-time drama leaders closely resembled that reported for the total drama leader sample. Among the part-time drama leaders there appeared to be no consistent relationship between tenure and number of children.

Data collected from the sample of drama leaders showed that those leaders who lived on a farm consistently reported longer leader tenure. Leaders who lived on farms made up 76.5 percent of the respondents reporting three or more years tenure and 85 percent of the leaders who had over four years tenure. It should be noted, however, that Table XIV did show that three of the four leaders who lived in a city of over 10,000 also reported three or more years tenure.

Part-time drama leaders showed a relationship between tenure and place of residence that closely paralleled that found among the total sample of drama leaders. Looking at the full-time drama leaders, it can be noted that only among leaders reporting three or more years tenure were there more leaders living on the farm.

TABLE XIV

RELATIONSHIP OF AGE, NUMBER OF CHILDREN, AND PLACE OF RESIDENCE TO YEARS OF TENURE OF TOTAL DRAMA LEADER, FULL-TIME DRAMA LEADER, AND PART-TIME DRAMA LEADER

Background Variables	One Year or Less Tenure					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	4	33.3	0	0.0	4	23.5
36 - 40	5	41.7	1	25.0	6	37.5
41 - 47	3	25.0	2	50.0	5	22.7
48 & Over	0	0.0	1	25.0	1	7.7
Total	12	100.0	4	100.0	16	23.5
(Number of Children)						
None	2	16.7	0	0.0	2	25.0
1 - 2	2	16.7	0	0.0	2	10.0
3 - 4	5	41.7	3	75.0	8	28.6
5 & Over	3	25.0	1	25.0	4	30.8
Total	12	100.0	4	100.0	16	23.5
(Place of Residence)						
Farm	7	58.4	2	50.0	9	20.0
Rural Non-farm	1	8.3	0	0.0	1	12.5
Village (*)	3	25.0	1	25.0	4	50.0
Town (**)	1	8.3	1	25.0	2	66.7
City (***)	0	0.0	0	0.0	0	0.0
Total	12	100.0	4	100.0	16	23.5

(\*) - Under 2,500    (\*\*) - 2,500 - 10,000    (\*\*\*) - Over 10,000

TABLE XIV  
(continued)

Background Variables	Two Years Tenure					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	3	33.3	1	11.1	4	23.5
36 - 40	0	0.0	1	11.1	1	6.3
41 - 47	4	44.4	6	66.7	10	45.5
48 & Over	2	22.2	1	11.1	3	23.1
Total	9	100.0	9	100.0	18	26.5
(Number of Children)						
None	1	11.1	1	11.1	2	25.0
1 - 2	4	44.5	4	44.5	8	40.0
3 - 4	3	33.3	3	33.3	6	21.4
5 & Over	1	11.1	1	11.1	2	15.3
Total	9	100.0	9	100.0	18	26.5
(Place of Residence)						
Farm	8	88.9	2	22.2	10	22.2
Rural Non-farm	0	0.0	4	44.5	4	50.0
Village (*)	0	0.0	2	22.2	2	25.0
Town (**)	1	11.1	0	0.0	1	33.3
City (***)	0	0.0	1	11.1	1	25.0
Total	9	100.0	9	100.0	18	26.5

(\*) - Under 2,500      (\*\*) - 2,500 - 10,000      (\*\*\*) - Over 10,000

TABLE XIV  
(continued)

Background Variables	Three or Four Years Tenure					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	1	16.7	1	12.5	2	11.8
36 - 40	2	33.3	3	37.5	5	31.2
41 - 47	1	16.7	1	12.5	2	9.1
48 & Over	2	33.3	3	37.5	5	38.4
Total	6	100.0	8	100.0	14	20.6
(Number of Children)						
None	0	0.0	1	12.5	1	12.5
1 - 2	2	33.3	4	50.0	6	30.0
3 - 4	3	50.0	1	12.5	4	14.4
5 & Over	1	16.7	2	25.0	3	23.1
Total	6	100.0	8	100.0	14	20.6
(Place of Residence)						
Farm	4	66.7	5	62.5	9	20.0
Rural Non-Farm	2	33.3	1	12.5	3	37.5
Village (*)	0	0.0	0	0.0	0	0.0
Town (**)	0	0.0	0	0.0	0	0.0
City (***)	0	0.0	2	25.0	2	50.0
Total	6	100.0	8	100.0	14	20.6

(\*) - Under 2,500    (\*\*) - 2,500 - 10,000    (\*\*\*) - Over 10,000

TABLE XIV  
(continued)

Background Variables	Over Four Years Tenure					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Age)						
35 & Under	3	30.0	4	40.0	7	41.2
36 - 40	2	20.0	2	20.0	4	25.0
41 - 47	2	20.0	3	30.0	5	22.7
48 & Over	3	30.0	1	10.0	4	30.8
Total	10	100.0	10	100.0	20	29.4
(Number of Children)						
None	2	20.0	1	10.0	3	37.5
1 - 2	2	20.0	2	20.0	4	20.0
3 - 4	5	50.0	4	40.0	9	32.1
5 & Over	1	10.0	3	30.0	4	30.8
Total	10	100.0	10	100.0	20	29.4
(Place of Residence)						
Farm	9	90.0	8	80.0	17	37.8
Rural Non-farm	0	0.0	0	0.0	0	0.0
Village (*)	0	0.0	2	20.0	2	25.0
Town (**)	0	0.0	0	0.0	0	0.0
City (***)	1	10.0	0	0.0	1	25.0
Total	10	100.0	10	100.0	20	29.4

(\*) - 2,500 & Under      (\*\*) - 2,500 - 10,000      (\*\*\*) - Over 10,000

4-H Club administrators and professional staff members have held that the more effective adult volunteer leaders were those who had been club members for a long time and who had been outstanding in terms of awards and 4-H achievement. Table XV showed that of the leaders reporting three or more years tenure, only 24 percent had been a 4-H Club member for three or more years.

Data also showed that 75 percent of the full-time drama leaders reporting three years or more tenure had never been a club member. Among the part-time drama leaders with similar tenure, 65 percent had not been enrolled in club-work. Part-time drama leaders with over four years tenure reported that 45 percent of their number had no experience as a 4-H Club member, while 70 percent of the full-time drama leaders reporting equal tenure had never been enrolled in a 4-H Club.

TABLE XV

RELATIONSHIP OF EXPERIENCE AS A 4-H CLUB MEMBER AND SPOUSE 4-H CLUB MEMBERSHIP TO TENURE OF TOTAL DRAMA LEADERS, FULL-TIME DRAMA LEADERS, AND PART-TIME DRAMA LEADERS

Background Variables	One Year or Less Tenure					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Years a 4-H Member)						
None	6	60.0	3	75.0	9	20.6
1 - 3	2	20.0	1	25.0	3	42.8
4 - 7	0	0.0	0	0.0	0	0.0
8 & Over	2	20.0	0	0.0	2	22.2
Total	10	100.0	4	100.0	14	20.9
(Spouse - Was a 4-H Member)						
Yes	3	30.0	0	0.0	3	18.8
No	7	70.0	4	100.0	11	21.6
Total	10	100.0	4	100.0	14	20.9

TABLE XV  
(continued)

Background Variables	Two Years Tenure				Total	
	Full-time Drama Leaders		Part-time Drama Leaders			
	N	%	N	%	N	%
(Years a 4-H Member)						
None	6	54.5	7	77.8	13	28.6
1 - 3	3	27.3	0	0.0	3	42.8
4 - 7	0	0.0	2	22.2	2	28.6
8 & Over	2	18.2	0	0.0	2	22.2
Total	11	100.0	9	100.0	20	29.9
(Spouse - Was a 4-H Member)						
Yes	1	9.1	1	11.1	2	12.5
No	10	90.0	8	88.9	18	35.2
Total	11	100.0	9	100.0	20	29.9

TABLE XV  
(continued)

Background Variables	Three or Four Years Tenure					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Years a 4-H Member)						
None	5	83.3	7	87.5	12	27.2
1 - 3	0	0.0	0	0.0	0	0.0
4 - 7	0	0.0	1	12.5	1	14.3
8 & Over	1	16.7	0	0.0	1	11.1
Total	6	100.0	8	100.0	14	20.9
(Spouse - Was a 4-H Member)						
Yes	2	33.3	3	37.5	5	31.2
No	4	66.7	5	62.5	9	17.7
Total	6	100.0	8	100.0	14	20.9

TABLE XV  
(continued)

Background Variables	Over Four Years Tenure					
	Full-time Drama Leaders		Part-time Drama Leaders		Total	
	N	%	N	%	N	%
(Years a 4-H Member)						
None	7	70.0	4	44.5	11	25.0
1 - 3	1	10.0	1	11.1	2	28.6
4 - 7	0	0.0	2	22.2	2	28.6
8 & Over	2	20.0	2	22.2	4	45.5
Total	10	100.0	9	100.0	19	28.3
(Spouse - Was a 4-H Member)						
Yes	2	20.0	4	44.4	6	37.5
No	8	80.0	5	55.6	13	25.5
Total	10	100.0	9	100.0	19	28.4

### Summary of Background Characteristics

Data compiled in this study showed that 82 percent of the drama leaders were women and that almost 92 percent of all the respondents were married. The average age of the leaders was 40.6 years and each reported slightly over three children with only 11 percent reporting no children. Drama leaders had completed an average of 12 years of school and all indicated that they had at least completed eight grades. They had served as a 4-H drama leader for an average of 3.47 years and 65 percent reported that they lived on a farm. Sixty-seven percent of the leaders had had no experience as a 4-H Club member and only 23 percent indicated that their spouse had been a club member. All of the leaders reported that they were active members in at least one organization outside their 4-H Club responsibilities and the average number of organizations belonged to was almost 2.5 per leader. However, one-third of the drama leaders indicated that they held no office in the organizations to which they belonged.

Comparing the full-time drama leaders and the part-time drama leaders it was found that the former: 1) Had less tenure, 2) Had a slightly higher educational level, 3) Had a slightly larger family, 4) Were almost two years younger, and 5) Belonged to more outside organizations.

Testing the data in each of the 15 preceding tables by Chi-square showed that in no background variable was there a difference that was significant at or above the 5 percent level. This showed that hypothesis 3, "There are no significant differences between the characteristics found in full-time drama leaders and part-time drama leaders." must be

accepted as being true.

## CHAPTER IV

### Attitudes of Drama Leaders and General Leaders Toward the 4-H Drama Program

#### Leader Attitudes

In order to get a clearer picture of the attitudes of the 4-H drama leaders and general leaders and the differences which existed between the attitudes displayed by these leaders, if any, leader ratings were listed in tabular form together with a Weighted Mean Score (WMS) for each rating.

WMS found in Tables XVI, XVII, XVIII, and XIX indicated that there were differences in attitudes displayed toward the importance of the drama program by the total drama leaders and the general leaders. In those four tables it was noted that, in general, the drama leaders rated the 4-H drama program as being more important than did the general leaders. Too, it was shown that the part-time drama leaders placed more importance upon the program than did the general leaders.

From those four tables, it was noted that the full-time drama leaders generally rated the drama program as being more important than did either the total drama leaders or the part-time drama leaders.

Although differences in ratings of the importance of the program were found between any combination of the four leader categories, only the differences between general leaders and each of the three other leader categories were found to be of any substantial magnitude. Using the Analysis

of Variance to further test the differences in WMS, it was found that only the differences which existed between the general leaders and each of the three other leader categories were significant at or above the 5 percent level.

Observing the WMS and the distributions of the leader's rating of the interest shown in the 4-H drama program, approximately the same pattern of attitudinal differences as was found in leader rating of importance of the program were noted. The one exception was the leader rating of interest shown by extension agents. In this area, Tables XX through XXV indicated that general leaders and part-time drama leaders felt that extension agents showed more interest in the program than did the total drama leaders or the full-time drama leaders.

Testing the data by the Analysis of Variance showed the differences that existed between general leaders and each of the other three leader categories to be significant at or above the five percent level with one exception. That exception was the leader ratings of interest shown in the program by extension agents. The differences in attitudes between the three categories of drama leaders were not significant at or above the accepted 5 percent level.

Data found in Tables XXVI and XXVII indicated that the WMS followed the same general distribution pattern as the WMS found in leader ratings of importance of the program and interest shown in it. All three categories of drama leaders generally tended to feel that the importance of ratings received by the club in county and district drama

festivals was greater than did the general leaders.

Analysis of Variance applied to these data showed that the differences between the general leaders and each of the drama leader categories were significant at or above the 5 percent level. Differences which existed between the three drama leader categories were not found to be significant.

Data in Tables XXVIII through XXXIII dealt with leaders' attitudes toward county, district and state drama festivals. The WMS indicated that a high percentage of the leaders and extension agents felt that these festivals should be held but once a year. It was also shown that a great number of the leaders and agents also favored conducting the drama festivals on a competitive basis. Differences in WMS generally indicated that drama leaders were more in favor of competition than were general leaders and agents. However, none of the differences noted in this paragraph proved to be statistically significant at or above the 5 percent level when tested by Analysis of Variance.

That all leaders in the study maintained similar attitudes toward the value of competition was brought out in an open-end question, "Why should county, district and state drama festivals be held on a competitive basis?" The two most frequent responses were: "Youngsters need the incentive made possible by competition.", and "Competition is good for them. It is the American way." Over 75 percent of the leaders who answered the question in the affirmative listed either one or both of the above reasons for favoring competition in 4-H drama festivals.

### Summary of Leader Attitudes

Analysis of data in the following tables showed that, in general, leaders in the drama leader categories consistently placed more importance upon the program and felt that interest shown in the program was higher than did the general leaders. The differences between the mean scores of general leaders' ratings of importance and interest shown in the drama program and those of each of the three drama leader categories were found to be significant at or above the 5 percent level when tested by the Analysis of Variance.

Data in this section also showed that leaders and agents favored holding drama festivals but once a year and a majority of them felt that these festivals should be held on a competitive basis. Few differences were found relative to leaders' attitudes on competition and how often drama festivals should be held; and the differences that existed were not significant.

The preceding information indicated that hypothesis 1, "There are no significant differences between attitudes displayed toward the 4-H drama program by the total drama leaders and the general leaders." should be rejected. It also pointed out that hypothesis 2, "There are no significant differences between attitudes displayed toward the 4-H drama program by the full-time drama leaders and the part-time drama leaders." must be accepted as being true.

TABLE XVI  
LEADER RATING OF IMPORTANCE OF THE DRAMA PROGRAM  
TO OLDER 4-H MEMBERS

Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension E Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Extreme	17	1.25	11	1.57	6	1.03	22	.74	3	1.25
Quite	36	2.12	16	1.83	16	2.20	46	1.24	4	1.33
Of Some	11	.48	6	.52	5	.52	54	1.09	4	1.00
Of Little	4	.12	2	.12	2	.14	20	.27	1	.17
Of No	0	--	0	--	0	--	7	.05	0	--

TABLE XVII  
LEADER RATING OF IMPORTANCE OF THE DRAMA PROGRAM  
TO YOUNGER 4-H MEMBERS

Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Extreme	11	.79	5	.70	6	.97	21	.72	2	.83
Quite	33	1.87	20	2.12	12	1.55	50	1.36	7	2.33
Of Some	22	.94	10	.83	10	.97	48	.98	2	.50
Of Little	3	.09	1	.06	2	.13	20	.27	0	--
Of No	1	.01	0	--	1	.03	8	.05	0	--

TABLE XVIII  
LEADER RATING OF IMPORTANCE OF THE DRAMA PROGRAM  
TO THE COMMUNITY

Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Extreme	15	1.14	8	1.14	7	1.13	21	.74	-	---
Quite	32	1.94	18	2.06	13	2.00	53	1.48	3	1.00
Of Some	16	.73	8	.69	6	.64	51	1.06	8	2.00
Of Little	3	.09	1	.06	2	.11	11	.15	0	---
Of No	0	---	0	---	0	---	6	.04	0	---

TABLE XIX  
LEADER RATING OF IMPORTANCE OF THE DRAMA PROGRAM  
TO THE TOTAL CLUB PROGRAM

Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Extreme	5	.39	3	.45	2	.36	6	.21	1	.42
Quite	18	1.06	12	1.46	6	.86	35	.97	6	2.00
Of Some	21	.99	11	1.00	8	.86	55	1.07	4	1.00
Of Little	18	.56	7	.42	10	.71	34	.47	1	.17
Of No	2	.03	0	---	2	.07	14	.10	0	---

TABLE XX

LEADER RATING OF THE INTEREST SHOWN IN THE  
 DRAMA PROGRAM BY 4-H MEMBERS

Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Very High	33	2.74	15	2.43	16	2.82	22	.89	2	1.00
High	26	1.81	18	2.43	8	1.18	56	1.88	6	2.50
Some	13	.72	4	.32	8	.71	60	1.21	2	.67
Low	3	.12	0	---	2	.18	8	.16	1	.25
Very Low	0	---	0	---	0	---	2	.03	1	.17
No	0	---	0	---	0	---	1	.01	0	---

TABLE XXI

LEADER RATING OF THE INTEREST SHOWN IN THE  
 DRAMA PROGRAM BY 4-H MEMBER'S PARENTS

Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Very High	12	1.00	6	.98	5	.91	5	.21	1	.50
High	22	1.53	12	1.62	10	1.47	34	1.14	3	1.25
Some	29	1.61	15	1.62	13	1.57	64	1.77	6	2.00
Low	5	.21	3	.24	2	.19	25	.52	0	---
Very Low	3	.08	1	.05	2	.12	14	.19	2	.33
No	1	.01	0	---	1	.03	3	.02	0	---

TABLE XXIII

LEADER RATING OF THE INTEREST SHOWN IN THE  
 DRAMA PROGRAM BY THE COMMUNITY

Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Very High	5	.43	3	.50	2	.39	5	.21	0	--
High	15	1.07	8	1.11	7	1.13	16	.56	1	.42
Some	27	1.54	15	1.67	10	1.29	73	2.04	7	2.33
Low	14	.60	6	.50	7	.67	26	.54	2	.50
Very Low	5	.14	4	.22	1	.06	11	.15	1	.17
No	4	.06	0	--	4	.13	12	.08	1	.08

TABLE XXIV

LEADER RATING OF THE INTEREST SHOWN IN THE  
 DRAMA PROGRAM BY OTHER LEADERS

Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Very High	13	1.18	9	1.50	4	.89			1	.50
High	24	1.82	13	1.81	10	1.85			6	2.50
Some	24	1.45	12	1.33	10	1.48			3	1.00
Low	4	.18	2	.17	2	.22			0	--
Very Low	0	--	0	--	0	--			2	.33
No	1	.02	0	--	1	.04			0	--

TABLE XXV

LEADER RATING OF THE INTEREST SHOWN IN THE  
 DRAMA PROGRAM BY EXTENSION AGENTS

Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Very High	22	1.94	9	1.54	13	2.59	43	1.87		
High	37	2.73	21	3.00	15	2.50	70	2.53		
Some	7	.41	4	.46	1	.13	18	.52		
Low	1	.04	1	.08	0	--	3	.07		
Very Low	1	.03	0	--	1	.07	3	.04		
No	0	--	0	--	0	--	1	.01		

TABLE XXVI

LEADER RATING OF THE IMPORTANCE OF RATINGS  
 RECEIVED IN THE COUNTY 4-H DRAMA FESTIVAL  
 TO THE CLUB'S DRAMA PROGRAM

Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Extreme	25	1.96	14	2.00	11	2.03	32	1.26		
Quite	29	1.81	17	1.94	11	1.53	43	1.37		
Of Some	7	.33	4	.34	3	.33	29	.68		
Of Little	2	.06	0	--	2	.15	8	.13		
Of No	1	.02	0	--	0	--	15	.12		

TABLE XXVII

LEADER RATING OF THE IMPORTANCE OF RATINGS  
RECEIVED IN THE DISTRICT 4-H DRAMA FESTIVAL  
TO THE CLUB'S DRAMA PROGRAM

Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Extreme	16	1.95	10	2.50	6	1.50	29	1.27		
Quite	15	1.46	5	1.00	8	1.60	28	.98		
Of Some	7	.51	4	.60	3	.45	25	.66		
Of Little	3	.15	1	.10	2	.20	11	.19		
Of No	1	.02	0	--	1	.05	21	.18		

TABLE XXVIII

LEADER'S OPINION OF HOW OFTEN THE COUNTY  
4-H DRAMA FESTIVAL SHOULD BE HELD

Opinion	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Biannually	3	.21	2	.28	1	.16	5	.18	0	--
Annually	65	3.71	33	3.67	30	3.75	124	3.60	11	3.67
Biennially	2	.09	1	.08	1	.09	8	.17	1	.25
Every Third Year	0	--	0	--	0	--	1	.01	0	--
Never	0	--	0	--	0	--	0	--	0	--

TABLE XXIX

LEADER'S OPINION OF HOW OFTEN THE DISTRICT  
4-H DRAMA FESTIVAL SHOULD BE HELD

Opinion	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Biannually	1	.08	1	.15	0	--	3	.11	0	--
Annually	59	3.69	30	3.53	27	3.87	116	3.60	9	3.00
Biennially	4	.19	3	.26	1	.11	8	.19	1	.25
Every Third Year	0	--	0	--	0	--	2	.03	0	--
Never	0	--	0	--	0	--	4	.03	2	.17

TABLE XXX

LEADER'S OPINION OF HOW OFTEN THE STATE  
4-H DRAMA FESTIVAL SHOULD BE HELD

Opinion	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders		Extension Agents	
	N	WMS	N	WMS	N	WMS	N	WMS	N	WMS
Biannually	1	.08	0	--	1	.19	0	--	0	--
Annually	56	3.62	31	3.65	23	3.53	116	3.51	7	2.33
Biennially	4	.19	2	.18	2	.23	8	.18	1	.25
Every Third Year	1	.03	1	.06	0	--	1	.02	0	--
Never	0	--	0	--	0	--	7	.05	3	.25

TABLE XXXI

LEADER'S OPINION ON WHETHER OR NOT COUNTY DRAMA  
FESTIVALS SHOULD BE ON A COMPETITIVE BASIS

Opinion	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders	
	N	WMS	N	WMS	N	WMS	N	WMS
Yes	65	1.94	34	1.95	29	1.93	107	1.59
No	2	.03	1	.03	1	.03	28	.21

TABLE XXXII

LEADER'S OPINION ON WHETHER OR NOT DISTRICT DRAMA  
FESTIVALS SHOULD BE ON A COMPETITIVE BASIS

Opinion	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders	
	N	WMS	N	WMS	N	WMS	N	WMS
Yes	58	1.84	29	1.76	27	1.93	101	1.56
No	5	.08	4	.12	1	.04	28	.22

TABLE XXXIII

LEADER'S OPINION ON WHETHER OR NOT STATE DRAMA  
FESTIVALS SHOULD BE ON A COMPETITIVE BASIS

Opinion	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders	
	N	WMS	N	WMS	N	WMS	N	WMS
Yes	42	1.45	19	1.16	21	1.68	82	1.25
No	16	.28	12	.39	4	.15	43	.35

### Agent Attitudes

Regarding the attitudes of extension agents in charge of 4-H Clubwork in the sample counties, data from the preceding tables showed that, with one exception, the attitudes of the agents generally followed more closely the attitudes displayed by the drama leaders than those of the general leaders. The one exception was the agents' opinions on how often drama festivals should be held. In this case it was noted that agents' attitudes were similar to those displayed by the general leaders, especially was this true for district and state 4-H drama festivals.

### Leader Age and Attitudes

Drama leader ratings of the importance of the 4-H drama program to members, the community and the total 4-H Club program showed that among the three drama leader categories, there were differences in attitudes between the leaders forty and under and those over forty. Although none of the differences were significant at or above the 5 percent level when tested by Chi-square, Table XXXIV showed that the older leaders consistently had a higher percentage of their number rating the drama program as more important to members, the community and the total 4-H Club program than did the younger leaders.

Leader rating of the importance of the ratings awarded to 4-H Clubs participating in the county 4-H drama festivals showed that a higher percentage of the older leaders in all three categories felt that the ratings were more important than did the younger leaders. None of the differences found in Table XXXV were found to be significant.

Looking at the leaders' attitudes toward the importance of ratings received by the clubs taking part in district 4-H drama festivals to the club's drama program, a partial switch in attitudes from those displayed toward the importance of county festival ratings was noted. Table XXXV indicated that leaders forty and under in the total drama leader and part-time drama leader groups rated the district drama festival ratings more important. Among the full-time drama leaders, the older leaders placed more importance on the district drama festival ratings. This

latter difference was found to be significant at between the 1 and 5 percent levels. This indicated that if the study were conducted again using a similar sample of drama leaders, only between one and five times would the ratings by the leaders be different from those obtained for the full-time drama leaders.

Applying the F-test (see appendix B) to the Chi-square scores failed to show any differences between the leader categories that approached the 5 percent level.

An examination of the drama leaders' rating of interest displayed in the drama program by 4-H members, their parents, other 4-H leaders and extension agents showed that, in general, the leaders forty and under felt that interest in the program was higher than did the older leaders. Table XXXVI showed that a relatively high percentage of the younger leaders in all leader categories rated 4-H member interest higher than did the older leaders.

Analysis of data in Table XXXVI showed that the older leaders in all leader categories rated the interest shown in the drama program by the community higher than did the younger leaders, although these differences were not too great. Looking at the leader ratings of interest shown in the program by extension agents, it was noted that the differences were relatively high. In this case the older leaders felt that extension agents showed more interest in the program than did the leaders forty and under.

It must be noted that, although some of the differences discussed above were relatively substantial, none of

them were found to be statistically significant at or above the 5 percent level and that there were no significant differences found between the categories when applying the F-test to the Chi-square scores.

TABLE XXXIV (x)

DRAMA LEADER AGE vs. DRAMA LEADER RATING OF IMPORTANCE  
OF THE DRAMA PROGRAM TO OLDER MEMBERS, YOUNGER MEMBERS,  
THE COMMUNITY, AND TOTAL CLUB PROGRAM

Degree of Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	40 and Under	Over 40	40 and Under	Over 40	40 and Under	Over 40
Older 4-H Members	73.5	81.7	79.0	80.0	63.5	83.5
Younger 4-H Members	26.5	18.3	21.0	20.0	36.5	16.5
Club's Community	58.0	66.0	60.0	73.5	54.5	60.0
Total Club Program	42.0	34.0	40.0	26.5	45.5	40.0
	71.0	71.5	75.0	84.5	63.5	76.5
	29.0	28.5	25.0	15.5	36.5	23.5
	34.5	40.7	42.1	50.0	20.0	33.3
	65.5	59.3	57.9	50.0	80.0	66.7

\* Indicates Chi-square score is significant at or above the 1 percent level.

\*\* Indicates Chi-square score is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XXXV (x)

DRAMA LEADER AGE vs. DRAMA LEADER RATING OF IMPORTANCE  
OF RATINGS RECEIVED FROM COUNTY AND DISTRICT DRAMA  
FESTIVALS TO THE TOTAL CLUB PROGRAM

Degree of Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	40 and Under	Over 40	40 and Under	Over 40	40 and Under	Over 40
County Drama Festival	78.0	89.0	81.5	93.5	72.7	90.0
Greater						
Lesser	22.0	11.0	18.5	6.5	27.3	10.0
District Drama Festival	76.0	74.0	61.0	77.8	100.0	70.0
Greater						
Lesser	24.0	26.0	39.0	22.2	00.0	30.0

\* Indicates Chi-square is significant at or above the 1 percent level.

\*\* Indicates Chi-square is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XXXVI (x)

AGE OF DRAMA LEADERS vs. LEADER RATING OF INTEREST SHOWN IN THE DRAMA PROGRAM BY MEMBERS, MEMBER'S PARENTS, THE COMMUNITY, OTHER 4-H LEADERS AND EXTENSION AGENTS

Degree of Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	40 and Under	Over 40	40 and Under	Over 40	40 and Under	Over 40
4-H Club Members						
Higher	87.5	74.5	90.0	87.5	83.3	68.0
Lower	12.5	25.5	10.0	12.5	16.7	32.0
Member's Parents						
Higher	52.0	46.0	55.0	50.0	50.0	42.7
Lower	48.0	54.0	45.0	50.0	50.0	57.3
Club's Community						
Higher	30.0	33.3	31.5	37.5	27.3	30.0
Lower	70.0	66.7	68.5	62.5	72.7	70.0
Other 4-H Leaders						
Higher	64.5	56.0	65.0	62.5	63.5	43.6
Lower	35.5	44.0	35.0	37.5	36.5	56.4
Extension Agents						
Higher	87.0	88.0	89.5	80.0	83.5	95.0
Lower	13.0	12.0	10.5	20.0	16.5	5.0

(x) All data in the table are expressed in terms of percentages.

### Leader Tenure and Attitudes

Data in Table XIV showed that the correlation existing between age and tenure, if any, was rather inconsistent, but generally younger leaders reported a slightly longer tenure than the older leaders. Data found in Tables XVI through XIX seemed to indicate that, with one exception, the older leaders showed longer leader tenure.

Table XXXVII showed that leaders with more than two years tenure in all three leader categories felt that the program was of greater importance than did leaders with less tenure, with one exception. The exception was the part-time drama leaders with two years or less tenure who rated the 4-H drama program as being more important to the club's community than did the part-time drama leaders with more tenure.

The Chi-square test for significance showed that the difference found in favor of full-time drama leaders in their rating of the importance of the drama program to the younger 4-H members was statistically significant at the 1 percent level. Application of the F-test to Chi-square scores showed that the differences in ratings between the full-time drama leaders and the part-time drama leaders were significant at the 5 percent level in the case of the importance of the drama program to younger 4-H members and to the community.

Leader ratings of the importance of awards that 4-H Clubs received for their participation in the county drama festivals seemed to indicate that younger leaders had longer

tenure. In this instance, the leaders with two years or less tenure in all leader categories felt that the awards were more important than did the leaders with more tenure. None of these differences were significant at or above the 5 percent level.

In all three drama leader categories in Table XXXVIII, leaders with three or more years tenure showed that a higher percentage of their number rated the importance of district drama festival awards to their club's drama program higher. The difference found in the full-time drama leader category was found, by Chi-square, to be significant at the 5 percent level. These findings seemed to bear out the fact that younger leaders had a slightly longer tenure.

A close look at Table XXXIX showed that a comparison of leader tenure and drama leader rating of interest shown in the 4-H drama program tended to substantiate the findings shown in Table XIV. A comparison of tenure and leader rating of interest shown and of age and leader rating of interest, tended to reveal about the same erratic correlation found previously between age and leader tenure.

Drama leaders with two years or less tenure in all leader categories rated the interest shown in the 4-H drama program higher, more often than did leaders with longer tenure, but in no case was the difference significant. Analyzing the data of interest shown in the program by 4-H members indicated that leaders with longer tenure in all leader categories rated the interest higher; and among the total drama leaders this difference was found to be significant at the 1 percent level. The total drama leaders and

the part-time drama leaders showed differences in rating the interest shown in the program by other 4-H leaders to be in favor of leaders with longer tenure. Full-time drama leaders with two years or less tenure rated the interest shown by other 4-H leaders higher than did those leaders with more tenure.

TABLE XXXVII (x)

TENURE OF DRAMA LEADERS vs. DRAMA LEADER RATING OF THE IMPORTANCE OF THE DRAMA PROGRAM TO OLDER MEMBERS, YOUNGER MEMBERS, THE COMMUNITY, AND TOTAL CLUB PROGRAM

Degree of Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	2 years or less	Over 2 years	2 years or less	Over 2 years	2 years or less	Over 2 years
Older 4-H Members	67.0	87.5	66.7	94.0	72.7	81.5
Younger 4-H Members	33.0	12.5	33.3	6.0	27.3	18.5
Club's Community	64.0	65.0	63.3	67.7*	58.0	59.0
Total Club Program	36.0	35.0	36.7	32.3	42.0	41.0
	34.5	45.0	27.8	66.7	45.4	21.4
	65.5	55.0	72.2	33.3	54.6	78.6
	67.0	72.0	72.0	81.0	66.7	69.0
	33.0	28.0	28.0	19.0	33.3	31.0

\* Indicates Chi-square score is significant at or above the 1 percent level.

\*\* Indicates Chi-square score is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XXXVIII (x)

TENURE OF DRAMA LEADERS vs. DRAMA LEADER RATING OF THE IMPORTANCE OF RATINGS RECEIVED FROM COUNTY AND DISTRICT DRAMA FESTIVALS TO THE TOTAL CLUB PROGRAM

Degree of Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	2 years or Less	Over 40	2 years or Less	Over 40	2 years or Less	Over 40
County Drama Festival	89.0	81.0	94.0	81.0	82.0	81.0
	11.0	19.0	6.0	19.0	18.0	19.0
District Drama Festival	66.7	84.0	66.7	72.5*	66.7	100.0
	33.3	16.0	33.3	27.5	33.3	00.0

\* Indicates Chi-square Score is significant at or above the 1 percent level.

\*\* Indicates Chi-square Score is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XXXIX (x)

TENURE OF DRAMA LEADERS vs. DRAMA LEADER RATING OF THE INTEREST SHOWN IN THE DRAMA PROGRAM BY MEMBERS, MEMBER'S PARENTS, THE COMMUNITY, OTHER 4-H LEADERS AND EXTENSION AGENTS

Degree of Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	2 years or Less	Over 40	2 years or Less	Over 40	2 years or Less	Over 40
4-H Club Members	76.0	91.0	85.0	94.0	61.5	89.0
Member's Parents	24.0	9.0	15.0	6.0	38.5	11.0
Club's Community	53.0	47.0	60.0	43.7	41.7	50.0
Other 4-H Leaders	47.0	53.0	40.0	56.3	58.3	50.0
Extension Agents	34.3	28.2	35.0	33.3	33.3	23.5
	65.7	71.8	65.0	66.7	66.7	76.5
	57.0	62.5	65.0	62.5	37.5	66.7
	43.0	37.5	35.0	37.5	62.5	33.3
	93.5	86.5	85.0	84.7	100.0	87.5
	6.5	13.5	15.0	15.3	00.0	12.5

(x) All data in the table are expressed in terms of percentages.

### Educational Level and Attitudes

Only in the case of the leader rating of the importance of the drama program to older 4-H members did the leaders with 12 or more years schooling, in all leader categories, rate the program as being more important than did the other leaders. Table XL showed that leaders with a higher educational level among the total drama leaders and the full-time leaders rated the importance of the program to the community higher. However, a difference significant at the 5 percent level was found in favor of the part-time leaders with 12 years or less education.

Drama leader rating of the importance of the program to younger 4-H members and the total club program showed leaders with 12 years or less schooling felt that the program was more important than did the other leaders. Although there were no significant differences in the ratings, there was found to be a difference, significant at the 5 percent level between the ratings of the full-time drama leaders and the total drama leaders as to the importance of the program to younger members.

Leader ratings of the importance of awards received in county 4-H drama festivals showed that leaders with 12 over 12 years education among the total drama leaders and full-time drama leaders rated the awards as more important.

Table XLI indicated that differences in rating the importance of awards received in the district drama festivals favored both full-time and part-time drama leaders with over 12 years schooling, and, total drama leaders with a lower educational level. The difference found in total

drama leader ratings was found to be statistically significant at the 1 percent level when tested by Chi-square.

Leader ratings of interest displayed in the program showed that leaders with a lower educational level felt that more interest was shown in the drama program by members, their parents, the community, other 4-H leaders, and extension agents in eight of the fifteen cases. This figure was compared to ten to fifteen cases favoring younger leaders when age was compared to rating of interest, and, again, ten to fifteen cases in favor of leaders with less tenure. This information seemed to indicate that age and tenure were more critical factors in the study of leader attitudes toward the interest shown in the 4-H drama program by various groups.

Differences in leader rating of the interest displayed in the drama program by other 4-H leaders and extension agents showed that leaders with a lower educational level in all leader categories rated this interest higher. The difference for full-time drama leaders significant at the 1 percent level, by Chi-square, for their rating of interest shown in the program by extension agents.

Leaders with more than 12 years schooling showed all three categories of leaders rating the interest shown by parents in the program higher than leaders with less education. Ratings of interest shown by members showed that total and part-time drama leaders who had completed more than 12 years schooling, and, full-time drama leaders with a lower educational level rated interest higher than did the other leader groups. Table XLIII indicated that the differences in leader

ratings showed that leaders with a higher educational level among the total drama leaders and full-time drama leaders with twelve years or less schooling among the part-time drama leaders rated the interest shown in the drama program by the community higher.

Although some of the differences were relatively large, and, in one case significant at the 1 percent level, an application of the F-test to the Chi-square scores for each of the 15 cases showed no significant differences between any of them.

TABLE XL (x)

DRAMA LEADER EDUCATIONAL LEVEL vs. DRAMA LEADER RATING OF THE IMPORTANCE OF THE DRAMA PROGRAM TO OLDER MEMBERS, YOUNGER MEMBERS, THE COMMUNITY AND TOTAL CLUB PROGRAM

Degree of Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	12 years or Under	Over 12 Years	12 years or Under	Over 12 Years	12 years or Under	Over 12 Years
	or Under	12 Years	or Under	12 Years	or Under	12 Years
Older 4-H Members	82.0	83.0	80.0	81.0	71.0	78.0
Younger 4-H Members	18.0	17.0	20.0	19.0	29.0	22.0
Club's Community	67.5	54.0	61.6	71.0	68.0	40.0
Total Club Program	32.5	46.0	38.4	29.0	32.0	60.0
	35.0	41.0	35.0	54.0	30.0**	22.2
	65.0	59.0	65.0	46.0	70.0	77.8
	73.0	68.0	80.0	72.0	66.0	62.5
	27.0	32.0	20.0	28.0	34.0	37.5

\* Indicates Chi-square score is significant at or above the 1 percent level.

\*\* Indicates Chi-square score is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XIII (x)

DRAMA LEADER EDUCATIONAL LEVEL vs. DRAMA LEADER RATING  
OF THE IMPORTANCE OF RATINGS RECEIVED FROM COUNTY AND DISTRICT  
DRAMA FESTIVALS TO THE TOTAL CLUB PROGRAM

Degree of Importance	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	12 years or Under	Over 12 Years	12 years or Under	Over 12 Years	12 years or Under	Over 12 Years
County Drama Festival	85.0	86.5	90.0	83.3	87.5	79.0
Greater						
Lesser	15.0	13.5	10.0	16.7	12.5	21.0
District Drama Festival	93.0*	72.5	69.0	70.0	71.5	80.0
Greater						
Lesser	7.0	27.5	31.0	30.0	28.5	20.0

\* Indicates Chi-square scores significant at or above the 1 percent level.

\*\* Indicates Chi-square scores significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XLIII (x)

DRAMA LEADER EDUCATIONAL LEVEL vs. DRAMA LEADER RATING OF THE INTEREST SHOWN IN THE DRAMA PROGRAM BY MEMBERS, MEMBER'S PARENTS, THE COMMUNITY, OTHER 4-H LEADERS AND EXTENSION AGENTS

Degree of Interest	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders	
	12 years or Under	Over 12 Years	12 Years or Under	Over 12 Years	12 years or Under	Over 12 Years
4-H Club Members	79.0	82.5	91.0	85.7	68.0	78.0
Member's Parents	21.0	17.5	9.0	14.3	32.0	22.0
Club's Community	45.6	52.3	50.0	57.0	41.7	44.5
Other 4-H Leaders	54.4	47.7	50.0	43.0	58.3	55.5
Extension Agents	29.0	31.7	31.7	38.5	26.0	22.2
	71.0	68.3	68.3	61.5	74.0	77.8
	61.0	50.0	68.0	57.0	59.0	37.5
	39.0	50.0	32.0	43.0	41.0	62.5
	88.5	86.5	86.0	84.7	91.0	88.9
	11.5	13.5	14.0	15.3	9.0	11.1

(x) All data in the table are expressed in terms of percentages,

### Interest vs. Importance

In comparing the leaders ratings of the importance of the drama program with the leader ratings of interest shown in the program, Table XLIII showed that all leader categories, with two exceptions, which rated the program as more important also rated the interest shown in the program higher than did the leaders who rated the program as being of less importance.

Twelve of these ratings proved to be significant at or above the 5 percent level when tested for significance by the Chi-square test. Of all the differences, only those in the ratings of interest shown by member's parents were significantly different when the F-test was applied to their respective Chi-square scores. In the case of these ratings, only the differences between the ratings of the general leaders and each of the three drama leader categories were significant. This same general pattern of differences was also found to exist between the ratings of importance to younger members, the community, and the total club program and leader ratings of interest shown in the program by the five different groups, with few exceptions.

A closer look at data for leader ratings of the importance of the drama program versus their ratings of the interest shown in the program by the five different groups shown in Table XLIV indicated that ten of the ratings were significant at or above the 5 percent level according to the Chi-square method. Applying the F-test to the Chi-square

scores, it was found that the differences between the general leaders and each of the three drama leader categories were significant at the 5 percent level for leader rating of interest displayed in the drama program by 4-H members.

Table XLV showed that the Chi-square test on the various ratings found differences significant at or above the 5 percent level existing in favor of leaders rating the program as being of greater importance to the total club program. Analyzing the Chi-square scores by the F-test, significant differences ( $P < .05$ ) were found to exist between the general leaders and each of the three drama leader categories in their ratings of the interest shown in the drama program by the community.

Data from Table XLVI showed differences significant at or above the 5 percent level existing in favor of leaders who rated the drama program of greater importance to the community in eleven of the ratings tested by Chi-square. An F-test analysis of these scores showed that significant differences ( $P < .05$ ) existed between general leaders and each of the three drama leader categories, indicating that leaders rating the importance of the program higher also felt that the interest shown was also higher.

Analysis of data in Tables XLIII through XLVI seemed to substantiate that hypothesis 1, "There are no significant differences between attitudes displayed toward the program by total drama leaders and general leaders.", should be rejected.

TABLE XLIII (x)

LEADER RATING OF THE IMPORTANCE OF THE DRAMA PROGRAM TO THE  
OLDER 4-H MEMBERS vs. LEADER RATING OF THE INTEREST SHOWN IN THE  
4-H DRAMA PROGRAM

Degree of Interest	Degree of Importance to Older 4-H Members											
	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders					
	Greater	Lesser	Greater	Lesser	Greater	Lesser	Greater	Lesser				
4-H Club Members	Higher	94.0*	44.0	100.0*	57.0	85.0*	33.3	79.5*	29.5			
	Lower	6.0	56.0	00.0	43.0	15.0	66.7	20.5	70.5			
Member's Parents	Higher	52.0*	25.0	59.5*	33.3	50.0	11.1	38.2*	16.0			
	Lower	48.0	75.0	40.5	66.7	50.0	88.9	61.8	84.0			
Club's Community	Higher	37.0	13.4	44.5	44.3	26.3	12.5	24.2*	6.8			
	Lower	63.0	86.6	55.5	55.7	73.7	87.5	75.7	93.2			
Other 4-H Leaders	Higher	72.0*	23.0	75.0**	43.0	66.7	00.0					
	Lower	28.0	77.0	25.0	57.0	33.3	100.0					
Extension Agents	Higher	87.5	92.0	89.0	83.3	85.7	100.0	86.0*	78.0			
	Lower	12.5	8.0	11.0	16.7	14.3	00.0	14.0	22.0			

\* Indicates Chi-square score is significant at or above the 1 percent level.

\*\* Indicates Chi-square score is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XLIV (x)  
 LEADER RATING OF THE IMPORTANCE OF THE DRAMA PROGRAM TO THE  
 YOUNGER 4-H MEMBERS vs. LEADER RATING OF THE INTEREST SHOWN IN THE  
 4-H DRAMA PROGRAM

Degree of Interest	Degree of Importance to Older 4-H Members									
	Total		Full-time		Part-time		General			
	Drama Leaders	Lesser	Drama Leaders	Lesser	Drama Leaders	Lesser	Leaders	Lesser		
4-H Club Members	Higher	91.0*	64.0	92.0*	83.5	89.5	46.0	77.0*	30.3	
	Lower	9.0	36.0	8.0	16.5	10.5	54.0	23.0	69.7	
Member's Parents	Higher	58.0**	32.0	54.0	58.2*	63.3*	7.7	43.3*	9.4	
	Lower	42.0	68.0	46.0	41.8	36.7	92.3	56.7	90.6	
Club's Community	Higher	46.0	8.0	57.0	16.7	48.0	0.0	25.0*	5.4	
	Lower	54.0	92.0	43.0	83.3	52.0	100.0	75.0	94.6	
Other 4-H Leaders	Higher	76.4	29.0	87.5*	25.0	57.0	33.3	84.5*	78.5	
	Lower	23.6	71.0	12.5	75.0	43.0	66.7	15.5	21.5	
Extension Agents	Higher	89.7	80.0	87.0	81.7	94.0	84.6	84.5*	78.5	
	Lower	10.3	20.0	13.0	18.3	6.0	15.4	15.5	21.5	

\* Indicates Chi-square score is significant at or above the 1 percent level.

\*\* Indicates Chi-square score is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XLV (x)

LEADER RATING OF THE IMPORTANCE OF THE DRAMA PROGRAM TO THE  
COMMUNITY VS. LEADER RATING OF THE INTEREST SHOWN IN THE  
4-H DRAMA PROGRAM

Degree of Interest	Degree of Importance to The Community									
	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders			
	Greater	Lesser	Greater	Lesser	Greater	Lesser	Greater	Lesser		
4-H Club Members	Higher	91.6	69.3	94.0	83.5	87.5	62.0	74.4*	28.8	
	Lower	8.4	30.7	6.0	16.5	12.5	38.0	25.6	71.2	
Member's Parents	Higher	78.3*	25.6	69.0	39.0	100.0**	14.3	25.7*	14.0	
	Lower	21.7	74.4	31.0	61.0	0.0	85.7	74.3	86.0	
Club's Community	Higher	69.5*	5.3	66.7*	11.0	86.0**	0.0	22.8*	5.9	
	Lower	30.5	94.7	33.3	89.0	14.0	100.0	77.2	94.1	
Other 4-H Leaders	Higher	63.6*	51.5	69.0*	55.5	50.0	47.0			
	Lower	36.4	48.5	31.0	44.5	50.0	53.0			
Extension Agents	Higher	78.3	91.5	75.0	78.0	85.7	90.0	70.5*	45.6	
	Lower	21.7	8.5	25.0	22.0	14.3	10.0	29.5	54.4	

\* Indicates Chi-square is significant at or above the 1 percent level.

\*\* Indicates Chi-square is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

TABLE XLVI (x)

LEADER RATING OF THE IMPORTANCE OF THE DRAMA PROGRAM TO THE  
TOTAL CLUB PROGRAM vs. LEADER RATING OF THE INTEREST SHOWN  
IN THE 4-H DRAMA PROGRAM

Degree of Interest	Degree of Importance to Total Club Program									
	Total Drama Leaders		Full-time Drama Leaders		Part-time Drama Leaders		General Leaders			
	Greater	Lesser	Greater	Lesser	Greater	Lesser	Greater	Lesser	Greater	Lesser
4-H Club Members	96.0*	50.0	96.4**	62.5	95.0*	40.0	67.5*	47.5		
	4.0	50.0	3.6	37.5	5.0	60.0	32.5	52.5		
Member's Parents	56.5*	27.8	52.0	62.5*	63.2*	0.0	41.5*	19.8		
	43.5	72.2	48.0	37.5	36.8	100.0	58.5	80.2		
Club's Community	37.2	11.8	55.5**	25.0	35.3	0.0	41.0*	5.0		
	62.8	88.2	44.5	75.0	64.7	100.0	59.0	95.0		
Other 4-H Leaders	74.0*	23.5	81.0*	25.0	66.7*	33.3				
	26.0	76.5	19.0	75.0	33.3	66.7				
Extension Agents	88.5	81.4	84.5	85.6	94.0	77.7	84.5	79.5		
	11.5	18.6	15.5	14.4	6.0	22.3	15.5	20.5		

\* Indicates Chi-square score is significant at or above the 1 percent level.

\*\* Indicates Chi-square score is significant at or above the 5 percent level.

(x) All data in the table are expressed in terms of percentages.

### Training and Subject Matter Material

The response to questions, concerning training and subject matter material, on the drama leader questionnaires was so small that it was not possible to draw any conclusions or to determine any reliable differences in attitudes among the various categories of drama leaders. Approximately 30 percent of the leaders completing a questionnaire indicated that they felt a need for training, but less than half this number checked in which of the eight areas they wanted training. In general, most of the leaders who indicated that they desired training felt that it should be carried out on a county basis and that the sessions should be for only one day. Twenty-one of the leaders responded that they were unaware that the Wisconsin Idea Theatre conducted training meetings for 4-H drama leaders.

Five of the 12 agents responding reported that they had attended at least one drama leader training workshop conducted by Wisconsin Idea Theatre personnel. These five agents generally rated this training relatively high. Agents seemed to feel that future training meetings should be one-day meetings and preferred that they be held for a single county. The agents expressed the belief that never should training meetings for drama leaders attempt to cover an area larger than three adjoining counties.

In response to a question asking leaders to rate six pieces of subject matter material that were available from the Wisconsin Idea Theatre and the State 4-H Club Office, only one - 4-H Club Play List - was familiar to all the

leaders responding. Regarding the other five - Play Production, Suggestions For The Actor, Rural Drama Handbook, Stage Lighting Simplified, and Play Direction - almost half of the leaders responding made notations to the effect that they were unaware of the existence of them.

## CHAPTER V

### Summary

From its beginning in 1926 the 4-H drama program in Wisconsin grew until it reached its peak participation in 1945. Since that time the program declined in popularity until only 47 of the 71 counties participated actively in 1958. Members of the Wisconsin Idea Theatre staff and State 4-H Club Office personnel felt that two factors contributing to the decline in the program's popularity were: 1) Lack of qualified adult volunteer leadership, and, 2) Lack of an adequate leader training program for existing leaders.

Since no previous research studies had been conducted in the Wisconsin 4-H Drama program, these people felt that one means of gaining insight into the causes of declining popularity in the program would be through a study of the adult volunteer leaders associated with the program.

The study was designed to determine the background characteristics of the 4-H drama leaders and to identify and examine attitudes displayed toward the program by drama leaders, general leaders, and extension agents. To do this the following objectives were set up:

1. To identify personal, social, and background characteristics of 4-H drama leaders.
2. To identify the attitudes displayed toward the 4-H drama activities by the 4-H drama leaders.
3. To identify the attitudes displayed toward the 4-H drama activities by the 4-H general leaders.
4. To identify the attitudes displayed toward leader training programs of the Wisconsin Idea Theatre by 4-H leaders and extension agents.

5. To determine and examine any relationships existing between the variables identified in the preceding objectives.

To obtain the necessary information, the 47 counties that had active programs in 1958 were divided according to 4-H Supervisory districts and four counties were selected randomly from each district. All adult leaders and the extension agent in charge of 4-H Clubwork in each of the selected counties were sent a questionnaire which contained structured, dichotomous, and open-end questions.

Data from the questionnaires that were returned was tabulated and punched on IBM cards. Frequency distributions and percentages were used to describe the background characteristics. Differences between attitudes displayed by the various groups of leaders were tested for significance by Chi-square and an F-test. Only differences which either of the above tests showed to have a probability of .95 or higher ( $P < .05$ ) were considered as being significant.

Hypotheses tested in the study were stated in the null form and follow with a summary of information pertaining to each.

Hypothesis 1, "There are no significant differences between attitudes displayed toward the drama program by the total drama leaders and the general leaders."

Differences were found to exist between the total drama leaders, the full-time drama leaders, part-time drama leaders and the general leaders when an analysis was made of their attitudes toward the importance of the drama program and the interest that different groups showed in it.

When the Analysis of Variance and the F-test were applied to the data concerning attitudes, only those differences existing between the general leaders and each of the three drama leader categories were found to be significant at or above the 5 percent level. These findings, therefore, led to hypothesis 1 being rejected.

Hypothesis 2, "There are no significant differences between attitudes displayed toward the drama program by full-time drama leaders and part-time drama leaders." was accepted as being true on the basis of findings described above.

Hypothesis 3, "There are no significant differences between the characteristics found in the full-time drama leaders and the part-time drama leaders." was also accepted as being true. A comparison of these two groups of leaders showed that in general the full-time drama leaders were approximately two years younger, had a slightly larger family, a higher educational level, belonged to slightly more organizations outside 4-H Clubwork, and had less tenure than did the part-time drama leaders. However, none of these differences were found to be statistically significant.

Only 14 of the responding drama leaders indicated that they had attended any type of training meeting during the past three years. Twenty-one of the leaders indicated that they were unaware that training meetings were available. Generally, the leaders and extension agents felt that training meetings should be held on a county basis and only for one day.

About half of the respondents among the drama leaders stated that they were either unfamiliar with or unaware of the majority of the subject matter material that is available through the Wisconsin Idea Theatre.

### Conclusions

The preceding summary of data collected and the analysis of that data led the writer to conclusions that will be found in the following paragraphs.

Attitudes displayed toward the 4-H drama program by general leaders were, in general, significantly different from attitudes displayed toward the program by drama leaders.

From the data compiled it was apparent that general leaders placed a lesser degree of importance on the drama program than do the drama leaders. This indicated that if there was to be a strong drama program, drama leaders that are selected must be from those people who have a great interest in drama and place a good deal of importance upon it in the total 4-H Club program.

In general, drama leaders who rated the 4-H drama program as being more important to members, the community, and the total club program also rated the interest shown in the program higher than did leaders who placed less importance upon the program.

On the basis of the information available from this study, there seemed to be an underlying feeling, that even though most of the drama leaders felt that the drama program was important and that interest in it was relatively high, they seemed to be quite unaware of the help that was available through the Wisconsin Idea Theatre and the State 4-H Club Office. This indicated a great lack or complete breakdown in communications between the Wisconsin Idea Theatre and the State 4-H Club Office, both in Madison, and the

field extension workers and their drama leaders.

Attitudes displayed toward the 4-H drama program by extension agents working with the 4-H Club program in the sample counties were found to be similar to the attitudes displayed by the drama leaders except in the area of how often county, district and state drama festivals should be held.

Any findings in this study may be applied to areas outside the counties included in the sample only to the extent that those areas are similar in all aspects to the areas included in the sample of this study.

### Recommendations

After compiling and analyzing the data included in this study, this writer feels that the following recommendations are valid:

1. The Wisconsin Idea Theatre and the State 4-H Club Office should improve communications between themselves and between themselves and the field staff and 4-H drama leaders.

2. The Wisconsin Idea Theatre, with the approval of the State 4-H Club Office, should prepare and send periodic newsletters to each county in the state. These letters should include dates and deadlines, rules and regulations, a tip sheet for the drama leaders, etc.

3. The Wisconsin Idea Theatre should, in cooperation with the State 4-H Club Office, set up a schedule of leader training meetings for drama leaders. These meetings should be scheduled so that a meeting will be held in each county at least once every three years.

4. When selecting drama leaders, select those people with a keen interest and ability in drama and who believe that it should be an important part of the total 4-H Club program.

5. This study be replicated using the total population rather than drawing a sample.

6. Total revision of all schedules is needed. Each schedule should be designed so that similar data will be available from both drama and general leaders.

7. Make an intensive study of the leader training program, previous training from sources outside extension, and background of leaders involved in the drama program.

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**APPENDICES**



4/7/60  
 2 x 2 Chi-Square  
 (Corrected for  
 Continuity)

le: \_\_\_\_\_ Title: \_\_\_\_\_

A	B	A + B	
C	D	C + D	
A + C	B + D	N	N/2

$$\chi^2 = \frac{(|BC - AD| - \frac{N}{2})^2 N}{(A+C)(B+D)(A+B)(C+D)} = \underline{\hspace{2cm}}$$

$$\chi^2 = \underline{\hspace{2cm}} \quad \text{Level of Significance} \underline{\hspace{2cm}}$$

$$|BC - AD| - \frac{N}{2} = \underline{\hspace{2cm}}$$

$$\frac{(|BC - AD| - \frac{N}{2})^2 N}{(A+C)(B+D)(A+B)(C+D)} = \underline{\hspace{2cm}}$$

$$\frac{(|BC - AD| - \frac{N}{2})^2 N}{(A+C)(B+D)} = \underline{\hspace{2cm}}$$

$$\frac{(|BC - AD| - \frac{N}{2})^2 N}{(A+B)(C+D)} = \underline{\hspace{2cm}}$$

$$\text{product} = \underline{\hspace{2cm}}$$

$\chi^2$

Table: \_\_\_\_\_  
 \_\_\_\_\_


<del>_____</del>	=	<u>_____</u>		( ) <sup>2</sup>	=	<u>_____</u>	=	<u>_____</u>
<del>_____</del>	=	<u>_____</u>		( ) ( )	=	<u>_____</u>	=	<u>_____</u>
<del>_____</del>	=	<u>_____</u>						
<del>_____</del>	=	<u>_____</u>						
<del>_____</del>	=	<u>_____</u>						
<del>_____</del>	=	<u>_____</u>						
<del>_____</del>	=	<u>_____</u>						
<b>TOTAL</b>	=	<u>_____</u>						
<del>_____</del>	=	<u>_____</u>	(subtract)					
<b>TOTAL</b>	=	<u>_____</u>			=	<u>_____</u>	=	$\chi^2$

d.f. = \_\_\_\_\_

Level of signif. = \_\_\_\_\_


TABLE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

$$\frac{A_{c_j}}{T_{.j}} = \frac{x}{\quad}$$

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

$$(T_x) = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - 1.0 = \underline{\hspace{2cm}}$$

$$(\underline{\hspace{1cm}}) \times (\underline{\hspace{1cm}}) = \underline{\hspace{2cm}}$$

$$\chi^2 = \underline{\hspace{2cm}}$$

$$df = (\underline{\hspace{1cm}} - 1) (\underline{\hspace{1cm}} - 1) = \underline{\hspace{2cm}}$$

LEVEL OF SIGNIFICANCE =        %

Appendix B

**Analysis of Variance:**

The Analysis of Variance used in testing differences for significance in this study was carried out according to the following formula:

$$F = \frac{\frac{\sum t_i (X_t - X)^2}{r}}{\frac{\sum t_i (X_{ti} - X_t)^2}{N - q}}$$

(Between group variance)

(Within group variance)

$(X_t - X)^2$  = sum of squares of deviation scores of the individual ratings about their group mean.

$(X_{ti} - X_t)^2$  = sum of squares of deviations of the group means about the total mean.

$r$  = the number of relations used to define the hypothesis, therefore, the degrees of freedom for between group variance.

$q$  = the number of independent variables, therefore  $N - q$  equals degrees of freedom for within group variance.

**F-test:**

The F-test used to test significance of differences between groups of leaders is an adaptation of the Analysis of Variance using Chi-square scores divided by their degrees of freedom rather than mean squares to ascertain an F value. The Chi-square score which gives the highest value when divided by its degrees of freedom is the numerator.

$$F = \frac{\frac{\chi^2}{df}}{\frac{\chi^2}{df}}$$

Appendix C

April 6, 1959  
Madison, Wisconsin

Dear 4-H Drama Leader:

The adult 4-H Drama Leaders of your county have been selected as a part of a state-wide study of the Wisconsin 4-H Drama program that is being conducted by the Wisconsin Idea Theatre.

In order for this study to be most effective, we will need your complete cooperation in answering all questions on the attached questionnaire to the best of your ability. Please remember that inaccurate answers will cause the study to be of little value to anyone, therefore, if you feel that you cannot answer a question honestly, please omit it.

I have pre-tested this questionnaire with other Drama Leaders and find that it should take you no longer than two hours to complete it. I realize that this is quite a long time, but I also feel that the information gained from your honest and complete answers will make it time well spent. This information should lead to improvements in the Wisconsin 4-H Drama program that will benefit both you and your club.

The number on the upper right-hand corner of the first page of the questionnaire will be used only to determine those people who have not returned the questionnaire and as soon as it is returned, the number will be clipped from it. The information that you furnish us will be handled in complete confidence, and will be presented only with the total information from all Drama Leaders. However, if you do wish to have your information identified with your name, please feel free to sign the questionnaire before returning it.

As soon as you have completed all of the questions, return the questionnaire in the enclosed stamped, self-addressed envelope. I would appreciate it if you will be able to return your questionnaire by April 15.

Thank you very much for your cooperation in this study and for your promptness. Results from the study will be available, upon request, through your County Extension office this fall.

Sincerely yours;

*Robert F. Barnes*

Robert F. Barnes  
Graduate Assistant  
Wisconsin Idea Theatre

QUESTIONNAIRE  
for  
4-H DRAMA LEADERS

No. \_\_\_\_\_

1. What is your age? \_\_\_\_\_
2. Sex: M \_\_\_\_\_ F \_\_\_\_\_
3. Marital status: Single \_\_\_\_\_ Married \_\_\_\_\_ Widowed \_\_\_\_\_ Other \_\_\_\_\_
4. Number of children: Living at home \_\_\_\_\_ Living away from home \_\_\_\_\_
5. Complete the following table in order to indicate the 4-H background of your children. (Complete one column for each of your children.)

	Children now in 4-H Clubwork			
Age				
Years in 4-H clubwork				
List any outstanding 4-H awards received by the child				

	Children who were in 4-H Club			
Age				
Years in 4-H clubwork				
List any outstanding 4-H awards received by the child				

6. What is the highest grade you completed in school? (Check one.)
  - .1 1st - 4th \_\_\_\_\_
  - .2 5th - 8th \_\_\_\_\_
  - .3 1 - 3 years of high school \_\_\_\_\_
  - .4 4 years of high school \_\_\_\_\_
  - .5 1 - 3 years of college \_\_\_\_\_
  - .6 4 years of college \_\_\_\_\_
  - .7 Graduate study \_\_\_\_\_ Degrees \_\_\_\_\_
7. How many boys and girls are enrolled in your 4-H Club? Boys \_\_\_\_\_  
Girls \_\_\_\_\_

-2-

8. Where do you live? (Check one.)

- .1 On a farm \_\_\_\_\_
- .2 In the country, but not on a farm \_\_\_\_\_
- .3 In a village (Pop. under 2,500) \_\_\_\_\_
- .4 In a town (Pop. 2,500 - 10,000) \_\_\_\_\_
- .5 In a city (Pop. over 10,000) \_\_\_\_\_

9. In the following table, list the organizations in which you now are a member:

Name of organizations	Do you attend meetings regularly		Do you hold an office this year		Are you serving on a committee now	
	Yes	No	Yes	No	Yes	No

10. Were you ever a 4-H Club member? Yes \_\_\_ No \_\_\_

11. Number of years you were a 4-H member \_\_\_\_\_

12. Was your husband (wife) ever a 4-H Club member? Yes \_\_\_ No \_\_\_

13. Number of years your husband (wife) was a 4-H member \_\_\_\_\_

14. What is your present responsibility to your 4-H Club? (Check those that apply.)

Drama Leader \_\_\_\_\_ General Leader \_\_\_\_\_ Activity Leader \_\_\_\_\_

Outside resource person not designated as a 4-H Leader \_\_\_\_\_

15. Have you ever been a leader of any 4-H Club in any other capacity than at the present? Yes \_\_\_ No \_\_\_ (Check the appropriate items below.)

General Leader \_\_\_ Project Leader \_\_\_ Activity Leader \_\_\_

Other (Please specify) \_\_\_\_\_

16. How long have you been in charge of your club's 4-H drama program?

Number of years \_\_\_\_\_

17. Have you had any experience in drama other than in connection with the 4-H drama program as a leader? Yes \_\_\_ No \_\_\_

18. If 'yes', please describe this experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. How important is the 4-H drama program to the following groups in your area: (Check one column for each group.)

Group	Extremely important	Quite important	Of some importance	Of little importance	Of no importance
Older 4-H members					
Younger 4-H members					
Overall 4-H Club program					
The community					

20. What level of interest is shown toward the 4-H drama program in your area by the following groups: (Check one column for each group.)

Group	LEVEL OF INTEREST					
	Very high	High	Some	Low	Very low	None
4-H Club members						
Other 4-H leaders						
Parents of 4-H members						
The community						
Extension agents						

21. Would the 4-H Club members who participate in the 4-H drama program be able to get comparable drama experience through any other agency, organization or institution. Yes \_\_\_ No \_\_\_

22. Why or why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

23. What agencies or organizations would provide this drama experience? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

24. In the table below, list the number of drama activities in which your 4-H club participated during the past three years: (In each square, write in the number of presentations made by your club members.)

Year	One-act plays	Three-act plays	Role playing	Skits	Pantomines	Creative drama
1958						
1957						
1956						

25. What was the total number of drama presentations that your club made last year? \_\_\_\_\_.

26. Does your club present its plays anywhere other than at the 4-H Club meetings and at the county or district drama festivals? Yes \_\_\_ No \_\_\_

27. Where? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

28. How are cast members selected for your club's plays? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

-5-

29. How are cast members selected for any drama activities other than plays?

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30. Exactly how many of your club members were able to take an active part in the club's plays last year? (Include cast, stage crew, make-up, etc.)

Boys \_\_\_\_\_ Girls \_\_\_\_\_

31. Exactly how many of your club members were able to take an active part in the club's other drama activities last year? (All activities except plays.)

Boys \_\_\_\_\_ Girls \_\_\_\_\_

32. Role playing, skits, pantomimes, and creative drama are drama activities that may be used in your 4-H Club's regular meetings. In the table below, check how often these activities are used in your meetings.

Activity	Regularly	Sometimes	Never
Role playing			
Skits			
Pantomimes			
Creative drama			

33. If your club uses these drama activities in its regular meetings, check in the following table, how they are used.

Activity	Recreation	Teaching Methods
Role playing		
Skits		
Pantomimes		
Creative drama		

34. If you or any of your members have written and produced any original plays during the past five years, please list them in the table below.

Title	Year written	Author (member or leader)

35. Has the writing and production of original plays affected your club's drama program in any way? Yes \_\_\_\_\_ No \_\_\_\_\_

36. If 'yes', how has it affected the program? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

37. In the following table, check the appropriate award that your club received in the county drama festival for the years listed. (If your club did not participate in the county drama festival for any of the years listed, leave that year blank.)

Year	Blue	Red	White	No award
1958				
1957				
1956				

38. How important are ratings received in competition in the following festivals to the 4-H drama program in your club? (Check one column for each festival.)

Festival	Extremely important	Quite important	Of some importance	Of some importance	Of no importance
County 4-H festival					
Dist. 4-H festival					

39. In the following table, check how often county, district, and state 4-H drama festivals should be held: (Check one column for each festival.)

Festival	Twice a year	Once a year	Every other year	Every third year	Never
County 4-H festival					
District 4-H festival					
State 4-H festival					

-7-

40. In the following table, check whether or not these 4-H drama festivals should be held on a competitive basis: (Check one column for each festival.)

Festival	Yes	No
County 4-H festivals		
District 4-H festivals		
State 4-H festivals		

41. In the following table, check whether or not these 4-H drama festivals should be held on a non-competitive basis: (Check one column for each festival.)

Festival	Yes	No
County 4-H festival		
District 4-H festival		
State 4-H festival		

42. Why do you favor holding 4-H drama festivals on a competitive basis?

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43. Why do you favor holding 4-H drama festivals on a non-competitive basis?

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44. In the following table, check the maximum number of days that you would be willing to spend at each festival. (Check one column for each festival.)

Festival	$\frac{1}{2}$ day	1 day	1 $\frac{1}{2}$ days	2 days	3 days	5 days
County 4-H festival						
District 4-H festivals						
State 4-H festival						

45. How were you selected as your 4-H Club's drama leader? (Check one.)

- .1 Volunteered \_\_\_\_\_
- .2 Asked by members \_\_\_\_\_
- .3 Asked by parents \_\_\_\_\_
- .4 Asked by club leaders \_\_\_\_\_
- .5 Was 'wished on you' \_\_\_\_\_

46. List any drama workshops that you have attended that were conducted by the Wisconsin Idea Theatre for 4-H drama leaders. (Please rate these workshops by checking the appropriate column for each workshop listed.)

Place where the workshop was held	Year	Rating				
		Excellent	Very Good	Good	Fair	Poor

47. In what ways did these workshops help you as a drama leader? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

48. What suggestions do you have that would have improved these workshops?

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49. Following is a list of areas in which the Wisconsin Idea Theatre has offered leader training through workshops. Check the amount of training that you desire in each area.

Area	Much	Some	None	Area	Much	Some	None
Play selection				Acting			
Play direction				Character Study			
Play production				Role Playing			
Make-up				Creative Drama			

50. List any additional areas in which you desire training. (Be as specific as possible.)

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51. In the following table, check how 4-H drama leader training workshops should be held. (Check one.)

- .1 County basis \_\_\_\_\_
- .2 Two-county basis \_\_\_\_\_
- .3 Three-county basis \_\_\_\_\_
- .4 District basis \_\_\_\_\_
- .5 State-wide basis \_\_\_\_\_

52. How often should 4-H drama leader training workshops be held? (Check one.)

- .1 Twice a year \_\_\_\_\_
- .2 Once a year \_\_\_\_\_
- .3 Every other year \_\_\_\_\_
- .4 Every third year \_\_\_\_\_
- .5 Never \_\_\_\_\_

53. In the following table, check the maximum number of days that you would be willing to attend a 4-H drama leader training workshop. (Check one column for each workshop you would attend.)

Workshop	1/2 day	1 day	1 1/2 days	2 days	3 days	5 days
County workshop						
Two-county workshop						
Three-county workshop						
District workshop						
State workshop						

54. If you received training in drama before you were selected as a 4-H drama leader, please list the training in the following table.

Place where you received the training	Year	Describe the training that you received

55. If you have received training in any phase of drama from any source other than the Wisconsin Idea Theatre since you have become a 4-H drama leader, please list it in the following table and rate the training by checking one column for each source of training listed.

Source of this training	Year	Value To You				
		Excellent	Very Good	Good	Fair	Poor

-11-

56. Should the 4-H Drama Section be reinstated at the State Fair?

Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

57. Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

58. How many plays should be invited to State 4-H Club Week? \_\_\_\_\_

59. How should the play(s) be used in connection with State 4-H Club Week?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

60. The following subject matter material is available from the Wisconsin Idea Theatre through your County Extension Office. Would you rate each publication that you have used as to how helpful it was to you. (Check one column for each publication you have used.)

Publication	Excellent	Very good	Good	Fair	Poor
4-H Club Play List (free)					
Play Production (free)					
Suggestions for the Actor (free)					
Rural Drama Handbook (free)					
Stage Lighting Simplified (15¢)					
Play Direction (\$1.00)					
Other (Please specify)					

THANK YOU VERY MUCH FOR YOUR HELP

IN THIS STUDY

## Appendix D

April 6, 1959  
Madison, Wisconsin

Dear 4-H General Leader:

The adult 4-H General Leaders of your county have been selected as a part of a state-wide study of the Wisconsin 4-H Drama program being conducted by the Wisconsin Idea Theatre.

In order for this study to be most effective, we will need your complete cooperation in answering all of the questions on the attached questionnaire to the best of your ability. I realize that you may not have had a drama program in your club, but I feel that your answers to these questions are needed in order to get a complete picture of the Wisconsin 4-H Drama program. If you feel that any of the questions are impossible for you to answer, please omit them.

I have pre-tested this questionnaire with other General Leaders and find that you should be able to complete it in 45 minutes or less. I realize that this is quite a long time, but I also feel that the information gained from your honest and complete answers will make it time well spent. This information should lead to improvements in the Wisconsin 4-H Drama program that will benefit both you and your club.

The number on the upper right-hand corner of the first page of the questionnaire will be used only to determine those people who have not returned the questionnaire and as soon as it is returned, the number will be clipped from it. The information that you furnish will be handled in complete confidence and will be presented only with the total information from all General Leaders. However, if you do wish to have your information identified with your name, please feel free to sign the questionnaire before returning it.

As soon as you have completed all of the questions, return the questionnaire in the enclosed stamped, self-addressed envelope. I would appreciate it very much if you are able to return your questionnaire by April 15.

Thank you very much for your cooperation in this study and for your promptness. Results from the study will be available, on request, through your County Extension office this fall.

Sincerely yours;

*Robert F. Barnes*  
Robert F. Barnes  
Graduate Assistant  
Wisconsin Idea Theatre

QUESTIONNAIRE  
for  
4-H GENERAL LEADERS

No. \_\_\_\_\_

1. How important is the 4-H drama program to the following groups in your area:  
(Check one column for each group.)

Groups	Extremely important	Quite important	Of some importance	Of little importance	Of no importance
Older 4-H members					
Younger 4-H members					
The community					
Overall 4-H Club program					

2. What is the level of interest shown toward the 4-H drama program by the following groups: (Check one column for each group.)

Groups	LEVEL OF INTEREST					None
	Very high	High	Some	Low	Very low	
4-H members						
Parents of 4-H members						
The community						
Extension agents						

3. Have you ever served any Wisconsin 4-H Club as a Drama Leader? Yes \_\_\_ No \_\_\_

4. If 'yes', for how many years? (Number of years) \_\_\_\_\_

5. Would the 4-H members who participate in the 4-H drama program be able to get comparable drama experience through any other agency, organization, or institution? Yes \_\_\_ No \_\_\_

6. Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What agencies, organizations, or institutions would provide this experience?  
\_\_\_\_\_  
\_\_\_\_\_

8. How many 4-H members in your club participated in club plays during the last three years? (List casts, stage crews, make-up crews, etc.)

Year	Boys	Girls
1958		
1957		
1956		

9. Should more 4-H Club members have had an opportunity to participate? Yes \_\_\_  
No \_\_\_

10. Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Role playing, skits, pantomimes, and creative drama are drama activities that may be used in your 4-H Club's regular meetings. In the table below, check how often your club uses these activities.

Activity	Regularly	Sometimes	Never
Role playing			
Skits			
Pantomimes			
Creative drama			

12. If your club uses these drama activities in its regular meetings, check how they are used, in the following table.

Activity	Recreation	Teaching methods
Role playing		
Skits		
Pantomimes		
Creative drama		

13. Of what value do the following program areas of the Wisconsin 4-H Club program have as far as their influence in encouraging re-enrollment of 4-H Club members is concerned: (Check one column for each program area.)

Program areas	Very high value	High value	Some value	Low value	Very low value	No value
Drama						
Recreation						
Project work						
Music						
Demonstrations						

14. How important are ratings received in competition at the following festivals to the 4-H drama program in your club: (Check one column for each festival.)

Festival	Extremely important	Quite important	Of some importance	Of little importance	Of no importance
County 4-H drama festival					
District 4-H drama festival					

15. In the following table, check how often county, district, and state 4-H drama festivals should be held: (Check one column for each festival.)

Festival	Twice a year	Once a year	Every other year	Every third year	Never
County festival					
District festival					
State festival					

16. In the following table, check whether or not these 4-H drama festivals should be held on a competitive basis: (Check one column for each festival.)

Festival	Yes	No
County 4-H drama festival		
District 4-H drama festival		
State 4-H drama festival		

17. In the following table, check whether or not these 4-H drama festivals should be held on a non-competitive basis: (Check one column for each festival.)

Festival	Yes	No
County 4-H drama festival		
District 4-H drama festival		
State 4-H drama festival		

18. Why do you favor holding 4-H drama festivals on a competitive basis?

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19. Why do you favor holding 4-H drama festivals on a non-competitive basis?

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20. Should the 4-H Drama Section be reinstated at the State Fair? (Check one.)

Yes \_\_\_\_ No \_\_\_\_ Undecided \_\_\_\_

21. Why?

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22. How many plays should be invited to State 4-H Club Week? .....

23. How should the play(s) be used in connection with State 4-H Club Week?

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THANK YOU VERY MUCH FOR YOUR HELP  
IN THIS STUDY

## Appendix E

April 6, 1959  
Madison, Wisconsin

Dear County Extension Agent:

As you already know, your county is one of twelve Wisconsin counties that were randomly selected for a study, conducted by the Wisconsin Idea Theatre, of the Wisconsin 4-H Drama program. In order to get a complete picture of the 4-H Drama program, we need to know your opinions of this program. Therefore, for the study to be most effective we are asking for your complete cooperation in answering all of the questions on the attached questionnaire. If you feel that any one question is impossible to answer, please omit it.

I have pre-tested this questionnaire with other agents and find that it can be completed in one hour or less. I realize that this is quite a long time to take from your heavy schedule, but I also feel that the information gained from your honest and complete answers will prove to be quite beneficial to the total 4-H Drama program.

The number on the upper right-hand corner of the first page of the questionnaire will be used only to determine those people who have returned the questionnaire. As soon as it is returned, the number will be clipped from the questionnaire. The information that you furnish will be handled in confidence and will be presented only with the total information from all Extension Agents. However, if you do wish to have your information identified with your name, please feel free to sign the questionnaire before returning it.

As soon as you have completed all of the questions, return the questionnaire in the enclosed stamped, self-addressed envelope. I would appreciate it very much if you are able to return your questionnaire by April 15.

Thank you very much for your cooperation and promptness. Results of this study will be available to you on request sometime this fall. I am also enclosing, for your information, a copy of the questionnaires which will be sent to your Drama and General 4-H Leaders.

Sincerely yours;

*Robert F. Barnes*

Robert F. Barnes  
Graduate Assistant  
Wisconsin Idea Theatre

QUESTIONNAIRE  
for  
EXTENSION AGENTS

No. \_\_\_\_\_

1. How important is the 4-H drama program to the following groups: (Check one column for each group.)

Group	Extremely important	Quite important	Of some importance	Of little importance	Of no importance
Older 4-H members					
Younger 4-H members					
The community					
Overall 4-H Club program					

2. What is the level of interest shown toward the 4-H drama program in your county by the following groups: (Check one column for each group.)

Group	LEVEL OF INTEREST					
	Very high	High	Some	Low	Very low	None
4-H members						
Parents of 4-H members						
4-H leaders						
The community						

3. Would the 4-H Club members who participate in the 4-H drama program be able to get comparable drama experience through any other agency, organization or institution? Yes \_\_\_\_\_ No \_\_\_\_\_

4. Why or why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. What agencies, organizations or institutions would provide this drama experience?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. How many 4-H members in your county participated in club plays during the last three years? (Complete the following table for each year that your county had a drama program in 4-H Club work.)

Year	Boys	Girls
1958		
1957		
1956		

7. Should more 4-H Club members have an opportunity to participate in the 4-H drama program? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Of what value do the following program areas of the Wisconsin 4-H Club program have as far as their influence in encouraging re-enrollment of 4-H Club members is concerned: (Check one column for each program area.)

Program area	VALUE OF 4-H PROGRAM AREAS					
	Very high value	High value	Some value	Low value	Very low value	No value
Recreation						
Project work						
Music						
Demonstrations						
Drama						

10. How important are ratings received in competition at the following 4-H drama festivals to the drama program in your county: (Check one column for each festival.)

	Extremely important	Quite important	Of some importance	Of little importance	Of no importance
County 4-H drama festival					
District 4-H drama festival					

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11. In the following table, check how often county, district, and state 4-H drama festivals should be held: (Check one column for each festival.)

Festival	Twice a year	Once a year	Every other year	Every third year	Never
County festival					
District festival					
State festival					

12. In the following table, check whether or not the listed 4-H drama festivals should be held on a competitive basis; (Check one column for each festival.)

Festival	Yes	No
County 4-H drama festival		
District 4-H drama festival		
State 4-H drama festival		

13. In the following table, check whether or not the listed 4-H drama festivals should be held on a non-competitive basis: (Check one column for each festival.)

Festival	Yes	No
County 4-H drama festival		
District 4-H drama festival		
State 4-H drama festival		

14. Why do you favor holding 4-H drama festivals on a competitive basis?

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15. Why do you favor holding 4-H drama festivals on a non-competitive basis?

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16. Should the 4-H Drama Section be reinstated at the State Fair? (Check one.)

Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

17. Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18. How many plays should be invited to State 4-H Club Week? \_\_\_\_\_

19. How should the play(s) be used in connection with State Club Week? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. Have 4-H leaders from your county attended any of the leader training workshops conducted by the Wisconsin Idea Theatre? (If they have, in the following table list the number of leaders attending each year, where the workshops were held, and rate the workshops according to the leader's reactions as you have observed them.)

Year	Number of leaders attending	Where they attended the workshops	Value of workshops				
			Excellent	Very Good	Good	Fair	Poor
1958							
1957							
1956							

21. Indicate in the following table, the number of Wisconsin Idea Theatre drama leader training workshops that you have attended and rate them.

Year	Number of workshops attended	Where these workshops were held	Value of workshops				
			Excellent	Very Good	Good	Fair	Poor
1958							
1957							
1956							

22. What suggestions do you have that would improve these drama workshops?

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23. How often should Drama Leader training workshops be held for your leaders? (Check one.)

- .1 Twice a year \_\_\_\_\_
- .2 Every year \_\_\_\_\_
- .3 Every other year \_\_\_\_\_
- .4 Every third year \_\_\_\_\_

24. Why? \_\_\_\_\_

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25. For how large an area should the Wisconsin Idea Theatre leader training workshops be held? (Check one.)

.1 One-county \_\_\_\_\_

.2 Two-county \_\_\_\_\_

.3 Three-county \_\_\_\_\_

.4 District \_\_\_\_\_

.5 State \_\_\_\_\_

26. Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

27. The following subject matter material is available from the Wisconsin Idea Theatre through your County Extension Office. Would you rate each publication that you have used as to how helpful it was to you: (Check one column for each publication you have used.)

Publication	Value of the publication				
	Excellent	Very good	Good	Fair	Poor
4-H Club Play List (free)					
Play Production (free)					
Suggestions for the Actor (free)					
Rural Drama Handbook (free)					
Stage Lighting Simplified (15¢)					
Play Direction (\$1.00)					
Other (Please specify)					

THANK YOU VERY MUCH FOR YOUR HELP

IN THIS STUDY

Approved by Patrick H. Boyle

Date January 16, 1961