

PROPOSED CRITERIA FOR EVALUATING
COUNTY 4-H FAIR PROGRAMS IN CONNECTICUT

by

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The author was born December 23, 1940 in Middletown, Connecticut. He was a 4-H club member in Middlesex County, Connecticut and very active in the county 4-H fair program. As a member the author was selected King of the fair and served consecutive terms as Vice-President, President, and Director of the County 4-H Fair Association. The author represented the state at the National 4-H Club Congress in 1956 and the National 4-H Conference in 1959. He graduated from Woodrow Wilson Senior High School, Middletown, Connecticut in 1958. In September, 1958, the author enrolled at the University of Connecticut and received a Bachelor of Science degree in Poultry Science and Extension Education in 1962. During the summers between his junior and senior year and upon graduation, the author accepted the temporary position of "4-H Summer Assistant" in Middlesex County, Connecticut.

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CHAPTER I

INTRODUCTION

For many years the county 4-H fair has been an important educational method used by the Cooperative Extension Service in the United States. There is a certain glamour about fairs that gives encouragement to those who participate. The 4-H fair is a medium through which the clients of Extension can learn. Fairs offer Extension workers an opportunity to stimulate growth and development in all those who take part.

I. THE PROBLEM

There has been little attempt to evaluate the extent to which Extension workers have been successful in achieving the overall Extension objectives and adjusting to the changing needs of fair participants. Available data suggest that many county agents have yet to formulate and clearly define a set of objectives regarding their own 4-H fair programs. Yet this is essential; for without a clear statement of purposes, objectives and scope, there can be little on which to base an evaluation.

The development of objectives is only a part of a larger problem which has to do with developing standards or criteria for evaluating all aspects of the 4-H fair

program. For example, evaluation of exhibits should provide an educational opportunity for further learning and motivation. Criteria need to be formulated to serve as standards against which the content of the 4-H fair program can be evaluated.

Until criteria are formulated and validated for these and other aspects of county 4-H fair programs, it will be difficult to determine where progress is being made and where changes are needed.

II. PURPOSES AND NEED OF THE STUDY

The major purpose of this study was to formulate suggested criteria which might be used as guides in evaluating county 4-H fair programs in Connecticut. The following factors emphasized the need for a study of this kind:

1. The Cooperative Extension Service has identified ten broad objectives in youth work which are to be given major emphasis in present and future Extension programs.¹
2. It has encouraged those in charge of Extension youth work to seriously consider recent developments and immediate needs of young people and the changing times

¹Paul Miller (Chr.), A Guide to Extension Programs for the Future: The Scope and Responsibilities of the Cooperative Extension Service, U. S. Department of Agriculture and the Various Agricultural Extension Services (North Carolina: Cooperative Extension Service, 1959), pp. 29-30.

in which they live. For example, today's philosophy of youth work has departed from the early belief that knowledge about subject matter was the only end to be achieved. New emphasis is being placed on how well the boy or girl learns to make decisions successfully.

3. Basically county fairs have changed little in the past fifty years² while the Extension youth objectives reflect the changing needs of young people.

4. Activities and events, such as the fair, unquestionably provide additional opportunities and experiences for many boys and girls. However, these activities need to be constantly evaluated for their contribution to the development of youth.³

III. OBJECTIVES OF THE STUDY

The specific objectives established for the study were:

1. To establish suggested criteria for evaluating county 4-H fair programs in Connecticut.
2. To formulate a measuring instrument which could be used as a guide in evaluating current fair programs.
3. To formulate recommendations for using the

²H. R. Shoemaker, "The County Fair, Today," Extension Service News (University of Maryland, Sept., 1959), pp. 3-4.

³Miller, op. cit., p. 31.

measuring device.

IV. PROCEDURE

The procedure employed to accomplish the stated objectives of the study consisted of five steps:

Step #1, Reviewing the Literature. Becoming familiar with the materials written on the philosophies and objectives of the Extension Service with special emphasis on the youth program, fair history, objectives, evaluation and criterion development appeared to be a logical first step in the process of criterion delineation. This approach proved to be of great assistance in identifying the various objectives of the Extension Service and it facilitated the development of the questionnaire used with the panel of judges.

Important sources of information included certain Extension articles, leaflets, guidebooks, and reports; text books concerned with early developments in fairs, and selected materials from the broad field of education. Particularly helpful were the evaluative materials developed by the Division of Extension Research and Training,⁴ and the dissertation presented by Dr. Carl J. Hoffman.⁵

⁴Darcie Byrn, et al., "Evaluation in Extension," (Topeka, Kansas: H. M. Ives and Sons, Inc., 1959).

⁵Carl J. Hoffman, "Proposed Criteria for Evaluating Graduate Programs in Extension Education" (unpublished Ph. D. thesis, University of Wisconsin, Madison, 1962).

Step #2, Developing suggested Criteria. Inferred from the literature, Extension personnel, and experts in youth work were a number of statements possessing one or more characteristics commonly ascribed to a criterion. Efforts were made to identify as many of these statements as possible. These were then reduced in number by a process of combining and eliminating duplications. For each of the suggested criteria specific dimensions or activities were identified.

Step #3, Submitting Criteria to Panel of Judges. After being arranged in logical order, the suggested criteria and their dimensions were submitted to a panel of fourteen judges in Connecticut who determined their importance as evaluative criteria. In appraising the suggested criteria, the panel members were given the opportunity to suggest changes and add criteria and dimensions which they felt had been over-looked. All suggested criteria and dimensions failing to receive the support of at least three-fourths of the panel members were discarded.

Those asked to serve on the panel of judges were chosen on the basis of:

1. Their acquaintance with Cooperative Extension Work.
2. Present leadership role in 4-H fair programs.
3. Willingness to serve as a panel member.

Step #4, Revising the Criteria. After receiving the recommendations from the panel of judges on the suggested criteria, the criteria were revised and formulated into a

measuring instrument for 4-H fair programs.

Step #5, Recommendations for the Use of the Measurement Instrument. After formulating the criteria into a measuring instrument, several recommendations were developed to assist in using the device to determine the perception held by persons closely aligned with the 4-H fair program.

V. ANALYSIS OF DATA

All questions used in the survey questionnaire were structured to a rather high degree so that responses could be categorized, compared and logically analyzed. The data did not lend itself to statistical treatment because of its qualitative nature.

The data summarized in Chapter III were obtained from fourteen respondents, each serving as a member of a panel asked to evaluate a proposed set of criteria intended to be used as a guide in evaluating county 4-H fair programs in Connecticut. Only those criteria and dimensions accepted by three-fourths of the panel members were retained and used in this study. Only those criteria and dimensions given a mean value of importance of three or above were used in the final measuring instrument. Many of the respondents, in accepting or rejecting various criteria and dimensions, explained the reasons behind their decisions. Their comments and suggestions were carefully summarized and analyzed before preparing the

instrument that was devised to further test the criteria and their dimensions in existing fair programs.

VI. DEFINITION OF TERMS

Criterion. A standard by which something is judged or tested. It is used as a base against which comparisons may be made, and ultimately, it involves value judgments.

Dimension. One of the constituent parts of a criterion. It is regarded as containing the fundamental features of the criterion.

Element. Regarded as containing the fundamental features of a dimension.

CHAPTER II

REVIEW OF LITERATURE

Presented in this chapter is a summary of the literature related to the areas of objectives in Cooperative Extension Work and Youth Work, the history and purposes of fairs and the development of objectives and criteria for measuring the educational effectiveness of county 4-H fair programs. Of the literature reviewed, only that information considered to be most pertinent has been included.

For purposes of clarity, the chapter is divided into five areas: (1) objectives of the Cooperative Extension Service, (2) Extension objectives in Youth Work, (3) background of fairs, (4) objectives, and (5) the development of evaluative criteria.

I. OBJECTIVES OF THE COOPERATIVE EXTENSION SERVICE

It seems that the first logical step in the discussion of objectives of the Cooperative Extension Service is to present the Smith-Lever Act of 1914:

That Cooperative Agriculture Extension work shall consist of the giving of instruction and practical demonstrations in Agriculture and Home Economics and subjects relating thereto to persons not attending or resident in said colleges in the several communities,

and imparting information on said subjects through demonstrations, publications, and otherwise, and for the necessary printing and distribution of information in connection with the foregoing¹ . . .

A resolution of the Association of Land-Grant Colleges and Universities on this point recorded in November, 1922 stated:

The wording and meaning of the above section is clear and definite. The work of county agents, boys and girls club agents, specialists and other extension employees is strictly educational, since the act provides for the giving of instruction and practical demonstrations.²

The Smith-Lever Act of 1914 provides for a wide scope of work. It provides that work is to be with persons not attending or resident in Land-Grant Colleges. There is no limitation as to age, sex, race, or business. The subject matter is practically unlimited--the giving of instruction. . . in agriculture, home economics and subjects relating thereto.³

The Act also extends responsibilities of the Extension Services to non-farm groups. This is to all interested people in the country irrespective of their place of residence, their age, their group affiliation, race, creed, economic or social status, or other characteristics that might

¹ Lincoln Kelsey and Cannon Hearne, Cooperative Extension Work (New York: Comstock Publishing Associates, 1955), p. 29.

² United States Department of Agriculture and Association of Land-Grant Colleges, Joint Committee Report on Extension Programs, Policies, and Goals (Washington: Government Printing Office, August, 1958), p. 15.

³ Kelsey and Hearne, op. cit., p. 32.

be used to draw lines of distinction.⁴

Another interpretation of this Act is that this character clearly identifies Extension's function as education. This is the level for full development of the individual and his fuller participation as a peer in the democratic processes of American life. This highest level is essentially the ultimate aim of all education in our society. Our ultimate purpose--the ultimate purposes of all Extension workers, . . . is to help people take their full place as individuals in our democratic society. This objective is fundamental to Extension Education.⁵

R. C. Ramsower, former Extension Director of Ohio State has put the objective of Extension Education this way:

It is not what Extension does for people but what it does to them that counts. . . . Our projects are but materials with which we work. They are the stone and mortar which when skillfully used cause the buildings to grow day by day, to take on shape and finally to stand as a completed structure, a realization of the idea and perhaps the ideal of the builder.

We are seeking to influence the acts of men and women, of boys and girls. We thus tend to shape their thoughts and through the direction of their thinking, help them build wholesome attitudes and ideals--the ultimate objective of education.⁶

⁴Joint Committee Report, op. cit., p. 8.

⁵G. L. Carter, Jr., and Robert C. Clark, et al., "Selected Readings and References in 4-H Club Work." (Madison, Wisconsin: National Agricultural Extension Center for Advanced Study, 1961), p. 56.

⁶Ibid., p. 11.

In the Cooperative Extension Service are three basic fields of work--Agriculture, Home Economics and Boys and Girls Club Work. Club work is distinguished by the fact that it works primarily through clubs and utilizes volunteer local leaders. It naturally handles the subject matter in a manner adapted to the needs of its age group. The remainder of this chapter will be focused upon the youth which Extension serves.

Four-H club work has been a successful method of working with young people for more than fifty years. Priority has in the past been given to the needs of farm youth, but Extension must interpret its responsibility as also applying to young people in rural non-farm homes and in suburban or urban families.⁷ For example, in Connecticut, 80 per cent of the 4-H club members live in urban and suburban communities.⁸

The values emanating from the 4-H program go far beyond the important tangible benefits resulting from agriculture and home economics projects. 4-H club members are building character and acquiring ideals which buttress the real foundation of our democracy--the American family. Not

⁷Miller, "Scope Report," op. cit., p. 28.

⁸Connecticut Agricultural Extension Service, 4-H in Connecticut (Storrs, Connecticut: University of Connecticut, undated), p. 1.

to be overlooked is the influence these members have exerted in getting parents and neighbors to adopt better practices. Much credit should go to 4-H for popularizing the entire extension program.⁹

The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship. This task can challenge the best educational efforts of the entire society. Chance and circumstance cannot be counted on to provide the experiences that will help young people become useful, well-informed, self-reliant, responsible adults.

Four-H club work has been a successful method of working with young people. Extension's help is being sought for youth programs with rural non-farm, suburban, and urban families as well as farm boys and girls.¹⁰

The accomplishment of the twenty million adults who are 4-H "alumni" demonstrate that skills and competencies and character traits learned in youth work can contribute richly to adult life. They are useful in farming and home-making, they can be used in helping young people to explore and establish themselves successfully in other kinds of careers.¹¹

Youth work of an educational nature, conducted through boys' and girls' clubs, is older than the Extension Service itself. Some people date 4-H from the first federally sponsored corn growing contest in Mississippi in 1907, but

⁹Joint Committee Report, op. cit., p. 62.

¹⁰Miller, op. cit., p. 29.

¹¹Ibid.

this can hardly be called the beginning. The roots of club work go deep into the American past. Instances of work with rural boys and girls may be found in the spring of 1882. Delaware College announced a state-wide corn contest for boys.¹²

Although the language of the 1914 Smith-Lever Act did not specifically mention boys and girls, Congressman Lever made clear his intent as to the scope of the measure by stating:

My efforts to secure the passage of the Smith-Lever Act had the most encouragement from the achievements of the members of the corn and tomato clubs and I hope sincerely that a large share of this money will be devoted to an expansion of the work with young folks.¹³

Extension objectives in Youth Work. The primary aim of the 4-H program and other Extension work with young people is to provide opportunities for mental, physical, social, and spiritual growth. Informal education provided by the Extension Service uniquely supplements the training received in the home, church, school and other youth-serving agencies.

Specifically, the Extension youth program has the objectives of helping young people to:

1. Acquire knowledge, skills and attitudes for a

¹²Franklin M. Reck, A History of 4-H Club Work (Ames, Iowa: Iowa State Press, 1951), pp. 4-5.

¹³Miller, loc. cit.

satisfying home and family life.

2. Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.
3. Develop leadership talents and abilities to achieve their citizenship potential.
4. Appreciate the value of research and learn scientific methods of making decisions and solving problems.
5. Recognize the importance of scientific agriculture and home economics and their relationship to our total economy.
6. Explore career opportunities in agriculture, home economics, and related fields, and recognize the need for a continuing education.
7. Appreciate nature, understand conservation, and make wise use of natural resources.
8. Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.
9. Strengthen personal standards and philosophy of life based on lasting and satisfying values.
10. Gain attitudes, abilities, and understandings for working cooperatively with others.¹⁴

The 4-H club program in Connecticut seeks to promote

¹⁴Miller, op. cit., pp. 29-30.

the growth and development of youth through the combined educational efforts of the Extension Service.

The club program aims toward helping youth live in a democratic society by learning to become effective, democratic citizens described in the 4-H Pledge:

I pledge my head to clearer thinking,
 My heart to greater loyalty,
 My hands to larger service,
 My health to better living, for my club,
 my community and my country.

This means helping youth learn:

Those related understandings and feelings within themselves which lead to habitual actions contributing to the general welfare. This implies action which takes into account one's rights from others and one's responsibilities to others.¹⁶

II. BACKGROUND OF FAIRS

In reviewing the literature the author found several attempts to identify the beginnings and purposes of fairs in the United States.

¹⁵"Connecticut Cooperative Extension Service," 4-H and Other Youth (Storrs, Connecticut: University of Connecticut, undated), p. 1.

¹⁶Ibid.

The first Agricultural society that survived and still serves in honorable distinction, was the Philadelphia Society for Promoting Agriculture in 1785. The sole objective of the society was "to promote a greater increase in the products of the land." Exhibitors were an important feature of the program. The major activity was exhibitions or cattle shows, mainly of imported stock. The first exhibition was in October, 1823 at Paoli, Pennsylvania. Annual county and local fairs were an exciting and important feature of rural community life from the founding of the colony.¹⁷

The fairs held in the colonies were adapted from an old English custom of assembling salable animals and produce at one time and at the same place to facilitate barter and exchanges.¹⁸

Fairs for the sale of agricultural products, especially livestock were early held in the American Colonies, following an English custom. Examples of such fairs were those in New Haven, Connecticut in 1644; Burlington, N. J. in 1681; Rye, N. H., about 1726, and Baltimore, Md., in 1747. Semi-annual fairs were authorized by statute at Alexandria, Va. in 1742 and Georgetown, Md. in 1751. Horse racing and

¹⁷Stevenson Whitcomb Feecher, Pennsylvania Agricultural and Country Life 1640-1840 (Harrisburg, Pennsylvania: Pennsylvania Historical and Museum Commission, 1950), pp. 345-351.

¹⁸Lyman C. Carrier, The Beginning of Agriculture in America (New York: McGraw-Hill Book Co., 1923), p. 184.

other competitions and the giving of prizes for superior animals were sometimes features of these fairs.¹⁹

Fairs, in the form that they now exist, originated in Pittsfield, Massachusetts, in the exhibition by Elkanah Watson in 1807, of the two Merino sheep he had acquired from Chancellor Livingston. Other shows, featuring all types of farm livestock, also field and garden products and household arts and industries followed under Watson's inspiration, and finally the state of New York made provisions for county fairs throughout the state and a great state fair. The movement spread because times were ripe for it, and so the county fair came to be an all but unusual interest of the American rural life and teaching through the interests of its diverse exhibits many a lesson which would have been derived from books and magazines.²⁰

Fairs are among the oldest social institutions known to human history, but the fair as we know it in this country is purely an American proposition. Until 1812 there never had been held a fair in the world for purely educational purposes and until 1819 there never was a state

¹⁹ Alfred Charles True, A History of Agricultural Education in the United States (1785-1925) (Washington, D. C.: United States Printing Office, 1929), pp. 17-18.

²⁰ Joseph Schafer, The Social History of Agriculture (New York: The Macmillan Company, 1936), p. 122.

appropriation for maintaining such a fair.²¹

Purpose of the fair. In European countries most such fairs are chiefly for purposes of trade in agricultural products. In the United States purposes include chiefly education, entertainment, advertising, and sociability. Emphasis on the respective purposes varies widely with time and place. Purposes of agricultural fairs is a subject of debate.²²

R. F. McHenry, a retired county agent, stated that the prime objective of the old county fair was the education of the public in general and the farm people in particular as to just what it is we are seeking in our agricultural production. This, McHenry still feels is the basic idea of any agricultural fair.²³

O. M. Williamson wrote in his Master's thesis "The County and Rural Fair," the original purpose of the fair was to increase the interest in good livestock and crops. In a survey to obtain the original purpose of the fair the following reported importance was presented:

²¹J. C. Mohler (Comp.) Kansas State Board of Agriculture, (Topeka, Kansas: Kansas State Printing Plant, March, 1925), p. 25.

²²F. D. Farrell, County Fair, Kansas Rural Institutions, Circular 351 (Manhattan, Kansas: Agricultural Experiment Station, Kansas State College, Vol. XII, August, 1957).

²³Extension Service News, op. cit., p. 1.

1. To increase the interest in good livestock.
2. To increase the interest in good crops.
3. To build a community interest and neighborliness.
4. Advertising medium for purebred livestock.
5. Advertising medium for good seed.
6. To promote a carnival for amusement.
7. To draw people to a trade center.
8. To give a general amusement program.
9. To display FFA projects.
10. To display 4-H club projects.
11. Farmer's institute.²⁴

When Williamson surveyed for the present purposes of the fair, (A 37) "displaying 4-H club projects" moved up to fourth in importance.

The participation of youth in the fair programs was recognized as early as 1875 when J. K. Hudson, Editor of the Kansas Farmer, recommended that each county fair have a boy's and girl's department to include a "young folks hall." Give them a fair chance, he said, and I'll warrant the hall will be filled.²⁵

Louis Vinke, agent in Wakefield, Kansas, in his report

²⁴O. M. Williamson, "The County and Rural Fair" (unpublished Master's thesis, Kansas State College, Manhattan, 1937), pp. 3-4.

²⁵Farrell, op. cit., p. 26.

to the Kansas State Board of Agriculture in 1923 stated that the most valuable asset to the community fair is the boys and the girls. Everyone is interested in them. Clubs can be organized so that the accomplishments they made can be shown at the community fair.²⁶

Early in club work, state leaders found that the leading regional fairs of the country provided a valuable meeting ground where ideas for improving the club program could be generated.²⁷

Club work in the East owes much to Camp Vail, Massachusetts. It was a show window through which the public caught glimpses of the 4-H program of rural youth education. It was a training ground for youthful exhibitors, demonstrations and judges. It was a meeting place for leaders. New England club leaders became a closely knit group, planning programs together.²⁸

Extension was quick to recognize the potentialities of the old county fair as a desirable means of teaching someone broader concepts of agricultural education--with more emphasis on the development of people themselves rather

²⁶ J. C. Mohler, (comp) Kansas State Board of Agriculture (Topeka, Kansas: Kansas State Printing Plant, 1923), p. 26.

²⁷ Reck, op. cit., p. 203.

²⁸ Ibid., p. 205.

than the specific products with which these people were working.²⁹

When extension came, the picture began to change, 4-H boys' and girls' pig, calf, and canning clubs were organized. Thousands of 4-H demonstration teams performed before the public, until Extension was a potent and welcome means of lifting the old county fair to a higher plane of usefulness in the community.³⁰

Franklin Reck states the following about the influence on fairs by 4-H clubs:

It is certain that 4-H work has revived literally hundreds of county fairs and created many county and community fairs that didn't exist before. In many places, the 4-H program has returned the county fair to the farmer. Year by year, livestock, crops, and home economics exhibits took on increasing importance, thus regaining the original purposes of the fair. They had previously become a city show characterized by horse races, grandstand entertainment and carnival attractions.³¹

This aspect of good entertainment has been a constant problem with county fairs. Dick Brown, Associate Editor of Farm Journal presents an explanation to "Why the County Fairs are Booming?" There's a new kind of county fair--alive, wholesome, busting with fun and crowds--a real asset to

²⁹ Extension Service News, op. cit., p. 3.

³⁰ Ibid.

³¹ Reck, op. cit., p. 290.

rural America. The fairs to be at their best must keep good entertainment uppermost. Some forms of entertainment presented were state plowing contests, pet shows, rooster crowing contest, museum of agricultural relics, photography show. . . .³²

The county 4-H fairs are faced with the same problem of trying to keep the objectives of the fair in accordance with the objectives of the Cooperative Extension Service and 4-H club work. Several objectives of the fair can provide both entertainment and education. For example, the talent show is a very popular 4-H fair event and it also provides the participants an opportunity for career exploration. Extension workers must constantly evaluate the purposes and objectives of their fair programs to increase the effectiveness of the educational tool.

III. OBJECTIVES

An objective may be defined as an end toward which action is oriented, a point to be hit, a condition or state or being to be reached.³³

An educational objective is a point to be hit or

³²Dick Brown, "Why the New County Fairs are Booming," Farm Journal (Philadelphia, Pa.: Vol. LXXXVI, No. 8, August, 1962), pp. 33, 71-72.

³³Carter and Clark, op. cit., p. 55.

purpose toward which anything is directed. Changes in the behavior of people are the educational objectives toward which the Extension agent is directing his efforts.³⁴

Some extension workers like to make a distinction between the meaning of objectives and goals. If objectives are defined as directions of movements then a goal may be defined as the distance in any given direction one expects to go during a given period of time.³⁵

Need for objectives. Educational objectives are the criteria by which content is outlined, materials are selected, teaching procedures and learning experiences are developed, and progress toward accomplishment--and accomplishment--are evaluated.³⁶

Kinds of objectives. There are group objectives and individual or family objectives. It is also essential to distinguish between broad objectives and specific objectives. The latter are more apt to be achievable, dynamic, and capable of doing much to help promote action and participation. The former are achieved with greater difficulty, largely because progress is not so apparent because of the time span.³⁷

³⁴Ibid. ³⁵Kelsey and Hearne, op. cit., p. 112.

³⁶Byrn, op. cit., p. 18.

³⁷Ibid.

Levels of objectives. There are four levels of Extension Educational objectives; the objectives of society in respect to the Smith-Lever Act; objectives of a specific group like the Scope Report; objectives of the Extension agent or county objective and the teaching objective.

The first level, the Smith-Lever Act presents the ultimate objective of Extension Education--to help people take their place as individuals in our democratic society.

The second level is that Extension has an educational responsibility in helping people identify and define standards of living in broad terms and to consider the alternatives open to them. This must not be by imposition but through action taken by the individual through his own increased knowledge and conviction.³⁸

The third level or county objective is that Extension is concerned with the people of the county and with helping them become important parts of their neighborhood and community. To do this Extension Education is directed to help local people solve the various problems they encounter.³⁹

The fourth level is the teaching objective. At this level Extension is attempting to help people learn new things, to learn new practices, to acquire new skills, and

³⁸Carter and Clark, op. cit., p. 57.

³⁹Ibid.

to acquire more favorable attitudes. These are the immediate and specific things we are attempting to accomplish in our teaching. These are basic and implemental. They involve changes in knowledge, skills, and attitudes.⁴⁰

These four levels of objectives are not related to each other in a strictly additive manner, but they cannot be entirely incompatible with each other. The objectives of any teaching--learning situation in Extension must originate from the situation itself. The Extension worker's role is to organize and guide learning experiences so that desired educational results can be achieved while the people are achieving their objectives.

Sound evaluation always must be in terms of what we set out to do--the objectives we have in mind. In establishing criteria for evaluating the 4-H fair programs, all four levels of objectives must be considered.

If objectives are to serve as direction givers for action oriented educational programs, and for evaluation of such programs, it is desirable to establish standards which may be used to judge their usefulness. The publication "Evaluation in Extension," lists the following questions which an Extension worker might use in judging educational objectives. Ideally, a review of objectives for an extension

⁴⁰ Ibid.

educational program should result in positive answers to all nine of the following questions:

1. Are the objectives explicit in specifying the area in which the changed behavior is to operate?
2. Are the objectives definite with respect to kind of behavior changes to be accomplished?
3. Are the objectives stated in terms which identify those who are to be involved?
4. Are the objectives the result of cooperative action by extension personnel and others concerned to analyze the situation and identify the problems?
5. Are the objectives compatible with the general aims of both the Extension Service and the people concerned?
6. Are the objectives specific enough to serve as a base for planning, conducting, and evaluating an action educational program?
7. Are the objectives sufficiently limited in number to avoid undue confusion and diffusion of effort on the part of extension personnel and/or others involved?
8. Are the objectives achievable, considering the level of concern, the maturity of persons involved, and the resources available?

9. Are the objectives such that they can relate intimately to both immediate and long-time educational goals and lead to even higher levels of achievement?⁴¹

Kelsey and Hearne present the following questions in regards to establishing standards which may be used to judge the usefulness of objectives:

1. Are they dynamic? Are they likely to promote action?
2. Are they socially desirable? Will they lead toward the general aims of extension?
3. Are they achievable by the level of maturity of the group and permitted by available resources?
4. Are they developmental? Will they lead to constantly higher levels of achievement?
5. Can they be defined in terms of behavior or changes in people?
6. Can they be evaluated? Are they measurable?
Can evidence of actual progress of individuals be secured?
7. Are they specific?⁴²

⁴¹Byrn, op. cit., p. 20.

⁴²Kelsey and Hearne, op. cit., p. 122.

IV. IMPORTANT CONSIDERATIONS IN THE DEVELOPMENT OF EVALUATIVE CRITERIA

As pointed out in Chapter I, the major purpose of this study was to develop a proposed set of criteria that might be used as a guide in evaluating those county 4-H fair programs already in existence. In this section careful consideration is given to the development of evaluative criteria.

Evaluation. Evaluation may be thought of as "a process by which the values of an enterprise are ascertained or an analysis by which one is able to understand and appreciate the relative merits or deficiencies of persons, groups, programs, situation methods and processes. It is a method for determining how far an activity has progressed and how much further it should be carried to accomplish objectives."⁴³

Laurel Sabrosky defines evaluation as determining the worth of anything--putting a value on something.⁴⁴

The purposes of evaluation are briefly:

1. To provide a periodic test which gives direction to continued improvement of work.
2. To help determine the degree to which the important purposes and specific objects are being

⁴³Ibid., p. 218.

⁴⁴Carter and Clark, op. cit., p. 59.

attained and, in the process, to help clarify these objectives.

3. To furnish data regarding the rural situation essential to program planning.
4. To serve as a check on extension teaching methods.
5. To provide evidence of the value of the program.
6. To give satisfaction to cooperators and leaders through an understanding and appreciation of what is accomplished.⁴⁵

Criterion defined. Generally speaking, a criterion is a standard or rule used to provide a frame of reference for judging or testing something. It is a base, often of a rather arbitrary nature and ultimately involving value judgments, against which comparisons may be made.⁴⁶

It is necessary to differentiate between two kinds of criteria: (1) product and (2) process. In 4-H fair programs, product criteria constitute the behavior changes expected to occur in 4-H club members participating in said programs. Process criteria, on the other hand, constitute the experiences and opportunities which such programs are

⁴⁵Kelsey and Hearne, op. cit., p. 219.

⁴⁶David G. Ryans, "Notes on the Criterion Problem in Research with Special Reference to the Study of Teachers Characteristics," Journal of Genetic Psychology, Vol. 91 (September, 1957), p. 34.

attempting to provide and the procedures and policies established to guide them.

Because of the limited amount of time and resources this study has as its major focus that of developing process criteria.⁴⁷

Composition of a criterion. Travers makes the statement that many educators believe once a criterion has been defined in words, developing an instrument for measuring it is easy. He explains that "except for the simplest aspects of behavior, nothing could be further from the case. Among other things, this approach completely disregards the important problem of the dimensionality of criteria."⁴⁸

Brogden and Taylor present these steps as essential to adequate criterion construction:

1. Careful analysis of the total situation in which the criterion behavior occurs for the purpose of isolating all sub-criterion variables and obtaining preliminary estimates of their relative importance--the determination of what is to be measured.
2. The construction of procedures and/or scales for

⁴⁷Ibid.

⁴⁸Robert M. W. Travers, Educational Measurement (New York: The Macmillan Co., 1955), p. 61.

the measurement of these elements--determination of how each element is to be measured.

3. Development of a procedure for combining these elements into the desired composite--determination of the relative importance of each element to over-all efficiency.⁴⁹

In considering the composition of a criterion, it is appropriate to take into account, (1) the dimensional characteristics of the criterion, including the matter of the relative importance of each component of a dimension and of each dimension contributing to the over-all criterion, and (2) the adequacy or representativeness of the resulting operational description of the criterion.⁵⁰

A criterion is usually complex rather than simple, multi-dimensional rather than uni-dimensional. A major concern of the investigator therefore, is to determine how the criterion is structured--what its dimensions may be.

In studying the composition of a criterion the goal is a working model or operational definition, which is characterized by both inclusiveness and exclusiveness, this is, assurance that the criterion description includes all

⁴⁹Hubert E. Brogden and Erwin K. Taylor, "The Theory and Classification of Criterion Bias," Educational and Psychological Measurement Vol. 10, No. 2 (1950), p. 162.

⁵⁰Ryans, op. cit., p. 39.

important behavior integrals which contribute to the criterion behavior and that it excludes all variables that are unrelated to the criterion.⁵¹

Thus, inseparably linked with the identification of criterion dimensions and their components is the problem of the representativeness or sampling adequacy of the resulting descriptions. Brogden and Taylor have called attention to various sources of criterion bias.

The criterion can be subjected to no wholly satisfactory empirical test of its adequacy. The criterion must, consequently, be logically justifiable as valid in its own right. Involved and biased criteria cannot be eliminated through empirical demonstration of their inadequacy. Thus, faulty criterion not only waste research efforts, but seriously reduces the effectiveness of the final outcome of the program.⁵²

To improve criteria it is important to know the different types of bias. Bias in the criteria may be classified as:

1. Criterion Deficiency--omission of pertinent elements from the criterion.
2. Criterion Contamination--introducing extraneous

⁵¹Ibid., p. 40.

⁵²Ibid., p. 160.

elements into the criterion.

3. Criterion Scale Unit Bias--inequality of scale units in the criterion.
4. Criterion Distortion--improper weighting in combining criterion elements.⁵³

Designation of criteria and their components. The derivation of the working model of a criterion ideally is a function of the combination of both rational and empirical evidence but final decisions are based on judgments. This judgment will be more secure if the researcher uses decisions based on judgments of other qualified persons in addition to himself.

Essentially the problem of defining the criterion through the employment of a panel of judges consists of (1) selecting the authorities who will comprise the panel, (2) specifying the procedure to be employed by the judges, and (3) assembling and analyzing the responses of the judges in arriving at a consensus of composite of their judgments.⁵⁴

Any of several techniques may be employed in obtaining from a jury of authorities the required judgments relative to criterion dimensions. The author in this study used the check-list response procedure which was the provision

⁵³Ibid., p. 161.

⁵⁴Ibid., pp. 42-43.

of a previously compiled list of possible criterion and their dimensions, permitting the panel of judges to indicate components believed to be actually contributive and an indication of the relative importance of the components designated.

Requirements for an adequate criterion measure. There are five criteria which any effective measuring device must meet--validity, reliability, objectivity, practicability, and simplicity.

Validity. Does the device measure what you think you are measuring? Logical validity means that the test actually measures or is specifically related to the traits for which it was designed. Empirical validity is concerned with the usefulness of a test in predicting successful performance or how well it accomplishes a practical purpose.⁵⁵

As in the establishment of criterion dimensions, also in the development of criterion measures, the researcher must be constantly alert to sampling adequacy and the possibility of the introduction of criterion bias. It is important that a criterion measure be both comprehensive, or inclusive, and also that it not measure behaviors extraneous

⁵⁵ John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 176.

to the criterion dimension.⁵⁶

Reliability. Will the test mean the same when repeated with many people? Generally speaking the reliability of criterion measures, whether the measures relate to products of performance or to behavior-in-process, is affected by four sets of conditions:

1. Consistency or replicability of the criterion behavior itself.
2. Conditions under which the criterion behavior takes place--and the extent to which such conditions do or do not vary from situation to situation.
3. Degree of specificity with which the behavior, or its products is described and measured.
4. Consistency of the measuring instrument and/or procedure associated with the assigning of measurements. Therefore, other things being equal, the reliability of criterion data may be expected to be greater:
 - (a) the more extensive the replication of the criterion measurement (time spent in observation).
 - (b) the more objective the recording of

⁵⁶Ryans, op. cit., p. 46.

observations of behavior or evaluations of a product.

- (c) the fewer the conditions leading to varied interpretations of, or inferences about, the behavior or product.
- (d) the less the variation in the situation under which the behavior takes place from time to time.
- (e) the more homogeneous and operationally describable the criterion dimension.⁵⁷

Objectivity. A test is considered objective if the results from it are not influenced by the differences in people who administer or interpret it.

Objectivity means having a concrete, observable and tangible basis for making a judgment or interpretation. It is in contrast to subjectivity, opinions, and guesses. If equally competent people ask a question, interpret the answers and get closely similar results the measuring device is considered objective.⁵⁸

Practiability. A measuring device must be practical to use. It is necessary to consider time, cost, and

⁵⁷Ibid., p. 49.

⁵⁸Byrn, op. cit., pp. 64-65.

convenience. Will the form take more time than it is worth? Will it cost more than you can afford? These factors must be weighed against the probable value of the results.

Simplicity. Keep all forms and techniques simple. Make them easy to use, easy for people to understand, and easy to summarize. Simplicity should not be confused with brevity.

The degree to which a measuring device meets the criteria above is conditioned by the circumstances of the study and the use to be made of the findings.

SUMMARY

In this chapter an attempt has been made to cite only the most pertinent literature relating to the major aspects of this study. The materials reviewed brought to light some of the important qualifying characteristics of the objectives of the Cooperative Extension Service and youth work, described some of the history and purposes of fairs in the United States, and indicated certain aspects of objectives which are pertinent in evaluation.

Careful consideration was given to the development of evaluative criteria. Treated in depth were such things as the composition of a criterion, procedures used in designating components of a criterion, and the requirements for an adequate criterion measure.

The literature cited in this chapter provided the theoretical framework for designing the project, developing the criteria and constructing the instruments employed in this study. The chapters that follow represent an attempt to describe the results of these efforts.

CHAPTER III

FORMULATING A PROPOSED SET OF CRITERIA FOR EVALUATING COUNTY 4-H FAIR PROGRAMS IN CONNECTICUT

The major purpose of this study was to formulate a suggested set of criteria that might be used as a guide in evaluating county 4-H fair programs in Connecticut. The procedure followed in developing the suggested set of criteria, the method used in determining the relevance and composition of the criteria, and the actual content of the criteria and their dimensions are major aspects of the study discussed in this particular chapter.

I. DEVELOPING A SUGGESTED SET OF CRITERIA

Because of the limited amount of materials written on county 4-H fair programs, the logical first step to the problem was to become familiar with the materials written on objectives of the Extension Service and Youth Work, history and purposes of American fairs, evaluation, and criterion development. Sources of information which proved to be particularly helpful in this initial step were certain Extension articles, leaflets, guidebooks and reports, and selected materials from the broad field of education. Supplementing this information were data obtained from the

State 4-H Staffs of the Connecticut and Kansas Cooperative Extension Service.

Inferred from the literature and the two cooperating State 4-H Staffs were a number of statements possessing one or more characteristics commonly ascribed to a criterion. Efforts were made to identify as many of these statements as possible. These statements were then grouped into categories, and for each category a suggested criterion was developed. In turn, for each of the suggested criteria, specific behavioral dimensions and activities were identified.

II. SUBMITTING SUGGESTED CRITERIA TO PANEL OF JUDGES

After being arranged in logical order, the suggested criteria and their dimensions were submitted to a panel of fourteen judges, each of whom was asked to determine which of the proposed criteria and dimensions should be kept for evaluative purposes, and to indicate the degree of importance that should be assigned to each dimension.

Those asked to serve on the panel of judges were chosen on the basis of their:

1. Acquaintance with Cooperative Extension Work
(County and State Club Agents)
2. Present leadership role with 4-H fair programs.

3. Willingness to serve as a panel member.

Because two of the panel members discussed the statements together, they only submitted one questionnaire, therefore, thirteen questionnaires were used in the final analysis.

In appraising the suggested criteria, the panel members were asked to use the following procedure:

1. Study each criterion and determine, in your opinion, if it should be kept as a workable means of evaluating 4-H fair programs. Then check either keep or discard.
2. If you decide a criterion should be retained as a useful standard, indicate any changes in wording that would make it more easily understood and useful to the evaluator.
3. Next, examine each dimension under the retained criterion and judge whether it relates to that criteria and is a useful tool to an evaluator. Then check either keep or discard.
4. For each dimension retained, indicate the degree of importance that ought to be given in evaluating a 4-H fair program by circling one of the numbers beside the item. Then suggest any changes in wording that would, in your opinion, improve the meaning and usefulness of the dimension.

5. Examine the list of dimensions under the retained criteria for completeness. If, in your opinion, any important dimensions have been overlooked, add them to the list.
6. After completing the pages, examine the retained criteria for completeness. If, in your opinion, any important criteria have been overlooked, add them on the last page and the dimensions for each.

In appraising the importance of each dimension, the panel members were asked to employ the following scale:

- 4 Major importance
- 3 Important
- 2 Of some importance
- 1 Of little importance
- 0 Of no importance

The above numbers appeared in random order after each dimension. In rating the dimension the panel members merely had to circle the number that most nearly expressed their opinion. To reduce the possibility of the raters for getting the value of each number, the scale was repeated at the top of each page. (See Appendix).

Since the figures appearing after each dimension in the column represented weighted values, it was possible to compute a mean weighted score for the dimension by

multiplying each figure by the number of respondents circling it, adding together the answers obtained, and dividing this answer by the total number of respondents rating the dimension.

Only those criteria and dimensions receiving the support of at least three-fourths of the panel members with a mean value of 3.0 on the importance scale were retained. All others were discarded.

III. SUGGESTED CRITERIA AND SUPPORT GIVEN BY PANEL OF JUDGES

A total of fifteen suggested criteria along with their dimensions were submitted to the panel of judges for their appraisal. The content and support accorded them by the judges are revealed in Table I.

Seven of the criteria were accepted by 100 per cent of the panel members. Of the seven criteria, wording changes were suggested for Criterion I and III. The suggestion for Criterion I was:

The educational objectives of each activity within the fair program are clearly defined and in written form.

The suggestion for wording Criterion III was:

The association members responsible for the 4-H fair program adequately facilitate the achievement of its stated purposes and objectives.

TABLE I

PANEL MEMBERS' ACCEPTANCE OF PROPOSED CRITERIA AS
GUIDES FOR EVALUATING COUNTY 4-H FAIR PROGRAMS
IN CONNECTICUT

Proposed Criteria	Per cent Indicating Acceptance
1. The purposes, objectives, and Scope of the 4-H fair program are clearly defined and in written form.	100.0
2. The 4-H fair program reflects in a clear and logical way an attempt to implement the stated purposes and objectives.	92.31
3. The administrative organization developed for the 4-H fair program functions adequately to facilitate the achievement of its stated purposes and objectives.	100.0
4. Opportunities are available for young people and adults to acquire knowledge, skill and attitudes for a more satisfying home and family life.	76.92
5. Opportunities are provided for the 4-H members to enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishments.	100.0
6. Opportunities are available for participants to develop leadership talents and abilities to achieve their citizenship potentials.	92.31 ^a
7. Opportunities are available for participants to recognize the importance of scientific agriculture and home economics and their relationship to our total economy.	60.00 ^b
8. The 4-H fair program provides participants opportunities for career exploration.	76.92

TABLE I (continued)

Proposed Criteria	Per cent Indicating Acceptance
9. Opportunities are present for participants to develop an appreciation of nature, understanding of conservation, and make wise use of natural resources.	69.23
10. Opportunities are available for participants to cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.	61.54
11. Opportunities are available for participants to develop attitudes, abilities, and understandings for working cooperatively with others.	100.0
12. The facilities and resources associated with the 4-H fair program are adequate to achieve the stated purposes and objectives of the program.	100.0
13. The evaluation of exhibits at the fair is used as a teaching device.	100.0
14. The 4-H fair program is a means of maintaining club members' interest in 4-H club work.	100.0
15. Provisions are made for constant review and evaluation of the 4-H fair program.	100.0

^aThe panel member that discarded this criteria, however, indicated that the dimensions were of prime importance.

^bThree panel members did not indicate a choice of whether to keep or discard the criteria.

In summary, (1) Criteria VII, IX, and X did not meet the acceptance of three-fourths of the panel members. The

general consensus of opinion was that these objectives are not the fairs' responsibility, but belong in the overall 4-H club program; and (2) most recommendations and suggestions made by the panel members related to the wording of the criteria rather than to content.

III. SUPPORT AND DEGREE OF IMPORTANCE

ACCORDED THE DIMENSIONS OF EACH

CRITERION BY PANEL OF JUDGES

The content of each suggested criterion and its acceptance by the panel of judges as a guide for evaluating county 4-H fair programs were discussed in the preceding section. In this section, the support and relative importance accorded the dimensions of each criterion by the panel of judges are discussed. Again attention is called to the fact that only those dimensions receiving the support of at least three-fourths or more of the panel members were retained. All others were discarded.

Rather than repeat each criterion statement in its entirety, only a few key words are used to identify each criterion as its dimensions are introduced and discussed.

CRITERION I: Purposes, Objectives, and Scope

Table II shows that only dimension B failed to receive three-fourths of the panel members' acceptance. The suggestions seem to reveal that it would be very

TABLE II

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
PANEL MEMBERS ATTACHED TO DIMENSIONS OF
CRITERION ONE CONCERNED WITH PURPOSES,
OBJECTIVES AND SCOPE

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The written statement includes the need for a 4-H fair program.	76.92	3.70
B. The statement takes into account the needs of the people Extension serves. (Cultural, economic, social needs).	61.54	2.88
C. There is evidence of harmony among the written purposes stated for the program. (No one purpose being in conflict with any other.)	76.92	3.10
D. The objectives of the fair program direct the fair toward providing and stimulating intellectual opportunities for members of all age levels.	100.0	3.62
E. The statement recognizes the overall objectives of 4-H club work as presented by the "Scope Report".	92.31	3.33

difficult to evaluate in terms of the fair alone. Also it was mentioned that the needs of the people Extension serves include future clientele as well as present participants.

Suggestions for wording changes included:

Dimension A: The written statement includes the need for "the" 4-H fair program.

Dimension D: One member of the panel was concerned with the word "intellectual", stating that this connotes high mental ability. This would eliminate some deserving 4-H members. He recommended the word "educational" be substituted. The dimension would then read:

The objectives of the fair program direct the fair toward providing and stimulating educational opportunities for members of all age levels.

Dimension E: It was suggested that the "Connecticut Objectives" be included in the dimension. It would then read:

The statement recognizes the overall objectives of 4-H club work as presented by the "Scope Report" and Connecticut objectives.

CRITERION II: Implementing Program in a
Clear and Logical Way

Table III shows that dimension C was the only one not to receive over 80 per cent of the panel members acceptance. This was included in the questionnaire to find

TABLE III
 LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION TWO CONCERNED WITH IMPLE-
 MENTING THE PROGRAM IN A CLEAR AND
 LOGICAL WAY

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The content of the fair program is determined by study and analysis of the needs of the people.	81.81 ^a	3.89
B. The administering body assumes the major responsibility for initiating, changing, and dropping segments of the program.	91.66	3.64
C. The county club agent assumes the major responsibility for initiating, changing, and dropping segments of the program.	33.33	2.33
D. The objectives are a result of cooperative action by extension personnel and others concerned in the fair program.	91.66	3.56 ^b
E. The objectives specify the areas in which learning (behavior changes) are to result from participation in the fair program.	91.66	3.18
F. The objectives are specific enough to serve as a base for planning, conducting, and evaluating the educational program.	100.0	3.33

TABLE III (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
G. The objectives are achievable, considering the level of concern, the maturity of persons involved, and the resources available.	100.0	3.00
H. The objectives can relate to both immediate and long-time educational goals.	83.33	3.33

^aOne panel member did not answer this item.

^bTwo panel members did not answer this item.

out who should be given the major responsibility for initiating, changing, and dropping segments of the program. The results clearly demonstrate that the respondents felt the county club agent should remain in the background when such decisions are made. There appeared to be a consensus of opinion that the county club agent is consulted and guides the administrative body, so the following dimension was formulated to replace dimensions B and C.

The administrative body, after consultation with the county club agent, assumes the major responsibility for initiating, changing, and dropping segments of the program.

CRITERION III: Administrative Organization

Table IV shows that dimensions A. 3, E and F failed to receive support of three-fourths of the panel members. Dimensions A. 2, and D, even though accepted by at least three-fourths of the panel members, were not considered to be of importance.

Many of the panel members suggested that the word "all" be left out of the dimension A. 2.

Some suggestions for wording changes included:

Dimensions B. 2 and B. 3: Some counties have advisors in place of directors of the fair association. With this in mind, the dimensions were changed to read:

B. 2. A set of criteria is available for selecting directors or advisors who will assume their obligations and responsibilities with sincere devotion.

B. 3. Provisions are made to train both the officers, and directors or advisors with their duties and responsibilities.

Dimension C: Suggestions were made to incorporate Dimension C with Dimension D in the following way:

Accurate and complete minutes are kept in an orderly fashion of all meetings held relating to the fair program.

Several of the panel members were confused with the word "significant". It was removed for clarity.

TABLE IV

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION THREE CONCERNED WITH
 ADMINISTRATIVE ORGANIZATION

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. There is evidence that the fair program takes advantage of the resources offered by local, county, and state organizations (both government and private) to a degree compatible with stated objectives and purposes of 4-H fair program.	83.33 ^a	3.00
A. 1. The publicity agencies of radio, TV, and newspaper services are utilized in the best way possible to promote fair programs.	100.0	3.56
A. 2. Use is made of all Extension Services, such as State and County specialists, to help in the achievement of the purposes and objectives of fair program.	76.92	2.90
A. 3. A set of criteria is available for selecting private organizations to assist with fair program.	46.16	2.67
B. The size of the administrative organization is adequate to facilitate all the objectives and purposes of the fair program.	92.31	3.08 ^b

TABLE IV (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
B. 1. There are enough trained officers to adequately fulfill the responsibilities of meeting the fair purposes and objectives.	75.00 ^c	3.01
B. 2. A set of criteria is available for selecting directors who will assume their obligations and responsibilities with sincere devotion.	83.33 ^d	3.40
B. 3. Provisions are made to train both the officers and directors with their duties and responsibilities.	100.0	3.23
C. Accurate and complete minutes are kept of all significant meetings held relating to the fair program.	92.31	3.17
D. Minutes of these meetings are kept in an orderly file and available for use whenever needed.	86.92	2.91
E. Minutes of these meetings are prepared and distributed to everyone who is involved with the administration and preparation aspects of the fair plan.	69.23	2.33

TABLE IV (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
F. It is a common practice for all changes to be developed into formal written statements and copies sent to those who should know of these changes.	58.33 ^e	2.86

^aTwo panel members did not answer this item.

^bOne panel member did not answer this item.

^cOne panel member did not answer this item.

^dOne panel member did not answer this item.

^eOne panel member did not answer this item.

CRITERION IV: Opportunities to Acquire
Knowledge, Skills, Attitudes For a More
Satisfying Life

Table V indicates that dimensions A. 2, B. 1, B. 2., C. 2, and C. 3 all failed to receive the support of three-fourths of the panel members. Some of the comments concerning the reasons for not accepting these dimensions were as follows:

A. 2: Parents are encouraged throughout the 4-H program and not just concentrated on at fair time.

TABLE V

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION FOUR CONCERNED WITH OPPOR-
 TUNITIES TO ACQUIRE KNOWLEDGE, SKILLS
 AND ATTITUDES FOR A MORE
 SATISFYING LIFE

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The fair program tends to assist both parents and children in the attainment of practicing parental cooperation.	80.00	3.63
A. 1. The activities involved in exhibit preparation require some parental interest and guidance. (Example--Farm and Home Safety)	80.00	3.13
A. 2. The parents are encouraged by the club leaders to work as partners in developing the childrens skills. (Example--Dairy fitting and showing)	70.00	3.00
A. 3. The members are encouraged to select fair activities and projects which fit into a satisfying home and family life.	80.00	3.50
B. The fair program strengthens personal standards and a philosophy of life based on lasting and satisfying values.	80.00	3.63
B. 1. Families are encouraged to attend religious services on Sunday mornings by keeping fair closed during this time.	50.00	2.80

TABLE V (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
B. 2. The fair program is concerned to some degree with the development of moral character by emphasizing the following steps:		
a) Children learn what is right and what is wrong		
b) They learn to love the right and hate the wrong		
c) They form habits of right conduct.	44.44 ^a	2.50
C. The 4-H fair program cultivates a feeling that the family "belongs" in the overall event.	100.00 ^b	3.44
C. 1. Families of 4-H members are encouraged to assist wherever needed both in preparation and operation of the fair.	80.00	3.50
C. 2. Families of 4-H members receive special invitations and/or announcements of their welcome and importance in witnessing the actual fair events.	70.00	3.00
C. 3. Recognition is given to parents, such as announcing the parents of club members who exhibit or participate in the fair program.	55.56 ^c	2.00

^aOne panel member did not answer this item.

^bOne panel member did not answer this item.

^cOne panel member did not answer this item.

B. 1: The panel members felt this dimension was not practical and some county fairs are not held on Sunday anyway.

B. 2: Many felt this was a good dimension but thought it was very difficult to state and evaluate.

C. 2: The parents know they are encouraged to attend events.

C. 3: The panel members stated that parents don't need any recognition on the fair program and should derive satisfaction from their children's progress.

Dimension A was suggested to read as follows:

The fair program attempts to assist both parents and children in the attainment of practicing parental cooperation.

CRITERION V: Enjoying a Useful
Work Experience

Table VI indicates that dimensions B. 1 and B. 2 failed to receive acceptance by three-fourths of the panel members and dimension C. 1 wasn't considered important. A suggested change in wording of the dimension C was to remove the word "all". The dimension would then read:

Opportunity is provided for 4-H members to participate in enjoyable work experiences in fair preparation.

TABLE VI

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
PANEL MEMBERS ATTACHED TO DIMENSIONS OF
CRITERION FIVE CONCERNED WITH ENJOYING
A USEFUL WORK EXPERIENCE

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The fair program provides a challenge for all age levels.	100.0	3.31 ^a
A. 1. The standards of evaluation of exhibits are developed with consideration for the age level of exhibitor.	100.0	3.77
A. 2. There are sufficient opportunities for the older members to achieve satisfying personal accomplishments.	92.31	3.92
B. The 4-H fair program encourages the completion of work experiences such as fair committee work and/or projects.	84.62	3.73
B. 1. Record books are required to be submitted with many projects exhibited.	61.54	2.50
B. 2. Special recognition is given to excellent record keeping and the fulfillment of project requirements.	50.00 ^b	2.17 ^c
C. Opportunity is provided for all 4-H members to participate in enjoyable work experiences in fair preparation.	92.31	3.17

TABLE VI (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
C. 1. Recognition is given to members who perform valuable services in preparation and operation of the fair program, such as "4-H Fair Service Award".	76.92	2.60

^aOne panel member did not answer this item.

^bOne panel member did not answer this item.

^cTwo panel members did not answer this item.

CRITERION VI: Developing Leadership Talents
and Citizenship Potentials

Table VII shows that dimensions E, E. 1 and E. 3 failed to receive support of three-fourths of the panel members. The reasons given for their non-acceptance were:

E: Very difficult to define pride of American citizenship.

E. 3: Many fairs only have 4-H exhibits and encourage 4-H members and clubs to demonstrate the objectives of the civic organizations.

The remaining seven dimensions were rated as important by those panel members accepting them.

TABLE VII

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION SIX CONCERNED WITH DEVELOPING
 LEADERSHIP TALENTS AND CITIZENSHIP
 POTENTIALS

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The older members are given opportunities to work with the younger members in fair preparation.	92.31	3.17
A. 1. Junior leaders are given major responsibility in local club preparations for the fair.	84.62	3.36
A. 2. The fair association provides the members as many leadership functions as possible while still operating an effective fair program.	92.31	3.67
B. Both sexes are given equal opportunities to develop their leadership talents as officers, on committees, etc.	76.92	3.20
C. Both rural and urban members are given equal opportunities to develop their leadership talents.	84.62	3.82
D. Leadership training is provided for all those who plan to take on this aspect of responsibility.	91.67 ^a	3.45
E. The pride of American Citizenship is encouraged in the fair program.	61.54	3.13

TABLE VII (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
E. 1. The American flag and due respect to its presence is encouraged at all fair preparation meetings.	61.54	2.63
E. 2. Citizenship exhibits are a regular feature of the 4-H fair.	92.31	3.00
E. 3. Civic organizations like the American Legion, National Guard, D.A.R., are encouraged to participate in fair program.	50.00 ^b	2.50

^aOne panel member did not answer this item.

^bOne panel member did not answer this item.

CRITERION VII: Recognizing Scientific
Agriculture and Home Economics

Table VIII shows that dimensions A. 1, A. 2, B. 1, C, and D were not accepted by three-fourths of the original 60 per cent of the panel members who accepted the criteria.

The general opinion on these dimensions was that the dimensions should be a part of the overall club program.

Only dimensions A, B, and D. 2 were accepted by over three-fourths of the panel members and were considered important.

TABLE VIII

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
PANEL MEMBERS ATTACHED TO DIMENSIONS OF
CRITERION SEVEN CONCERNED WITH RECOGNIZ-
ING SCIENTIFIC AGRICULTURE AND
HOME ECONOMICS

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. Specialists are used as much as possible in this aspect of the fair program, such as specialists in poultry nutrition.	100.0	3.14
A. 1. Members are provided the opportunity to read, hear, and discuss some of the research findings related to their project interests, such as preparation workshops.	66.67 ^a	3.00
A. 2. Specialists are available to explain new methods and techniques in specific fields of Agriculture and Home Economics in both fair preparation and at the fair.	57.14	3.25
B. There are programs in Ag. and Home Ec. which are available to boys and girls of limited financial potentials.	85.71	3.50
B. 1. Local civic organizations are encouraged to provide economic assistance for project work.	66.67 ^b	2.75

TABLE VIII (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
C. Opportunities are provided for urban members to recognize the importance of scientific Agriculture and Home Economics in our total economy. (Demonstrations, displays)	71.45	3.00
D. Exhibits showing results of scientific agriculture and home economics are a regular feature of the fair.	71.45	3.20
D. 1. Exhibits showing how results of scientific research are applicable to the farm and home are a regular feature of the fair.	83.33 ^c	2.80
D. 2. Exhibits showing how scientific agriculture and home economics contribute to our high standard of living are a regular feature of the fair.	83.33 ^d	3.60

^aOne member did not answer this item.

^bOne member did not answer this item.

^cOne member did not answer this item.

^dOne member did not answer this item.

CRITERION VIII: Career Exploration

Table IX shows that dimension A was the only one not accepted by three-fourths of the panel members. Even those who accepted it did not feel it was important in the fair program.

TABLE IX

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
PANEL MEMBERS ATTACHED TO DIMENSIONS OF
CRITERION EIGHT CONCERNED WITH CAREER
EXPLORATION

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. Individual encouragement for career exploration is provided in promotional aspects of the fair such as radio, TV, newspapers.	70.0	2.45
B. Opportunities are available to develop special talents through fair programs such as talent shows, public speaking, etc.	100.0	3.20
C. The exhibiting of project accomplishments is not a terminating goal but a step towards future challenges.	80.0	3.13
D. Exhibits on careers, such as opportunities in forestry, horticulture, public health, etc., are a regular feature of the fair.	88.89 ^a	3.13

^aOne panel member did not answer this item.

CRITERION IX: Opportunities to Appreciate
Nature, Conservation, and Wise Use of
Natural Resources

Table X reveals that of the 69 per cent of the panel members accepting this criteria, dimension B was not considered to be of importance.

TABLE X

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION NINE CONCERNED WITH APPRECIATING
 NATURE, CONSERVATION AND
 NATURAL RESOURCES

<u>Dimensions</u>	<u>Level of Support Per cent</u>	<u>Degree of Importance Mean weighted Score</u>
A. The 4-H fair program emphasizes the natural resource aspects of exhibits in forestry, entomology, agronomy, etc.	100.0	3.44
B. Conservation agencies such as the Soil Conservation Service, are encouraged to participate at the fair as promoters of conservation.	100.0	2.67
C. Both urban and rural members are encouraged to demonstrate the wise use of natural resources in various ways like booth exhibits and demonstrations, etc.	77.78	3.27

CRITERION X: Cultivating Traits of Healthful
Living, Purposeful Recreation

Table XI shows that of the 61.54 per cent of the panel members who accepted this criteria, two of the dimensions, B and D, were not placed as important in the fair program. Some of the panel members felt that dimension D should be a part of the overall 4-H program.

TABLE XI
LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
PANEL MEMBERS ATTACHED TO DIMENSIONS OF
CRITERION TEN CONCERNED WITH CULTIVATING
TRAITS OF HEALTHFUL LIVING AND
PURPOSEFUL RECREATION

<u>Dimensions</u>	<u>Level of Support Per cent</u>	<u>Degree of Importance Mean weighted Score</u>
A. Fair exhibits and activities concerned with health, recreation and leisure time are encouraged.	100.0	3.12 ^a
B. Community organizations like the Heart Fund, YMCA, etc. are encouraged to participate in fair program.	100.0	2.63
C. There is some type of purposeful recreation during the actual fair schedule of events.	100.0	3.13
D. There is some aspect of the fair program which includes physical fitness and its implications.	75.0	2.83

^aOne panel member did not answer this item.

CRITERION XI: Working Cooperatively
With Others

Table XII shows that dimensions A. 1, A. 2, A. 3, and all elements of B were not accepted by three-fourths of the panel members. Reasons given by the judges included:

A. 1 and A. 2: Not all fairs are organized this way. Who is the fair association to require participation by all clubs? It would be impossible to work with a group as large as 268 members.

B: Recognition is in the doing, special recognition is not important.

A wording suggestion for dimension C was as follows:
The fair association provides a climate for individuals to grow and learn by taking part in small group activities.

D. 2 was not considered to be important.

TABLE XII

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
PANEL MEMBERS ATTACHED TO DIMENSIONS OF
CRITERION ELEVEN CONCERNED WITH WORKING
COOPERATIVELY WITH OTHERS

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The fair program encourages cooperation among all the clubs in the country.	100.0	3.31
A. 1. The fair association requests that every club send at least two representatives to the meetings.	33.33 ^a	3.00
A. 2. Each club is represented at fair association meetings.	50.0 ^b	3.00
A. 3. Many committees are composed of entire clubs such as parking, advance sale of tickets, etc.	66.67 ^c	2.50
B. Clubs which contribute outstanding services toward the fair program are given special recognition. (All members contributing)	50.0 ^d	2.67
B. 1. The clubs are evaluated with regard to the following criteria:		
a) Club activities in fair promotional activities.	53.87	2.29
b) Club representation on fair association committees.	62.50	2.60
c) Club contribution to fair ground preparation and clean up.	53.87	2.71

TABLE XII (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
d) Quality of club exhibits.	46.15	2.83
e) Quantity of club exhibits.	33.33 ^e	2.25
C. The fair association provides a climate for individuals to grow and learn in group activities.	100.0	3.87
C. 1. The members are aware of each others contributions.	92.31	3.00
C. 2. The fair association is not dominated with an authoritarian clique which shuts out all others.	92.31	3.83
C. 3. Each member increases his understanding of various techniques in working in groups.	84.62	3.09
C. 4. Learning experiences are designed to help members develop skill in co-operative action.	100.0	3.31
D. Each member satisfies his personal desires:		
1. Feeling of acceptance by the group (security)		
2. Satisfying personal achievement. (Ex. selected as Poultry Supt. last year was Assistant).	84.62	2.91

TABLE XII (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
3. Feeling of contributing to general welfare of the fair program. (Adequacy).	92.31	3.00

^aOne panel member did not answer this item.

^bOne panel member did not answer this item.

^cOne panel member did not answer this item.

^dOne panel member did not answer this item.

^eOne panel member did not answer this item.

CRITERION XII: Adequate Facilities and
Resources

Table XIII shows that dimensions C. 1 and C. 3 were not accepted by three-fourths of the panel members. Reasons given for not accepting them were:

C. 1: This implies premiums are necessary and not all fairs give premiums.

C. 3: This dimension was poorly worded and none of the elements were important to all of the panel members. Perhaps element f would have received more support if defined clearly.

Dimensions A. 3 and C. 2 were classified as not being important in the fair program.

TABLE XIII

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
PANEL MEMBERS ATTACHED TO DIMENSIONS OF
CRITERION TWELVE CONCERNED WITH ADEQUATE
FACILITIES AND RESOURCES

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. Proper physical arrangements are present at all Fair Association meetings.	84.62	3.10 ^a
A. 1. There is adequate space to handle group gatherings with comfort.	92.31	3.30 ^b
A. 2. The facilities are arranged in such a way that everyone feels a "belonging" to the discussion.	92.31	3.46 ^c
A. 3. There are audio-visual aids equipment available if desired. (Chalk board, etc.)	92.31	2.83
B. The fair grounds and facilities are adequate for both members and the general public.	100.0	3.39
B. 1. The location of the fair is constantly evaluated to provide the best possible location. (Convenience to public).	83.33 ^d	3.00
B. 2. The facilities are kept in their best condition to provide the best possible "show window".	100.0	3.46
B. 3. Every exhibit dept. at the fair is given adequate space and equipment needed to display its accomplishments.	100.0	3.38

TABLE XIII (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
C. Financial aspects of the fair are constantly being studied.	92.31	3.17
C. 1. Premiums are paid in accordance with receipts of the fair.	41.67 ^e	2.40
C. 2. The fair program has adequate financing.	92.31	2.83
C. 3. The major portion of financial assets are obtained from:	66.67	
a) Premium book advertisements	--	2.22
b) Gate Admissions	--	2.88
c) Concessions (Commercial)	--	1.33
d) Donations	--	2.00
e) Fair Ass'n. and 4-H Club concessions	--	2.56
f) Government reimbursements	--	1.62
D. Financial gains are secondary to the educational objectives of the fair program.	100.0	3.92

^aOne panel member did not answer this item.

^bTwo panel members did not answer this item.

^cOne panel member did not answer this item.

^dOne panel member did not answer this item.

^eOne panel member did not answer this item.

Suggested changes in wording in dimension B. 2 was to change the word "keep" to kept. The dimension would then read:

The facilities are kept in their best possible condition to provide the best possible "show window".

CRITERION XIII: Evaluation of Exhibits

Table XIV shows that dimension D was the only one not to be accepted by three-fourths of the panel members. Element d of the dimension B. 1 was discarded by the judges also.

The panel members did not feel that past experience in judging 4-H exhibits was necessary if dimension C was present in fair program. There was a consensus of opinion that judges do not need formal recognition.

Suggested changes in wording included:

B. 1. a: Sincere interest in youth rather than "in the 4-H program. "

C. 2: The word "and" was omitted after record books.

The dimension should read:

Information on the fair, their particular field of evaluation, like record books and project requirements, are placed in the judges hands well before fair time.

TABLE XIV
 LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION THIRTEEN CONCERNED WITH
 EVALUATION OF EXHIBITS

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The judging of exhibits is done with consideration to qualities of exhibitor as well as exhibit.	92.31	3.75
A. 1. Consideration is given to age of exhibitor.	100.0	3.85
A. 2. Consideration is given to experience of exhibitor.	100.0	3.54
A. 3. Consideration is given to complexity of task undertaken.	100.0	3.31
B. The judges are selected with the purpose of education foremost.	100.0	3.92
B. 1. The judges are selected on the following qualifications:		
a) Sincere interest in the 4-H program.	92.31	3.17
b) Well qualified in specific field.	92.31	3.25
c) Willingness to explain reasons for placing exhibit, both written and orally.	100.0	3.62
d) Past experience in judging 4-H exhibits.	61.54	2.75

TABLE XIV (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
C. Information is available for assisting judges with methods of 4-H exhibit evaluation.	92.31	3.67
C. 1. A special meeting is held before the judging takes place to explain judging system used and answer questions.	100.0	3.07
C. 2. Information on the fair, their particular field of evaluation like record books, project requirements, are placed in the judges hands well before fair time.	92.31	3.25
D. Recognition is given to outstanding judges, like a "Service Award."	16.67 ^a	2.00
E. Constructive criticism is used to educate exhibitor with the overtone of "making the Best Better."	100.0	3.47
E. 1. The exhibitor is shown "how" his exhibit has been judged.	92.31	3.08
E. 2. The exhibitor is shown "why" the exhibit has been evaluated as it has.	100.0	3.47
E. 3. The exhibitor is shown in what ways he can "improve" his exhibit next year.	92.31	3.50

TABLE XIV (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
E. 4. Results of evaluation are used in determining the growth of the individual toward specific objectives.	92.31	3.25

^aOne panel member did not answer this item.

CRITERION XIV: Maintaining Members'

Interest in 4-H Club Work

Table XV shows that dimensions A. 3 and B. 2 were not accepted by three-fourths of the panel members. Dimensions B. 3 was not considered to be important. Possible explanations for the discarding of these dimensions are as follows:

A. 3: This type of display cannot be counted on each year and is not just part of the fair program but of the overall 4-H program.

B. 2: The panel members did not want to separate the rural and non-rural members of the 4-H program, especially with special recognition.

B. 3: Some of the panel members did not feel this was an evaluation of the fair program.

TABLE XV

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION FOURTEEN CONCERNED WITH
 MAINTAINING MEMBERS' INTEREST IN
 4-H CLUB WORK

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. The older members are encouraged to participate in the fair program.	100.0	3.83 ^a
A. 1. The services of older member clubs (Service club, Key Club, Teen Age Club) are encouraged to sponsor special events like talent shows.	84.62	3.09
A. 2. Many Ex-fair officers and members are selected as Directors, Judges, etc.	84.62	3.09
A. 3. Outstanding 4-H'ers who have attended national events prepare educational displays.	61.54	2.38
B. The fair program stimulates interest and participation in the entire 4-H program.	92.31	3.08
B. 1. There are exhibit classes for all possible projects available to both rural and urban members.	84.62	3.44
B. 2. Special recognition is given to original-type displays, like suburban landscape designs, urban safety displays, etc.	61.54	3.25

TABLE XV (continued)

<u>Dimensions</u>	<u>Level of Support</u> <u>Per cent</u>	<u>Degree of</u> <u>Importance</u> <u>Mean weighted</u> <u>Score</u>
B. 3. The outstanding exhibits and demonstrations at the fair are used throughout the year in various 4-H activities.	84.62	2.56

^aOne panel member did not answer this item.

CRITERION XV: Provisions for Constant
Review and Evaluation

Table XVI reveals that dimension B was the only one not accepted by over three-fourths of the panel members. The dimension was very difficult to understand and use in an evaluation. Even though A. 4 was accepted by over three-fourths of the panel members, some felt it was impossible to evaluate.

TABLE XVI

LEVEL OF SUPPORT AND DEGREE OF IMPORTANCE
 PANEL MEMBERS ATTACHED TO DIMENSIONS OF
 CRITERION FIFTEEN CONCERNED WITH
 PROVISION FOR CONSTANT REVIEW
 AND EVALUATION

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
A. Among the things regularly evaluated are:		
A. 1. The purposes, objectives, and scope of the 4-H fair program.	92.31	3.58
A. 2. The adequacy and effectiveness of the administrative organization.	92.31	3.50
A. 3. The process of preparation and actual fair proceedings.	92.31	3.25
A. 4. The progress being achieved by the members.	76.92	3.20
B. Evaluation is based on empirical evidence and acceptable professional opinion.	66.67 ^a	3.13
C. All persons having responsibilities in the fair program participate in planning the evaluation and collecting needed evidence.	100.0	3.47
D. Members participate in the evaluation of their own progress in the learning activities.	92.31	3.25

TABLE XVI (continued)

Dimensions	Level of Support Per cent	Degree of Importance Mean weighted Score
E. Systematic records are kept of the results of all evaluations.	76.92	3.00
F. Results of evaluation used in determining:		
1. The appropriateness of the stated purposes, objectives, and scope of the fair program.	92.31	3.42
2. How well the present program is fulfilling its stated purposes, objectives and scope.	100.0	3.39
3. Ways of correcting the deficiencies identified by the evaluation.	92.31	3.16
G. The evaluation process is reviewed periodically by those responsible for the various aspects of the program.	100.0	3.46

^aOne panel member did not answer this item.

SUMMARY

In this chapter an attempt was made first, to identify the sources of information from which suggested criteria were developed for evaluating county 4-H fair programs in Connecticut; second, to describe how a panel of

fourteen judges were selected to evaluate the suggested criteria; third, to explain the procedure followed by the panel of judges in determining which of the criteria and dimensions should be kept for evaluative purposes; and fourth, to summarize the judges' reaction to the suggested criteria.

Fifteen suggested criteria containing a total of sixty-six specific dimensions with seventy-five specific elements were submitted to the panel of judges. An analysis of the data relating to the judges' appraisal of the proposed criteria and dimensions revealed that:

1. Seventy-five per cent or more of the judges endorsed twelve of the fifteen statements proposed as criteria for evaluating county 4-H fair programs in Connecticut.
2. The judges suggested that changes be made in the wording of two of the proposed criteria.
3. A total of nine dimensions and twenty-four elements failed to get the support of three-fourths of the panel members and thus were discarded.
4. A total of two dimensions and five elements failed to receive a mean weighted score of three in importance and thus were discarded.
5. The wording of ten dimensions and six elements were changed in accordance with the suggestions

made by the panel of judges.

6. Three of the dimensions and elements were unanswered by two of the panel members accepting the criteria and thirty-four statements were not answered by one of the panel members accepting the statements.^a Some panel members felt they could not answer some of the questions objectively.

^aThe panel member(s) who did not answer the item does not necessarily mean it was the same panel member(s) who was responsible for all the omissions.

CHAPTER IV

SUGGESTED CRITERIA PROPOSED AS A MEASURING INSTRUMENT FOR EVALUATING COUNTY 4-H FAIR PROGRAMS IN CONNECTICUT

The major purpose of this study was to formulate suggested criteria which might be used as guides in evaluating county 4-H fair programs in Connecticut. After developing suggested criteria they were submitted to a panel of judges who determined their importance as evaluative criteria. Upon receiving the recommendations from the panel of judges, the criteria were revised and formulated into a measuring instrument.

This chapter is devoted to the prepared measuring instrument and suggestions for its use. The chapter is divided into four sections: (1) selecting respondents, (2) collecting the data, (3) analysis of the data, and (4) the measuring instrument.

I. SELECTING THE RESPONDENTS

Respondents should be selected on the basis of their understanding of and interest in the 4-H fair program.

Sampling: There are four main groups of people closely aligned with the fair program:

A. Parents

- B. Leaders
- C. Fair Association members and Directors
- D. 4-H club members.

The following list of qualifications may be used as a guide in testing the proposed criteria with people closely aligned with the 4-H fair program:

A. Parents

- 1) Sincere interest in total 4-H club program.
- 2) Attendance at county 4-H fair events.
- 3) Have children who have been enrolled in 4-H club work at least two years.

B. Leaders

- 1) Leader in county for two or more years.
- 2) Club participates in 4-H fair program.
- 3) Club is active in many phases of 4-H program.

C. Fair Association

- 1) Officers and Committee chairmen.
- 2) Members who have been active two or more years.
- 3) Directors, two or more years of active service.

D. 4-H Members

- 1) Been an active member for three years or more.

- 2) Participated in at least two fair programs.
- 3) Overall maturity as an individual.
- 4) Can be selected on the three age levels of 4-H club work.
 - a) Younger 4-H members (age 10-13)
 - b) Older 4-H members (age 14-17)
 - c) Young adult members (age 18-21)
- 5) Junior leaders who are active in fair program.

II. COLLECTING THE DATA

The data may be collected through use of a mail questionnaire or personal interview. The personal interview would be preferable.

In filling out the instrument, the respondents would be asked to do three things:

1. Read each dimension carefully.
2. In column one indicate the degree of importance you feel ought to be given the dimensions in present-day county 4-H fair programs.
3. In column two judge the content to which the dimension is present in the county 4-H fair program in your county.

In appraising the importance of each dimension, the respondent may use the following scale:

- 4 - Of major importance
- 3 - Important
- 2 - Of some importance
- 1 - Of little importance
- 0 - Of no importance

In judging the extent to which each dimension is present in the 4-H fair program in their respective counties, the respondents may use the scale below:

- A - present to a very satisfactory degree
- B - present to a fair degree
- C - is not present or is unsatisfactory
- DN - don't know.

III. ANALYSIS OF THE DATA

Since the figures appearing after each dimension in column one represent weighted "values", it is possible to compute a mean weighted score for the dimensions by multiplying each figure by the number of respondents circling it, adding together the answers obtained, and dividing this answer by the total number of respondents rating the dimension.

Before mean weighted scores were computed for column two, numerical values of three, two, one and zero were assigned to the letters A, B, C, and DN respectively. It is possible then to compute mean weighted scores for the

second column.

IV. THE MEASURING INSTRUMENT
PROPOSED CRITERIA FOR EVALUATING COUNTY
4-H FAIR PROGRAMS IN CONNECTICUT

Purpose of the Study: The purpose of this study is to find out how well you feel the present 4-H fair program is measuring up to its objectives.

INSTRUCTIONS

1. In the following pages are twelve criteria, each with two or more dimensions.
2. Read each dimension carefully.
3. In column one indicate the degree of importance you feel ought to be given the dimension in present day county 4-H fair programs by circling appropriate number.
4. In column 2 judge the content to which the dimension is present in your county 4-H fair program and circle appropriate number.
5. Please do not sign your name.

Please answer the following questions before proceeding with the following pages.

1. What is your relationship to 4-H Club Work?

Please check.

Leader _____.

Parent of 4-H member _____.

Fair Ass'n. _____. Describe (example, President,
Director, etc.) _____.

Member _____. Age _____.

Other _____. Describe _____.

2. How long have you held the above position?

Months _____ Years _____.

CRITERION I

THE EDUCATIONAL OBJECTIVES OF EACH ACTIVITY WITHIN THE FAIR PROGRAM ARE CLEARLY DEFINED AND IN WRITTEN FORM.

Dimension	Scale	Scale
	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (circle)	A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know Degree present (circle)
A. The written statement includes the need for the 4-H fair program.	4 3 2 1 0	A B C DN
B. There is evidence of harmony among the written purposes stated for the program (No one purpose being in conflict with any other)	4 3 2 1 0	A B C DN
C. The objectives of the fair program direct the fair toward providing and stimulating educational opportunities for members of all age levels.	4 3 2 1 0	A B C DN
D. The statement recognizes the overall objectives of 4-H club work as presented by the "Scope Report" and Connecticut objectives.	4 3 2 1 0	A B C DN

CRITERION II

THE ASSOCIATION MEMBERS RESPONSIBLE FOR THE 4-H FAIR PROGRAM ADEQUATELY FACILITATE THE ACHIEVEMENT OF ITS STATED PURPOSES AND OBJECTIVES.

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
	4 Major importance	A-present to a very satisfactory degree
	3 Important	B-present to a fair degree
	2 Of some importance	C-is not present or is unsatisfactory
	1 Of little importance	DN-don't know
	0 Of no importance	
A. The content of the fair program is determined by study and analysis of the needs of the people.	4 3 2 1 0	A B C DN
B. The administrative body, after consultation with the county club agent, assumes the major responsibility for initiating, changing and dropping segments of the program.	4 3 2 1 0	A B C DN
C. The objectives are a result of cooperative action by extension personnel and others concerned in the fair program.	4 3 2 1 0	A B C DN

Dimension	Scale 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance					Scale A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know			
	Degree of importance (circle)					Degree present (circle)			
D. The objectives specify the areas in which learning (behavior changes are to result from participation in the fair program.	4	3	2	1	0	A	B	C	DN
E. The objectives are specific enough to serve as a base for planning, conducting, and evaluating the educational program.	4	3	2	1	0	A	B	C	DN
F. The objectives are achievable, considering the level of concern, the maturity of persons involved, and the resources available.	4	3	2	1	0	A	B	C	DN
G. The objectives can relate to both immediate and long-time educational goals.	4	3	2	1	0	A	B	C	DN

CRITERION III

THE ADMINISTRATIVE ORGANIZATION DEVELOPED FOR THE
4-H FAIR PROGRAM FUNCTIONS ADEQUATELY TO FACILITATE THE
ACHIEVEMENT OF ITS STATED PURPOSES AND OBJECTIVES.

Dimension	Scale 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (circle)					Scale A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know Degree present (circle)			
A. There is evidence that the fair program takes advantage of the resources offered by local, county, and state organizations (both government and private) to a degree compatible with stated objectives and purposes of 4-H fair program.	4	3	2	1	0	A	B	C	DN
A. 1. The publicity agencies of radio, TV, and newspaper services are utilized to promote fair programs.	4	3	2	1	0	A	B	C	DN
B. The size of the administrative organization is adequate to facilitate all the objectives and purposes of the fair program.	4	3	2	1	0	A	B	C	DN

Dimension	Scale					Scale			
	Degree of importance (circle)					Degree present (circle)			
B. 1. There are enough trained officers to adequately fulfill the responsibilities of meeting the fair purposes and objectives.	4	3	2	1	0	A	B	C	DN
B. 2. A set of criteria is available for selecting directors or advisors who will assume their obligations and responsibilities with sincere devotion.	4	3	2	1	0	A	B	C	DN
B. 3. Provisions are made to train both the officers and directors or advisors with their duties and responsibilities.	4	3	2	1	0	A	B	C	DN
C. Accurate and complete minutes are kept in an orderly fashion for all meetings held relating to the fair program.	4	3	2	1	0	A	B	C	DN

CRITERION IV

OPPORTUNITIES ARE AVAILABLE FOR YOUNG PEOPLE TO ACQUIRE KNOWLEDGE, SKILL AND ATTITUDES FOR A MORE SATISFYING HOME AND FAMILY LIFE.

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
A. The fair program attempts to assist both parents and children in the attainment of practicing parental cooperation.	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance	A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know
A. 1. The activities involved in exhibit preparation require some parental interest and guidance. Example-Farm and Home Safety.	4 3 2 1 0	A B C DN
A. 2. The members are encouraged to select fair activities and projects which fit into a satisfying home and family life.	4 3 2 1 0	A B C DN

Dimension	Scale	Scale
	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (circle)	A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know Degree present (circle)
B. The fair program strengthens personal standards and a philosophy of life based on lasting and satisfying values.	4 3 2 1 0	A B C DN
C. The 4-H fair program cultivates a feeling that the family "belongs" in the overall event.	4 3 2 1 0	A B C DN
C. 1. Families of 4-H members are encouraged to assist wherever needed both in preparation and operation of the fair.	4 3 2 1 0	A B C DN

CRITERION V

OPPORTUNITIES ARE PROVIDED FOR THE 4-H MEMBERS TO ENJOY A USEFUL WORK EXPERIENCE, TOGETHER WITH THE RESPONSIBILITY AND SATISFACTION OF PERSONAL ACCOMPLISHMENT.

Dimension	Scale					Scale				
	Degree of importance (circle)					Degree present (circle)				
	4	3	2	1	0					
A. The fair program provides a challenge for all age levels.	4	3	2	1	0	A	B	C	DN	
A. 1. The standards of evaluation of exhibits are developed with consideration for the age level of exhibitor.	4	3	2	1	0	A	B	C	DN	
A. 2. There are sufficient opportunities for the older members to achieve satisfying personal accomplishments.	4	3	2	1	0	A	B	C	DN	
B. The 4-H fair program encourages the completion of work experiences such as fair committee work and/or projects.	4	3	2	1	0	A	B	C	DN	

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
C. Opportunity is provided for 4-H members to participate in enjoyable work experiences in fair preparation.	4 Major importance	A-present to a very satisfactory degree
	3 Important	B-present to a fair degree
	2 Of some importance	C-is not present or is unsatisfactory
	1 Of little importance	DN-don't know
	0 Of no importance	
	4 3 2 1 0	A B C DN

CRITERION VI

OPPORTUNITIES ARE AVAILABLE FOR PARTICIPANTS TO DEVELOP LEADERSHIP TALENTS AND ABILITIES TO ACHIEVE THEIR CITIZENSHIP POTENTIALS.

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
A. The older members are given opportunities to work with the younger members in fair preparation.	4 Major importance	A-present to a very satisfactory degree
	3 Important	B-present to a fair degree
	2 Of some importance	C-is not present or is unsatisfactory
	1 Of little importance	DN-don't know
	0 Of no importance	
A. 1. Junior leaders are given major responsibility in local club preparations for the fair.	4 3 2 1 0	A B C DN
A. 2. The fair association provides the members as many leadership functions as possible while still operating an effective fair program.	4 3 2 1 0	A B C DN
B. Both sexes are given equal opportunities to develop their leadership talents as officers, on committees, etc.	4 3 2 1 0	A B C DN

Dimension	Scale	Scale
	Degree of importance	Degree present
	(circle)	(circle)
C. Both rural and urban members are given equal opportunities to develop their leadership talents.	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance	A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know
	4 3 2 1 0	A B C DN
D. Leadership training is provided for all those who plan to take on this aspect of responsibility.	4 3 2 1 0	A B C DN
E. Citizenship exhibits are a regular feature of the 4-H fair.	4 3 2 1 0	A B C DN

CRITERION VII

THE FAIR PROGRAM PROVIDES PARTICIPANTS OPPORTUNITIES FOR CAREER EXPLORATION.

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
A. Opportunities are available to develop special talents through fair programs such as talent shows, public speaking, etc.	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance	A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know
B. The exhibiting of project accomplishments is not a terminating goal but a step towards future challenges.	4 3 2 1 0	A B C DN
C. Exhibits on careers, such as opportunities in forestry, horticulture, public health, etc., are a regular feature of the fair.	4 3 2 1 0	A B C DN

CRITERION VIII

OPPORTUNITIES ARE AVAILABLE FOR PARTICIPANTS TO DEVELOP ATTITUDES, ABILITIES, AND UNDERSTANDINGS FOR WORKING COOPERATIVELY WITH OTHERS.

Dimension	Scale	Scale			
	Degree of importance (circle)	A-present to a very satisfactory degree	B-present to a fair degree	C-is not present or is unsatisfactory	DN-don't know
A. The fair program encourages cooperation among all the clubs in the county.	4 3 2 1 0	A	B	C	DN
B. The fair association provides a climate for individuals to grow and learn by taking part in small group activities.	4 3 2 1 0	A	B	C	DN
B. 1. The members are aware of each others contributions.	4 3 2 1 0	A	B	C	DN
B. 2. The fair association is not dominated with an authoritarian clique which shuts out all others.	4 3 2 1 0	A	B	C	DN

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
	4 Major importance	A-present to a very satisfactory degree
	3 Important	B-present to a fair degree
	2 Of some importance	C-is not present or is unsatisfactory
	1 Of little importance	DN-don't know
	0 Of no importance	
B. 3. Each member increases his understanding of various techniques in working in groups.	4 3 2 1 0	A B C DN
B. 4. Learning experiences are designed to help members develop skill in cooperative action.	4 3 2 1 0	A B C DN
C. Each member satisfies his personal desires:		
1. Feeling of acceptance by the group (security)	4 3 2 1 0	A B C DN
2. Feeling of contributing to general welfare of the fair program (Adequacy).	4 3 2 1 0	A B C DN

CRITERION IX

THE FACILITIES AND RESOURCES ASSOCIATED WITH THE 4-H FAIR PROGRAM ARE ADEQUATE TO ACHIEVE THE STATED PURPOSES AND OBJECTIVES OF THE PROGRAM.

Dimension	Scale					Scale			
	Degree of importance (circle)					Degree present (circle)			
	4	3	2	1	0	A	B	C	DN
A. Proper physical arrangements are present at all Fair Association meetings.	4	3	2	1	0	A	B	C	DN
A. 1. There is adequate space to handle group gatherings with comfort.	4	3	2	1	0	A	B	C	DN
A. 2. The facilities are arranged in such a way that everyone feels a "belonging" to the discussion.	4	3	2	1	0	A	B	C	DN
B. The fair grounds and facilities are adequate for both members and the general public.	4	3	2	1	0	A	B	C	DN

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
	4 Major importance	A-present to a very satisfactory degree
	3 Important	B-present to a fair degree
	2 Of some importance	C-is not present or is unsatisfactory
	1 Of little importance	DN-don't know
	0 Of no importance	
B. 1. The location of the fair is constantly evaluated to provide the best possible location. (Convenient to public).	4 3 2 1 0	A B C DN
B. 2. The facilities are kept in their best condition to provide the best possible "show window".	4 3 2 1 0	A B C DN
B. 3. Every exhibit department at the fair is given adequate space and equipment needed to display its accomplishments.	4 3 2 1 0	A B C DN
C. Financial aspects of the fair are constantly being studied.	4 3 2 1 0	A B C DN
D. Financial gains are secondary to the educational objectives of the fair program.	4 3 2 1 0	A B C DN

CRITERION X

THE EVALUATION OF EXHIBITS AT THE FAIR IS USED AS
A TEACHING DEVICE.

Dimension	Scale					Scale				
	Degree of importance					Degree present				
	4	3	2	1	0					
A. The judging of exhibits is done with consideration to qualities of exhibitor as well as exhibit.	4	3	2	1	0	A	B	C	DN	
A. 1. Consideration is given to age of exhibitor.	4	3	2	1	0	A	B	C	DN	
A. 2. Consideration is given to experience of exhibitor.	4	3	2	1	0	A	B	C	DN	
A. 3. Consideration is given to complexity of task undertaken.	4	3	2	1	0	A	B	C	DN	
B. The judges are selected with the purpose of education foremost.	4	3	2	1	0	A	B	C	DN	

Dimension	Scale					Scale			
	Degree of importance					Degree present			
	4	3	2	1	0				
	Major importance	Important	Of some importance	Of little importance	Of no importance	A-present to a very satisfactory degree	B-present to a fair degree	C-is not present or is unsatisfactory	DN-don't know
	(circle)					(circle)			
B. 1. The judges are selected on the following qualifications:									
a) Sincere interest in youth.	4	3	2	1	0	A	B	C	DN
b) Well qualified in specific field.	4	3	2	1	0	A	B	C	DN
c) Willingness to explain reasons for placing exhibit, both written and orally.	4	3	2	1	0	A	B	C	DN
C. Information is available for assisting judges with methods of 4-H exhibit evaluation.	4	3	2	1	0	A	B	C	DN
C. 1. A special meeting is held before the judging takes place to explain judging system used and answer questions.	4	3	2	1	0	A	B	C	DN
C. 2. Information on the fair, their particular field of evaluation like record books and project requirements, are placed in the judges hands well before fair time.	4	3	2	1	0	A	B	C	DN

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
D. Constructive criticism is used to educate exhibitor with the overtone of "Making the Best Better".	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance	A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know
D. 1. The exhibitor is shown "how" his exhibit has been judged.	4 3 2 1 0	A B C DN
D. 2. The exhibitor is shown "why" the exhibit has been evaluated as it has.	4 3 2 1 0	A B C DN
D. 3. The exhibitor is shown in what ways he can "improve" his exhibit next year.	4 3 2 1 0	A B C DN
D. 4. Results of evaluation are used in determining the growth of the individual toward specific objectives.	4 3 2 1 0	A B C DN

CRITERION XI

THE 4-H FAIR PROGRAM IS A MEANS OF MAINTAINING CLUB MEMBERS INTEREST IN 4-H CLUB WORK.

Dimension	Scale	Scale
	Degree of importance	Degree present
	(circle)	(circle)
A. The older members are encouraged to participate in the fair program.	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance	A-present to a very satisfactory degree B-present to a fair degree C-is not present or is unsatisfactory DN-don't know
A. 1. The services of older member clubs (Service Club, Key Club Teen Age Club, etc.) are encouraged to sponsor special events like talent shows.	4 3 2 1 0	A B C DN
A. 2. Many Ex-fair officers, and members are selected as Directors, Judges, etc.	4 3 2 1 0	A B C DN
B. The fair program stimulates interest and participation in the entire 4-H program.	4 3 2 1 0	A B C DN

Dimension	Scale	Scale
	Degree of importance (circle)	Degree present (circle)
B. 1. There are exhibit classes for all possible projects available to both rural and urban members.	4 Major importance	A-present to a very satisfactory degree
	3 Important	B-present to a fair degree
	2 Of some importance	C-is not present or is unsatisfactory
	1 Of little importance	DN-don't know
	0 Of no importance	
	4 3 2 1 0	A B C DN

CRITERION XII

PROVISIONS ARE MADE FOR CONSTANT REVIEW AND EVALUATION OF THE 4-H FAIR PROGRAM.

Dimension	Scale					Scale			
	Degree of importance (circle)					Degree present (circle)			
A. Among the things regularly evaluated are:	4	Major importance				A-present to a very satisfactory degree			
	3	Important				B-present to a fair degree			
	2	Of some importance				C-is not present or is unsatisfactory			
	1	Of little importance				DN-don't know			
	0	Of no importance							
1. The purposes, objectives, and scope of the 4-H fair program.	4	3	2	1	0	A	B	C	DN
2. The adequacy and effectiveness of the administrative organization.	4	3	2	1	0	A	B	C	DN
3. The process of preparation and actual fair proceedings.	4	3	2	1	0	A	B	C	DN
4. The progress being achieved by the members.	4	3	2	1	0	A	B	C	DN
B. All persons having responsibilities in the fair program participate in planning the evaluation and collecting needed evidence.	4	3	2	1	0	A	B	C	DN

Dimension	Scale					Scale			
	Degree of importance (circle)					Degree present (circle)			
	4	3	2	1	0				
C. Members participate in the evaluation of their own progress in the learning activities.	4	3	2	1	0	A	B	C	DN
D. Systematic records are kept of the results of all evaluations.	4	3	2	1	0	A	B	C	DN
E. Results of evaluation are used in determining:									
1. The appropriateness of the stated purposes, objectives, and scope of the fair program.	4	3	2	1	0	A	B	C	DN
2. How well the present program is fulfilling its stated purposes, objectives, and scope.	4	3	2	1	0	A	B	C	DN
3. Ways of correcting the deficiencies identified by the evaluation.	4	3	2	1	0	A	B	C	DN
F. The evaluation process is reviewed periodically by those responsible for the various aspects of the program.	4	3	2	1	0	A	B	C	DN

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. THE STUDY

The specific objectives established for the study were:

1. To establish suggested criteria for evaluating county 4-H fair programs in Connecticut.
2. To formulate a measuring instrument which could be used as a guide in evaluating current fair programs.
3. To formulate recommendations for using the measuring device.

II. STUDY PROCEDURES

The procedure employed to accomplish the stated objectives of the study consisted of five steps.

Step #1, Reviewing the literature. Becoming familiar with the materials written on the philosophies and objectives of the Extension Service with special emphasis on the youth program, fair history, objectives, evaluation and criterion development constituted the first step in the process of criterion delineation.

Step #2, Developing suggested criteria. Inferred from the literature, Extension personnel, and experts in youth work were a number of statements possessing one or more characteristics commonly ascribed to a criterion. Efforts were made to identify as many of these statements as possible. These were then reduced in number by a process of combining and eliminating duplications. For each of the suggested criteria specific dimensions or activities were developed.

Step #3, Submitting criteria to panel of judges. After being arranged in logical order, the suggested criteria and their dimensions were submitted to a panel of fourteen judges in Connecticut who determined their importance as evaluative criteria. In appraising the suggested criteria, the panel members were given the opportunity to suggest changes and add criteria and dimension which they felt had been overlooked. All suggested criteria and dimensions failing to receive the support of at least three-fourths of the panel members were discarded.

Those asked to serve on the panel of judges were chosen on the basis of:

1. Their acquaintance with Cooperative Extension Work--State and County Club Agents.
2. Present leadership role in 4-H fair programs.
3. Willingness to serve as a panel member.

Step #4, Revising the criteria. After receiving the recommendations from the panel of judges on the suggested criteria, the criteria were revised and formulated into a measuring instrument for evaluating 4-H fair programs.

Step #5, Recommendations for the use of the measuring instrument. After formulating the criteria into a measuring instrument, several recommendations were developed to assist in using the device to determine the perception held by persons closely aligned with the 4-H fair program.

III. SUMMARY AND CONCLUSIONS

FIRST OBJECTIVE

TO ESTABLISH SUGGESTED CRITERIA FOR EVALUATING COUNTY 4-H FAIR PROGRAMS IN CONNECTICUT.

Summary of data. Fifteen suggested criteria containing a total of sixty-six specific dimensions with seventy-five specific elements were submitted to a panel of judges. An analysis of the data relating to the judges' appraisal of the proposed criteria and dimensions revealed that:

1. Seventy-five per cent or more of the judges endorsed twelve of the fifteen statements proposed as criteria for evaluating county 4-H fair programs in Connecticut. The following

three criteria were eliminated.

- a) Opportunities are present for participants to develop an appreciation of nature, understanding of conservation, and make wise use of natural resources.
 - b) Opportunities are available for participants to cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.
 - c) Opportunities are available for participants to recognize the importance of scientific agriculture and home economics and their relationship to our total economy.
2. The judges suggested that changes be made in the wording of two of the proposed criteria.
3. A total of nine dimensions and twenty-four elements failed to get the support of three-fourths of the panel members and thus were eliminated. Following are examples of the kinds of statements that were eliminated.

- a) A set of criteria is available for selecting private organizations to assist with fair program.
- b) Recognition is given to parents, such as announcing the parents of club members who

exhibit or participate in the fair program.

- c) Record books are required to be submitted with many projects exhibits.

4. A total of two dimensions and five elements failed to receive a mean weighted score of three in importance and were discarded. The following are examples of the kinds of statements that were eliminated.

- a) There are audio-visual aids equipment available if desired at fair association meetings.
- b) The outstanding exhibits and demonstrations at the fair are used throughout the year in various 4-H activities.

5. The wording of ten dimensions and six elements were changed in accordance with the suggestions made by the panel of judges.

6. Three of the dimensions and elements were unanswered by two of the panel members accepting the criteria and thirty-four statements were not answered by one of the panel members accepting the statements. Some panel members felt they could not answer some of the questions objectively.

Conclusions. An analysis of the data presented above led the researcher to conclude that the twelve statements accepted by over three-fourths of the panel members, while not all inclusive, did identify aspects believed to be important in the evaluation of county 4-H fair programs in Connecticut. The dimensions developed for each criterion identified important standards to be met in order to successfully fulfill the requirements of the criterion.

SECOND OBJECTIVE

TO FORMULATE A MEASURING INSTRUMENT WHICH COULD BE USED AS A GUIDE IN EVALUATING CURRENT FAIR PROGRAMS

Summary of data. Twelve suggested criteria containing forty-three dimensions with forty-three elements were formulated in the measuring instrument to be used in evaluating 4-H fair programs.

The measuring instrument presented in chapter IV fulfilled the second objective. Suggestions for its use are as follows:

- A. Selection of Respondents. Respondents should be selected on the basis of their understanding of and interest in the 4-H fair program. A list of qualifications to be used as a guide in selecting these people are presented for (1) parents,

(2) leaders, (3) fair association members and directors, and (4) 4-H club members.

B. Collecting the Data. The data may be collected through use of a mail questionnaire or personal interview. The personal interview would be preferable.

1. In filling out the instrument, the respondents are asked to do three things:
 - a) Read each dimension carefully
 - b) In column one indicate the degree of importance they feel ought to be given the dimensions in present-day county 4-H fair programs.
 - c) In column two judge the content to which the dimension is present in the county 4-H fair program of their respective counties.
2. In appraising the importance of each dimension, the respondents may use the following scale:
 - 4 Major importance
 - 3 Important
 - 2 Of some importance
 - 1 Of little importance
 - 0 Of no importance.
3. In judging the extent to which each dimension

was present in the 4-H fair program in their respective counties, the respondents may use the scale appearing below:

A - present to a very satisfactory degree

B - present to a fair degree

C - is not present or is unsatisfactory

DN - don't know.

- C. Analysis of the Data. Since the figures appearing after each dimension in column one represent weighted "values", it is possible to compute a mean weighted score for the dimensions by multiplying each figure by the number of respondents circling it, adding together the answers obtained, and dividing this answer by the total number of respondents rating the dimension.

Before mean weighted scores are computed for column two, numerical values of three, two, one or zero are assigned to the letters A, B, C, and DN respectively. It is possible then to compute mean weighted scores for the second column.

Conclusions. The measuring instrument as described above would assist the county club agents in analyzing the perception held by people closely aligned with the county 4-H fair program. The data would also demonstrate to the county club agent the degree that the criteria were present

in the current fair program.

By a careful analysis of the data gathered through use of the instrument, the county club agents and administrative organizations for the fair program could determine the appropriateness of their stated purposes, objectives and scope of the fair program and could formulate ways of correcting the deficiencies identified by the evaluation.

THIRD OBJECTIVE
TO FORMULATE RECOMMENDATIONS FOR USING THE
MEASURING DEVICE

It is recognized that recommendations are themselves judgments, even when based upon an analysis of factual data. The writer believes that the following recommendations are worthy of careful study and serious consideration by those responsible for providing leadership in the county 4-H fair programs in Connecticut.

1. It is recommended that the Extension agents in club work confer and agree upon a set of standards to be used as guides in evaluating county 4-H fair programs. The need for such standards becomes apparent when one recognizes that:
 - a) Existing county 4-H fair programs differ greatly one from another with respect to the standards they are striving to achieve.

- b) Many of those presently involved in county 4-H fair programs have indicated that fair programs need to be thoroughly evaluated.
 - c) The objectives of the overall Extension Service are constantly changing to meet the needs of the people Extension serves.
 - d) Activities and events, such as fairs, unquestionably provide additional opportunities and experiences for many boys and girls. However these activities need to be constantly evaluated for their contribution to the development of youth.
2. It is recommended that those who take part in establishing a set of standards for evaluating county 4-H fair programs begin by reviewing the proposed criteria and dimensions approved by the panel of judges for this study. Even if the suggested criteria and dimensions are not accepted for evaluative purposes, it is believed that they can serve as a model for appraising the various aspects that one might consider in developing a set of standards.
3. If the suggested criteria and dimensions developed in this study are endorsed for evaluating county 4-H fair programs, it is recommended

that the more specific kinds of evidences that can be evaluated in relation to each criterion be identified for the evaluator. This would lend itself to a more usable instrument.

4. It is recommended that additional research be carried on to further test the appropriateness and reliability of the proposed criteria and dimensions, and to test the usefulness of any additional ones that might be added to aid the evaluator in evaluating county 4-H fair programs.

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APPENDIX

1634 Osage Street
Manhattan, Kansas
March 16, 1963

Dear

This study has been undertaken in an effort to establish criteria for evaluating county 4-H fair programs in Connecticut. As a former 4-H club member and 4-H Summer Assistant in Middlesex County, there appeared to be a need for a set of criteria for a systematic evaluation of the county fair program. When this measuring instrument is finally developed it should be a valuable tool for county club agents' use in evaluating the educational effectiveness of their particular 4-H fair programs. This study is being presented in partial fulfillment for a Master of Science Degree in Extension Education at Kansas State University.

Virtually no work has been done relative to the systematic evaluation of county 4-H fair programs. You, as club agents in Connecticut, have been selected as the official panel of judges to assist in formulating this first measuring instrument.

There are no right or wrong answers to the questionnaire. You will be referred to throughout the study as a member of the panel of judges. Please read the introduction and instructions very carefully, so as to contribute as much as possible in this attempt to "Propose Criteria for Evaluating County 4-H Fair Programs in Connecticut".

Middlesex County initiated its 4-H fair in 1924, as "The first fair of its kind in America", so it is quite appropriate that systematic evaluation begin in Connecticut.

Your cooperation is extremely important so would you please fill out the questionnaire before March 27 and return in enclosed envelope.

Thank you.

Sincerely yours,

Joel Soobitsky

QUESTIONNAIRE

Proposed Criteria for Evaluating County

4-H Fair Programs in Connecticut

Purpose of Study:

The study in which you are about to participate has as its major purpose the establishment of criteria for evaluating county 4-H fair programs in Connecticut. You are being asked to help determine the composition of these criteria.

Definition of Criteria:

A criterion may be defined as a standard by which something is judged or tested.

In developing a criterion the goal is a workable standard characterized by both inclusiveness and exclusiveness, that is, the description of the criterion should include all the important dimensions that go to make it up and exclude all the variables unrelated to it.

A dimension may be defined as one of the constituent parts of a criterion. It deals with some fundamental aspect of the criterion.

Kinds of Criteria:

It is necessary to differentiate between two kinds of criteria, (1) product and (2) process. In 4-H fair programs, product criteria constitute the behavior changes expected to occur in participants, while process criteria constitute the experiences and opportunities which such programs are attempting to provide.

Because of the limited amount of time and resources, this study has as its major focus that of developing process criteria.

Instructions

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Appearing on the following pages is a suggested set of criteria which are intended to serve as a guide to those involved in evaluating 4-H fair programs. It will be noted that each criterion has listed under it a series of dimensions. These are intended to give greater meaning to the criterion and make it useful to the evaluator.

Please read the following instructions before proceeding with the proposed criteria.

1. Study each criterion and determine, in your opinion, if it should be kept as a workable means of evaluating 4-H fair programs. Then check either keep or discard.
2. If you decide a criterion should be retained as a useful standard, indicate any changes in wording that would make it more easily understood and useful to the evaluator.
3. Next, examine each dimension under the retained criterion and judge whether it relates to that criteria and is a useful tool to an evaluator. Then check either keep or discard.
4. For each dimension retained, indicate the degree of importance that ought to be given in evaluating a 4-H fair program by circling one of the numbers beside the item. Then suggest any changes in wording that would, in your opinion, improve the meaning and usefulness of the dimension.
5. Examine the list of dimensions under the retained criteria for completeness. If, in your opinion, any important dimensions have been overlooked, add them to the list.

6. After Completing the pages, examine the retained criteria for completeness. If, in your opinion, any important criteria have been overlooked, add them on the last page and the dimensions for each.

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General Information:

Please answer all questions as completely as possible:

1. Name _____ County _____
3. Length of time in present position in above county _____
Months _____ Years _____
4. Total number of years as club agent _____
Months _____ Years _____
5. Club membership in above county: Girls _____ Boys _____
6. Approximate percentage of members living in urban areas _____
Rural Non-farm _____ Rural farm _____.
7. Approximate percentage participating in 4-H fair program:
a) Urban Girls: Age 9-12 _____, 13-15 _____, 16 and over _____
b) Urban Boys: Age 9-12 _____, 13-15 _____, 16 and over _____
c) Rural Girls: Age 9-12 _____, 13-15 _____, 16 and over _____
d) Rural Boys: Age 9-12 _____, 13-15 _____, 16 and over _____
e) Total Girls: Age 9-12 _____, 13-15 _____, 16 and over _____
f) Total Boys: Age 9-12 _____, 13-15 _____, 16 and over _____
8. Total number that participate in some aspect of fair program:
Girls _____ Boys _____
9. Total number of Fair Association Officers _____, Members _____,
Directors _____.
10. Total number of clubs in county _____.
11. Number of clubs represented on Fair Association _____
12. Number of clubs who participate in fair program _____
13. Is the county 4-H fair increasing or decreasing in importance as an
educational media? () Increasing () Decreasing
Why? _____

14. What do you feel is the real purpose of a 4-H fair? (Use back of page
if needed.)

The purposes, objectives, and scope of the 4-H Fair Program are clearly defined and in written form.

(Check one)

☐ Discard

☐ Keep (would suggest the following changes in wording)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale				
		Degree of importance (Circle)				
		4	Major importance			
		3	Important			
		2	Of some importance			
		1	Of little importance			
		0	Of no importance			
A. The written statement includes the need for a 4-H fair program	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	2	4	1	0
Suggested changes in wording:						

CRITERION II

The 4-H fair program reflects in a clear and logical way an attempt to implement the stated purposes and objectives.

(Check one)

 Discard

 Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale
A. The content of the fair program is determined by study and analysis of the needs of the people. Wording suggestion:	<u> </u> Keep <u> </u> Discard	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)
		0 2 3 1 4

DIMENSION	Applicability (Check)	Scale 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)
B. The administering body assumes the major responsibility for initiating, changing, and dropping segments of the program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3 4 2 1 0
C. The county club agent assumes the major responsibility for initiating, changing, and dropping segments of the program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 0 3 2 1
D. The objectives are a result of cooperative action by extension personnel and others concerned in the fair program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1 4 0 2 3
E. The objectives specify the areas in which learning (behavior changes) are to result from participation in the fair program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2 4 3 0 1

The administrative organization developed for the 4-H fair program
functions adequately to facilitate the achievement of its stated purposes
and objectives.

(Check One)

Discard

 Keep (wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale
<p>A. There is evidence that the fair program takes advantage of the resources offered by local, county, and state organizations (both government and private) to a degree compatible with stated objectives and purposes of 4-R fair program.</p> <p>Wording suggestion:</p>	<p>4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance</p> <p>Degree of importance (Circle)</p>	<p>2 4 3 1 0</p>

CRITERION III (cont.)

138

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of little importance 1 Of some importance 0 Of no importance Degree of importance (Circle)				
A. 1. The publicity agencies of radio, TV, and newspaper services are utilized in the best way possible to promote fair programs. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	0	1	3	2
A. 2. Use is made of all Ex- tension Services, such as State and County special- ists, to help in the achievement of the purposes and objectives of fair program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	4	3	0	2
A. 3. A set of criteria is available for selecting pri- vate organizations to assist with fair program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	4	3	2	1
B. The size of the adminis- trative organization is ade- quate to facilitate all the objectives and purposes of the fair program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	1	4	3	0

CRITERION III (cont.)

139

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Importance 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
B. 1. There are enough trained officers to adequately fulfill the responsibilities of meeting the fair purposes and objectives.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	2	0	1	4
Wording suggestion:						
B. 2. A set of criteria is available for selecting directors who will assume their obligations and responsibilities with sincere devotion.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	0	1	2	3
Wording suggestion:						
B. 3. Provisions are made to train both the officers and directors with their duties and responsibilities.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	3	1	0	2
Wording suggestion:						
C. Accurate and complete minutes are kept of all significant meetings held relating to the fair program.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	0	2	4	3
Wording suggestion:						

CRITERION III (concl.)

140

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
D. Minutes of these meetings are kept in an orderly file and available for use whenever needed.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	1	2	4	0
Wording suggestion:						
E. Minutes of these meetings are prepared and distributed to everyone who is involved with the administration and preparation aspects of the fair plan.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	1	3	0	4
Wording suggestion:						
F. It is a common practice for all changes to be developed into formal written statements and copies sent to those who should know of these changes.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	2	4	3	1
Wording suggestion:						

Suggested Dimensions:

CRITERION IV

141

Opportunities are available for young people and adults to acquire knowledge, skill, and attitudes for a more satisfying home and family life.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

<div>DIMENSION</div> <div>Applicability (Check)</div>	<div>Scale</div> <div> 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance </div> <div>Degree of importance (Circle)</div>
A. The fair program tends to assist both parents and children in the attainment of practicing parental cooperation. Wording suggestion:	<div> <input type="checkbox"/> Keep <input type="checkbox"/> Discard </div> <div> 3 4 2 1 0 </div>

CRITERION IV (cont.)

142

		Scale				
		4 Major importance				
		3 Important				
		2 Of some importance				
		1 Of little importance				
		0 Of no importance				
DIMENSION	Applicability (Check)	Degree of importance (Circle)				
A. 1. The activities involved in exhibit preparation require some parental interest and guidance. (Example--Farm and Home Safety)	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	3	4	0	1
Wording suggestion:						
A. 2. The parents are encouraged by the club leaders to work as partners in developing the childrens skills. (Example--Dairy fitting and showing)	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	1	0	3	2
Wording suggestion:						
A. 3. The members are encouraged to select fair activities and projects which fit into a satisfying home and family life.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	3	4	2	1
Wording suggestion:						
B. The fair program strengthens personal standards and a philosophy of life based on lasting and satisfying values.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	1	4	0	3
Wording suggestion:						

CRITERION IV (cont.)

143

		Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance				
DIMENSION	Applicability (Check)	Degree of importance (Circle)				
B. 1. Families are encouraged to attend religious services on Sunday mornings by keeping fair closed during this time.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	2	0	1	4
Wording suggestion:						
B. 2. The fair program is concerned to some degree with the development of moral character by emphasizing the following steps:						
a) Children learn what is right and what is wrong						
b) They learn to love the right and hate the wrong						
c) They form habits of right conduct.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	4	3	2	0
Wording suggestion:						
C. The 4-H fair program cultivates a feeling that the family "belongs" in the over-all event.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	3	2	1	0
Wording suggestion:						
C. 1. Families of 4-H members are encouraged to assist wherever needed both in preparation and operation of fair.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	2	1	0	4
Wording suggestion:						

CRITERION V

145

Opportunities are provided for the 4-H members to enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishments.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

<div style="display: flex; justify-content: space-between;"> <div>DIMENSION</div> <div>Applicability (Check)</div> </div>	<div style="text-align: center;">Scale</div> <div> 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle) </div>
A. The fair program provides a challenge for all age levels. Wording suggestion:	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <input type="checkbox"/> Keep <input type="checkbox"/> Discard </div> <div style="display: flex; gap: 20px;"> 0 1 2 3 4 </div> </div>

DIMENSION	Applicability (Check)	Scale 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degrees of importance (Circle)
A. 1. The standards of evaluation of exhibits are developed with consideration for the age level of exhibitor. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 2 0 1 3
A. 2. There are sufficient opportunities for the older members to achieve satisfying personal accomplishments. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1 3 4 2 0
B. The 4-H fair program encourages the completion of work experiences such as fair committee work and/or projects. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 2 0 3 1
B. 1. Record books are required to be submitted with many projects exhibited. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1 4 3 0 2
B. 2. Special recognition is given to excellent record keeping and the fulfillment of project requirements. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2 3 1 0 4

DIMENSION	Applicability (Check)	Scale
C. Opportunity is provided for all 4-H members to partic- ipate in enjoyable work experiences in fair prepa- ration. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle) 3 0 1 4 2
C. 1. Recognition is given to members who perform valuable services in prepa- ration and operation of the fair program, such as a "4-H Fair Service Award". Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0 1 4 2 3
<u>Suggested Dimensions:</u>		

CRITERION VI

148

Opportunities are available for participants to develop leadership talents and abilities to achieve their citizenship potentials.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
A. The older members are given opportunities to work with the younger members in fair preparation. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	1	0	3	2
A. 1. Junion leaders are given major responsibility in local club preparations for the fair. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	0	4	2	3

CRITERION VI (cont.)

149

DIMENSION	Applicability (Check)	Scale				
		Degree of importance (Circle)				
		4	3	2	1	0
		Major importance	Important	Of some importance	Of little importance	Of no importance
A. 2. The fair association provides the members as many leadership functions as possible while still operating an effective fair program.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	3	1	4	2
Wording suggestion:						
B. Both sexes are given equal opportunities to develop their leadership talents as officers, on committees, etc.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	1	0	4	3
Wording suggestion:						
C. Both rural and urban members are given equal opportunities to develop their leadership talents.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	3	1	2	0
Wording suggestion:						
D. Leadership training is provided for all those who plan to take on this aspect of responsibility.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	0	4	1	2
Wording suggestion:						
E. The pride of American Citizenship is encourages in the fair program.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	2	3	0	4
Wording suggestion:						

Opportunities are available for participants to recognize the importance of scientific agriculture and home economics and their relationship to our total economy.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale				
A. Specialists are used as much as possible in this aspect of the fair program, such as specialists in poultry nutrition. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of Importance (Circle)				
		3 1 2 4 0				

CRITERION VIII

154

The 4-H Fair program provides participants opportunities for career exploration.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

<div>DIMENSION</div> <div>Applicability (Check)</div>	<div>Scale</div> <div> 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle) </div>
<div>A. Individual encouragement for career exploration is provided in promotional aspects of the fair such as radio, TV, newspapers.</div> <div> <input type="checkbox"/> Keep <input type="checkbox"/> Discard Wording suggestion: </div>	<div>0 4 3 2 1</div>

DIMENSION	Applicability (Check)	Scale 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)
B. Opportunities are available to develop special talents through fair programs such as talent shows, public speaking, etc.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2 1 0 4 3
Wording suggestion:		
C. The exhibiting of project accomplishments is not a terminating goal but a step towards future challenges.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1 0 2 3 4
Wording suggestion:		
D. Exhibits on careers, such as opportunities in forestry, horticulture, public health, etc., are a regular feature of the fair.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 2 3 11 0
Wording suggestion:		
<u>Suggested Dimensions:</u>		

Opportunities are present for participants to develop an appreciation of nature, understanding of conservation, and make wise use of natural resources.

(Check one)

_____ Discard

_____ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	<div>Applicability (Check)</div> <div>Scale</div> <div> 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle) </div>
A. The 4-H fair program emphasizes the natural resource aspects of exhibits in forestry, entomology, agronomy, etc. Wording suggestion:	<div> _____ Keep _____ Discard </div> <div> 4 0 2 3 1 </div>

CRITERION X

158

Opportunities are available for participants to cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degrees of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)
A. Fair exhibits and activities concerned with health, recreation and leisure time are encouraged.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2 3 1 4 0
Wording suggestion:		

CRITERION 1 (concl.)

159

DIMENSION	Applicability (Check)	Scale					
B. Community organizations like the Heart Fund, YMCA, etc. are encouraged to participate in fair program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)	3	1	2	0	4
C. There is some type of purposeful recreation during the actual fair schedule of events. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1 2 3 4 0	1	2	3	4	0
D. There is some aspect of the fair program which includes physical fitness and its implications. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 0 1 3 2	4	0	1	3	2
<u>Suggested Dimensions:</u>							

CRITERION XI

160

Opportunities are available for participants to develop attitudes, abilities, and understandings for working cooperatively with others.

(Check one)

_____ Discard

_____ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale				
		Degree of importance (Circle)				
		4	Major importance			
		3	Important			
		2	Of some importance			
		1	Of little importance			
		0	Of no importance			
A. The fair program encourages cooperation among all the clubs in the county.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	4	1	2	3
Wording suggestion:						
A.1. The fair association requests that every club send at least two representatives to the meetings.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	2	3	4	0
Wording suggestion:						
A.2. Each club is represented at fair association meetings.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	1	3	2	0
Wording suggestion:						

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
A.3. Many committees are composed of entire clubs such as parking, advance sale of tickets, etc. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	1	2	0	4
B. Clubs which contribute outstanding services toward the fair program are given special recognition. (All members contributing) Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	1	3	2	0
B.1. The clubs are evaluated with regard to the following criteria:						
a) Club activities in fair promotional activities. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	4	0	1	3
b) Club representation on fair association committees. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	3	2	0	4
c) Club contribution to fair ground preparation and clean up. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	0	4	1	2

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
d) Quality of club exhibits. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	2	3	4	1
e) Quantity of club exhibits. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	1	3	2	0
C. The fair association provides a climate for individuals to grow and learn in group activities. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	3	4	0	1
C.1. The members are aware of each others contributions. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	3	2	1	0
C.2. The fair association is not dominated with an authoritarian clique which shuts out all other. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	0	4	2	1
C.3. Each member increases his understanding of various techniques in working in groups. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	1	3	0	4

CRITERION XII

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The facilities and resources associated with the 4-H fair program are adequate to achieve the stated purposes and objectives of the program.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

		Scale				
		4 Major importance	3 Important	2 Of some importance	1 Of little importance	0 Of no importance
		Degree of importance				
		(Circle)				
DIMENSION	Applicability (Check)					
A. Proper physical arrangements are present at all Fair Association meetings.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	3	2	4	0
Wording suggestion:						

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
A. 1. There is adequate space to handle group gatherings with comfort. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	4	0	2	3
A. 2. The facilities are arranged in such a way that everyone feels a "belonging" to discussion. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	0	1	2	
A. 3. There are audio-visual aids equipment available if desired. (Chalk board, etc.) Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	2			
B. The fair grounds and facilities are adequate for both members and the general public. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	4	3	2	1
B. 1. The location of the fair is constantly evaluated to provide the best possible location. (Convenience to public) Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	2	0	1	3

DIMENSION	Applicability (Check)	Scale				
		Degree of importance (Circle)				
		4	Major importance			
		3	Important			
		2	Of some importance			
		1	Of little importance			
		0	Of no importance			
B.2. The facilities are keep in their best condition to provide the best possible "show window". Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	0	3	1	4
B.3. Every exhibit dept. at the fair is given adequate space and equipment needed to display its accomplishments. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	4	2	3	0
C. Financial aspects of the fair are constantly being studied. Wording suggestion"	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	2	4	0	1
C.1. Premiums are paid in accordance with receipts of the fair. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	1	0	3	2
C.2. The fair program has adequate financing. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	4	3	2	0

The evaluation of the exhibits at the fair is used as a teaching device.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

DIMENSION	Applicability (Check)	Scale
A. The judging of exhibits is done with consideration to qualities of exhibitor as well as exhibit. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	<div data-bbox="619 799 868 949"> 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle) </div> <div data-bbox="619 1037 847 1061"> 3 4 0 1 2 </div>

DIMENSION	Applicability (Check)	Scale					
A.1. Consideration is given to age of exhibitor. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)	2	1	4	3	0
A.2. Consideration is given to experience of exhibitor. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		0	4	1	3	2
A.3. Consideration is given to complexity of task undertaken. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		4	1	0	2	3
B. The judges are selected with the purpose of education foremost. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		1	3	4	2	0
B.1. The judges are selected on the following qualifications: a) Sincere interest in the 4-H program Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		4	1	3	0	2

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance				
		Degree of importance (Circle)				
b) Well qualified in specific field. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	3	4	1	0
c) Willingness to explain reasons for placing exhibit, both written and orally. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	1	3	2	4
d) Past experience in judging 4-H exhibits. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	0	4	3	2
C. Information is available for assisting judges with methods of 4-H exhibit evaluation. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	1	3	4	0
C. 1. A special meeting is held before the judging takes place to explain judging system used and answer questions. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	4	3	0	2

DIMENSION	Applicability (Check)	Scale 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
C. 2. Information on fair, their particular field of evaluation like record books, project requirements, are placed in the judges hands well before fair time. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	1	0	2	4
D. Recognition is given to outstanding judges, like a "Service Award." Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	0	1	3	2
E. Constructive criticism is used to educate exhibitor with the overtone of "making the Best Better." Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	4	3	0	1
L. 1. The exhibitor is shown "how" his exhibit has been judged. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	0	1	4	2
E. 2. The exhibitor is shown "why" the exhibit has been evaluated as it has. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	3	2	1	0

The 4-H Fair program is a means of maintaining club members' interest in 4-H club work.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

<div>DIMENSION</div> <div>Applicability (Check)</div>	<div>Scale</div> <div> 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance </div> <div>Degree of importance (Circle)</div>
<div>A. The older members are encourages to participate in the fair program.</div> <div> <input type="checkbox"/> Keep <input type="checkbox"/> Discard </div> <div>Wording suggestion:</div>	<div>4 0 1 3 2</div>

DIMENSION	Applicability (Check)	Scale					
A.1. The services of older member clubs (Service club, Key Club, Teen Age Club) are encouraged to sponsor special events like talent shows. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)	3	1	4	2	0
A.2. Many Ex-fair officers and members are selected as Directors, Judges, etc. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		2	0	1	4	3
A.3. Outstanding 4-H'ers who have attended national events prepare educational displays. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		0	1	4	3	2
B. The fair program stimulates interest and participation in the entire 4-H program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		3	1	4	0	2
B.1. There are exhibit classes for all possible projects available to both rural and urban members. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard		2	0	3	1	4

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
B. 2. Special recognition is given to original-type displays, like suburban landscape designs, urban safety displays, etc. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	4	2	0	3
B. 3. The outstanding ex- hibits and demonstrations at the fair are used throughout the year in various 4-H activities. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	1	2	3	4

Suggested Dimensions:

Provisions are made for constant review and evaluation of

4-H Fair program.

(Check one)

☐ Discard

☐ Keep (Wording suggestion)

Each of the following statements is presented as possible dimensions of the criterion described above. You are asked to read each dimension carefully to judge the degree of importance that ought to be given each dimension. (Note that the numbers appearing under the degree of importance are in random order.) Refer to scale for interpretation of each and circle the one that most nearly expresses your opinion.

		Scale				
		4 Major importance				
		3 Important				
		2 Of some importance				
		1 Of little importance				
		0 Of no importance				
		Degree of importance				
		(Circle)				
DIMENSION	Applicability (Check)					
A. Among the things regularly evaluated are:						
A. 1. The purposes, objectives, and scope of the 4-H fair program.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4	0	3	2	1
Wording suggestion:						

DIMENSION	Applicability (Check)	Scale				
A.2. The adequacy and effectiveness of the administrative organization. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
		0	1	2	3	4
A.3. The process of preparation and actual fair proceedings. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	4	1	2	0
A.4. The progress being achieved by the members. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	3	4	0	1
B. Evaluation is based on empirical evidences and acceptable professional opinion. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	3	4	2	0
C. All persons having responsibilities in the fair program participate in planning the evaluation and collecting needed evidence. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	0	1	4	3

DIMENSION	Applicability (Check)	Scale				
		4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle)				
D. Members participate in the evaluation of their own progress in the learning activities. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	3	1	4	0	2
E. Systematic records are kept of the results of all evaluations. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	3	4	2	1
F. Results of evaluation are used in determining: 1. The appropriateness of the stated purposes, objectives, and scope of the fair program. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	2	4	1	3	0
2. How well the present program is fulfilling its stated purposes, objectives and scope. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	0	1	2	3	4
3. Ways of correcting the deficiencies identified by the evaluation. Wording suggestion:	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	1	2	3	4	0

DIMENSION	Applicability (Check)	Scale
G. The evaluation process is reviewed periodically by those responsible for the various aspects of the program.	<input type="checkbox"/> Keep <input type="checkbox"/> Discard	<div data-bbox="619 243 868 393"> 4 Major importance 3 Important 2 Of some importance 1 Of little importance 0 Of no importance Degree of importance (Circle) </div> <div data-bbox="619 509 843 529"> 3 0 4 1 2 </div>
<u>Suggested Dimensions:</u>		
Other Suggested Criteria and Dimensions:		

PROPOSED CRITERIA FOR EVALUATING
COUNTY 4-H FAIR PROGRAMS IN CONNECTICUT

by

JOEL ROBERT SCOBITSKY

B. S., University of Connecticut, 1962

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

The major purpose of this study was to formulate suggested criteria which might be used as guides in evaluating county 4-H fair programs in Connecticut. The specific objectives established for the study were (1) to establish suggested criteria for evaluating county 4-H fair programs in Connecticut, (2) to formulate a measuring instrument which could be used as a guide in evaluating current fair programs and, (3) to formulate recommendations for using the measuring device.

The procedure employed to accomplish the stated objectives of the study consisted of five steps: (1) Reviewing the literature, (2) Developing suggested criteria, (3) Submitting criteria to panel of judges, (4) Revising the criteria, and (5) Preparing recommendations for the use of the measuring instrument.

Fourteen club agents in Connecticut served as judges and determined the importance of the fifteen suggested criteria and their dimensions. They were given the opportunity to suggest changes and add criteria and dimensions which they felt had been over looked.

The data were collected by mailed questionnaire during March and April, 1963. A total universe and descriptive statistical techniques were used. Data were analyzed by means of weighted scores and percentage distribution.

Twelve of the fifteen suggested criteria were accepted by over three-fourths of the panel members. The criteria

accepted were:

1. The educational objectives of each activity within the fair program are clearly defined and in written form.
2. The association members responsible for the 4-H fair program adequately facilitate the achievement of its stated purposes and objectives.
3. The administrative organization developed for the 4-H fair program functions adequately to facilitate the achievement of its stated purposes and objectives.
4. Opportunities are available for young people to acquire knowledge, skill and attitudes for a more satisfying home and family life.
5. Opportunities are provided for the 4-H members to enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.
6. Opportunities are available for participants to develop leadership talents and abilities to achieve their citizenship potentials.
7. The fair program provides participants opportunities for career exploration.
8. Opportunities are available for participants to develop attitudes, abilities, and understanding for working cooperatively with others.
9. The facilities and resources associated with the 4-H fair program are adequate to achieve the stated purposes and objectives of the program.
10. The evaluation of exhibits at the fair is used as a teaching device.
11. The 4-H fair program is a means of maintaining club members' interest in 4-H club work.
12. Provisions are made for constant review and evaluation of the 4-H fair program.

These twelve suggested criteria containing forty-three

dimensions with forty-three elements were formulated in the measuring instrument to be used by the club agents in evaluating their current 4-H fair program.

The following recommendations were made based on the review of the literature and interpretation of the data analyzed in this study: (1) Extension agents in club work confer and agree upon a set of standards to be used as guides in evaluating county 4-H fair programs, (2) Those who take part in establishing a set of standards for evaluating county 4-H fair programs begin by reviewing the proposed criteria and dimensions approved by the panel of judges for this study, (3) The more specific kinds of evidence that can be evaluated in relation to each criterion be identified for the evaluator to make a more usable instrument, and (4) Additional research be carried on to further test the appropriateness and reliability of the proposed criteria and dimensions and to test the usefulness of any additional ones that might be added.