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ABSTRACT

What 4-H members need to know about their community and how they can be promoted into participation as citizens are problems investigated in this study. The objectives were to develop descriptions of needs and extent of youth involvement in varied community social structures and to ascertain the types of implementation that are best suited to different youth efforts in Community Development. The method used to obtain data were: questionnaires, sociometry, awareness/attitudes, and semantic differentials. The 4-H members in the treatment and control counties of Kansas did not differ in age distribution. The findings indicated that disagreement existed within the age groups concerning the level of difficulty, defined by the amount of planning needed, of community projects and that differences in 4-H club activities must be left to the choice of the members. The youth must be able to feel the commitment that is based upon one's own interest and motivation. Plans should fit community goals, but youth should have a voice in matters of interst to them if they are to become involved. A 39-item bibliography and all the data gathering devices are included in the appendixes. (KP)

KANSAS
YOUTH
STUDIES

Youth and Community Resource Development

August, 1973
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Child and Youth Education

COOPERATIVE EXTENSION SERVICE
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Kansas Youth Studies
Research In
Youth and Community Resource Development Pilot Projects
1972-1973
Margery A. Neely

SECTION I - RESEARCH PROPOSAL

Development of local communities has been a long-standing interest of Kansas 4-H Community Clubs. Ecology, rural and neighborhood development, and anti-pollution drives have given new terminology to community service projects.

With the teaching from mass media and the number of youth who have had their whole training in the space age, the degree of knowledge of community structures and the involvement that could be tapped becomes an unknown factor. E. Dean Vaughan urged communities to incorporate (1971) youth into community progress at a level above that of picking up beer cans. Youth seem to be expected to acquire a sudden ability to be participating citizens when they reach the magical age of 18. Until then, their ability to make decisions is discounted. Even when adults tried to involve youth in an advisory capacity, youth councils have not worked because of difficulty in defining the role of youth and lack of continuity brought on by the mobility of youth. Only in some juvenile delinquent programs have youth served in decision making capacities with success (Weber & Custer, 1970).

What 4-H members need to know about their community and how they can be promoted into participation as citizens both have to be solved. The structure of the 4-H Club program provides the continuity base that would permit youth meaningful involvement with community officials if a training program could be devised to move them into positions of responsibility.

The "Program Involvement Guidelines for Youth" adopted by USDA 4-H and Rural Development committees (1972) cite four elements of programming emphasis:

TYPICAL YOUTH ROLES

1. Youth can develop plans and projects and propose activities that relate to the development of total community resources. They should also be encouraged to deal with problems which specifically affect the youth in the community.

2 Youth members may assume specific responsibilities for relating youth ideas and interests regarding significant problems and programs proposed by the committees, such as jobs and manpower situations, environmental thrusts, health concerns, education needs and economic and recreational needs.

3. Youth members may develop and help implement suggested procedures to coordinate pr[illegible] of youth organizations toward community development objectives.

4. Leadership training plans may be developed for involvement of youth in community development for specific programs.

Little research has been carried out to guide the involvement of youth in Community Resource Development (CRD). Some Kansas communities seem to involve youth more but whether these places are also those enrolled in the statewide community development PRIDE program is not known. Four related research units were proposed for Kansas 4-H Clubs in the area of CRD: Community Service, Modeling and Educating, Housing, and CRD Training. The Kansas State University 4-H Department invited community leaders and 4-H youth in six counties to help fill the gap in research for several reasons.

First, the 4-H audience - community leaders and members - has had practical experience with community service projects and this experience can be purposely used for development of materials. By asking for youth input into the project, credibility is given to youth as active participants and may also be seen as an invitation to youth to begin to act upon their ideas of community needs (Gallup, 1971; Reeder, 1971).

Second, a pool of Kansas visuals and materials in later promotion of the CRD project statewide is needed for use amongst 4-H members for ages 7-19. For example, an unknown factor is the extent to which older 4-H members in visual promotion materials serve as models to the younger members since most peer modeling studies have been based upon like-age groups, and models were successful students (Bandura, 1969; Krumboltz, 1968; Thoresen & Hamilton, 1972). Other studies centering around learning through teaching have focused on remedial reading (Lippitt & Lohman, 1965), but indicate a vast amount of learning takes place for both tutor and tutee when an older youth gives one-to-one attention to skill development in a younger youth. The possibility exists that being both older, and a stranger is effective (regardless of personal success) for modeling and learning to occur in younger members. The older "peer group" may include the police chief, city commissioner, and other civic leaders. Age relationships need to be explored for these "models," as well as the modeling interaction with locale of members and age of members (Basson, 1970).

Third, the pilot projects provide a means for gaining support of the adults in the community through publicity for the community. A need is felt to document the manner in which youth are actively involved by adults and to establish the relationship between the degree of involvement and variables such as the community situational data, leader and civic leader characteristics, desire to hear from youth, prospect of some minor funding, or publicity (Erickson & Johnson, 1971; Long, 1971; McCluskey, 1970).

Fourth, the data collected are to be used as baseline data for comparison purposes in the long-range development of competency in training through Community Resource Development projects, for assessment of youth attitudes toward community, and for asssessment of adult willingness to allow youth to participate meaningfully.

OBJECTIVES

The two objectives are:

- to develop descriptions of needs and extent of youth involvement in varied community social structures

- to ascertain the types of implementation that are best suited to different youth efforts in Community Development.

Data collected for meeting the first objective were used to develop 4-H CRD subject matter materials (see page 45).

Specifically, this study will explore the following questions under objective 2:

1. Does directing 4-H community service projects toward "Community Development" affect the type of project the community club members (and leader) select, the number of members involved, degree of cooperation with other groups, and relationship to community characteristics?

2. Does a discussion, centering around categorizing the planning "shelf" of community service projects, increase the planning, enrollment, and cooperation with other groups in Community Development Projects?

3. What types of Community Development projects do youth suggest?

4. Are responses different in towns in P.R.I.D.E.?

However, the data in this 1973 report are baseline data for development of materials and "benchmarks" for comparison with later collection of the dependent variables (hours worked on the average and difficulty level of project).

DEFINITION OF TERMS

4-H members range in age from 7-19 and the boys and girls usually have a monthly business meeting for each club. Project meetings are held separately.

Community Service projects are those projects traditionally carried out by every 4-H Club with the total club membership participating every year. A type of community service project is one of the annual "Purple Seal" award requirements.

Urban is any town over 2,500 population.

P.R.I.D.E. is a Community Development program for communities sponsored by Kansas Department of Economic Development and Kansas State University.

Cooperative Extension's role in Community Development is "providing educational and technical assistance for implementing or influencing decisions concerning the community."

Influencing is "going to civic leaders and suggesting projects that primarily affect youth or reflect some concern."

Implementing means "carrying out specific projects with observable behaviors."

PROCEDURE

All Kansas counties in this study have been classified into the 96-104 (100 = average) economic growth index, based upon annual rates of change in population during 1960-1966 and annual rates of change in employment during 1959-1968 (Edwards, Coltrane, & Daberkow, 1971). The three pairs of counties were matched by population numbers of youth between 7-19 years of age and total county population (see Table 1 and Appendix D). In addition, two categories of town population were matched to provide for a control concerning towns w/P.R.I.D.E. membership vs. non-enrollment in P.R.I.D.E. The two most populous counties each have a 4-H Club Agent. The 4-H duties are shared jointly by the Home Economics and Agricultural Agents in the remaining four counties. The County Extension agents in the areas surrounding Manhattan, Kansas, for reasons of expediency, were invited to participate, to involve their 4-H Clubs in a 4-H in CRD Pilot Project. The generalization of findings is therefore to be handled with caution.

Preselection of sites was negated as an influence on internal validity by random assignment of the counties to treatment conditions. That is, the 4-H Clubs within a county were assigned as an intact unit to treatment or control conditions. Three levels of population were used. One county served as inactive control and will be visited only at post-test time in 1974. Six treatment groups and six control groups were obtained by random assignment to testing patterns within counties. One interviewer visited the clubs from June-February, 1972-1973. When a conflict of meeting dates arose, the interviewer gave preference to clubs representing the spectrum of randomized conditions.

Treatment

The first treatment consisted of a discussion at the 4-H Club business meeting by 2/3 of the treatment groups, half of whom had been pretested by an experimental instrument (see CRD Training Section). The discussion involved placing each item of a community service project list into one of three categories, based on the member's estimate of the (difficulty level) degree of planning needed to carry out the project. The list of community service project titles had previously been judged acceptable, under the above-cited definition of Community Development, by a member from the 4-H staff and a member from the Agriculture Economics P.R.I.D.E. staff. Two open ended questions asking 1) "What you believe the 4-H members could do to make the communities better places to live" and 2) "What you would need to know to carry out the activity" were completed before the items were categorized, or ranked.

The treatment and control dependent variable consists of participation in a community service project and level of difficulty of the project.

The second treatment, in the 1973-4 club year, will be on use of training materials.

TABLE 1

Kansas Locales Matched by P.R.I.D.E. Membership, Population, Total Youth and Number of Youth ages 7-19 in 4-H

Pairs and Kansas District	County/Town School Pop.	Club Agent	1970 (a) Population of Entities	Town 1972 (b) Membership in P.R.I.D.E. or Matches	Youth Totals 4-Hc - 7-19a		Per Cent
NE - 2	CLAY		9,870		260	2,248	12 + %
	Clay Center 2,137		4,963				
	Wakefield		583	X			
SE - 1	LYON	X	32,071		505	8,451	6 + %*
	Admire (no) 711		144	XM			
	Hartford (so) 791		478				
	Emporia 3,893		23,327	XX			
SE - 3	MORRIS		6,432		205	1,439	14 + %
	Council Grove		2,403				
NE - 3	WABAUNSEE		6,397		355	1,496	25 + %
	Alma 698		905	XM			
	Eskridge		589				
	Wabaunsee (east) 711						
NE - 2	WASHINGTON		9,249		430	2,133	25 + %
	Mahaska 282		122				
	Washington 582		1,584				
	Barnes 738		209				
	Clifton-Clyde 751		359				
SC -	DICKINSON		19,993		626	4,813	14 + %
	Solomon 540						
	Abilene 1,859	X	6,661				
	Chapman 1,627		1,132				
	Hope (Rural Vista) 590		438				
	Herington 820		3,165				

*College population at 18-19 year old level confound this statistic

Collection of Data

Each club was read the following statement:

"I asked your county agent and your community club leaders if they thought you 4-H members would be interested in helping me develop some materials for a new project in community resource development. They said you are a group that is eager to help, so I am going to have you help me for a few minutes tonight. We know that there are over 30,000 4-H members in over 1,000 4-H Clubs in Kansas that can have astounding impact upon the development of the state. You are participating in pilot projects that will guide the other Kansas counties. What we don't know is exactly what you do already know, because you have a great grasp of social problems and the needs of the world due to television and reading. There are no right or wrong answers, every idea you give me will help. Even 'no answer' is a reasonable answer if you cannot reply to a question, because I am going to lump all the answers together by ages: all the 14-year-old answers will go together, for example and so what you don't know is as important for me to know as what you do know!"

The interview with the total club took no more than 45 minutes.

Data on age, sex, and years of membership in 4-H and hours spent in community service projects that they listed were collected from the members at the first session.

Measuring devices for collecting data are described below under "instrumentation" (Categorizing: Questionnaire; sociometry; Awareness/Attitudes experimental test; Semantic Differential).

Situational and demographic data were taken from county records and the Census (1971) (population and percent of eligible youth in 4-H. P.R.I.D.E. membership by community in 1972). Titles of previous club community service projects were cross-checked with the leaders present.

The participation data on hours in Community Service and types and numbers of projects are collected at each treatment phase.

Instrumentation

Copies of all instruments are found in Appendix B.

Categorizing: Questionnaire. Two open ended questions were devised to give a set for cooperation. These questions requested what 4-H members thought 1) they could do to make their communities better places to live and 2) a listing of needs, as seen by youth, in subject matter related to Community Resource Development. Third, titles of typical Community Service projects that fit under the definition of CRD were randomly ordered. Instructions printed on the form were read aloud and requested that the titles be categorized under (1) needs little planning, (2) needs some planning, or (3) needs a lot of planning (Difficulty Level). This is the first treatment. They were asked to circle unknown words. The results are given in Section I and the circled word tallies in Appendix A.

Sociometry. 4-H members were told: "If you wanted to serve on a committee that would get things done in the community, list first the name of the 4-H

member you'd most want to work with, then second, and third choices. If you have no answer, that is fine, too." This data was collected during post-test following the first treatment or in control groups. The data yielded is covered in Section III of this Kansas Youth Studies Report (Modeling and Educating).

Awareness/Attitudes. A scale was drawn from items devised by 4-H youth from Nebraska. Three Ph. D.-level judges (one from 4-H, one from CRD, and one from programs and training) ranked items. Two criteria were used for every item in the pool: (a) appropriateness and (b) working neutrality (that is, lack of bias in the item). The rankings were on a 5 point scale. A criterion of 13 points on each dimension was necessary for retention of items, and additional items were written as suggested by the judges to fill gaps in the scope of items. This instrument is the "pre" - and "post-testing" that is indicated in Table 2. The results are given in Section V (Community Resource Development Training).

Semantic Differential. The evaluative dimensions of the Semantic Differential were assumed to be most relevant to this study (Osgood, Suci, Tannenbaum, 1957). Bipolar adjectives were accordingly selected for "Myself."

Later scales for "Community Development" and "Youth" form the leader post-testing to be given after Treatment 2 indicated in Table 2.

A Treatment 1 post-test of "Myself" was given those youth 12 and up in one-third of the groups. A Treatment 2 post-test of youth on "Not Moving from Community" and "Helping on Community Development in the Future" will be given. The data are reported in Section III (Modeling and Educating).

Homespace Questionnaire. An adaptation of the J. C. Penney Questionnaire on the meaning and uses of one's home were used to obtain data for this section. In addition, junior leaders and young members were asked to try out lessons based on housing taught by the older members to the younger and to circle words on narratives dealing with Land Use, Zoning, and Housing. The results are described in Section IV (Homespace) and the circled words are tallied in Appendix A.

(Skills. Measuring devices including multiple-choice and anecdotal passages will be drawn up to fit at selected intervals to measure the attainment of behavioral objectives in the CRD projects in 1973-4. The Kansas behavioral objectives were used in designing a Table of Specifications for CRD materials. These Kansas objectives and CRD objectives are in Appendix C.)

ANALYSIS OF DATA

Services of a competent keypunch operator and programmer were available at Kansas State University Computer Center. An IBM 360 was used to analyze data punched on cards. Programs from the SPSS package (Nie, Bent, & Hull, 1970) and BMD (Dixon, 1968) were used. Parametric and nonparametric statistics are used to test the various null hypotheses at the .05 level, two-tailed tests. The baseline data comparisons are by age or treatment conditions and will be described in the sections that follow.

The 1973-4 comparisons will test:

TABLE 2

THE TESTING AND TREATMENT PATTERN FOR SIX RANDOMLY ASSIGNED GROUPS IN THE KANSAS YOUTH-CRD STUDIES

SCHEDULE

GROUP	AWARENESS ATTITUDES PRE TEST	TREATMENT 1: CATEGORIZING DISCUSSION	AWARENESS ATTITUDES POST TEST	SOCIOMETRIC & SEMANTIC DIFFERENTIAL	COMM. SERV. PROJ. '72, '74	PRE TEST	TREATMENT 2: TRAINING PROJECT:CRD	POST TEST
Treatment								
A-T	X	X			X	X	X	X
B-T	X	X			X		X	X
C-T		X	X		X	X	X	X
D-T		X	X		X		X	X
E-T		X		X	X	X	X	X
F-T		X		X	X		X	X
Control								
A-C	X				X			X
B-C	X				X			X
C-C			X		X			X
D-C			X		X			X
E-C				X	X			X
F-C				X	X			X

H1:

There is no difference in the number of hours of participation, level of difficulty, or number of the community service project for treatment 4-H members from those 4-H members with the traditional community service projects.

H2:

There is no difference in the number of other civic groups with whom the 4-H clubs work between treatment and control groups.

H3:

There is no difference in the relationship of community service project hours, level, or number of projects and P.R.I.D.E. enrollment by the community.

SECTION II
COMMUNITY SERVICE AND YOUTH

Edwin Kirby, Administrator of the Federal Extension Service, stated in early 1972 that "Extension has a responsibility to assist youth as well as adults to understand community systems and the decision making process and to become better informed citizens about their communities... It is evident that Extension has made some encouraging starts. Still, we have only scratched the surface of the great potential input youth can make in the community development thrust."

The director of Kansas State University Cooperative Extension Service, Dr. Robert A. Bohannon, in a communication to Dr. Glenn Busset, Kansas State 4-H Leader, outlined the role of 4-H in community development in the 70's. "The 4-H Clubs in Kansas can be a powerful force in stimulating a wide variety of activities, projects, and programs that may be considered as a part of the overall Rural Development effort in Kansas.... There is a need to identify activities, projects, and programs that 4-H Clubs can utilize to actively support Rural Development. Acres for Wildlife might be one, Arbor Day (tree plantings), marijuana control, mass plantings of black walnut trees on selected sites, etc., are projects that might have appeal. Brainstorming by imaginative minds would identify many others....to continue exploring ways that 4-H Club members, junior leaders, adult leaders, and concerned citizens can join hands." He suggested that a "shelf" of projects, based upon level of difficulty, might meet the needs of various groups.

BACKGROUND

There are three ways youth are currently involved in community development in Kansas:

1. Community service projects, some with real impact;

2. P.R.I.D.E. community development projects along with the other civic organizations in the town--these projects are under the auspices of state Economic Development Commission, Kansas State University and an august body of businessmen. The P.R.I.D.E. books ask for a description of youth involvement;

3. 4-H Foundation Citizenship in Action grants, sponsored largely by Southwestern Bell Telephone and based on the 1972 Readers' Digest citizenship projects.

These are vital signs of life for the perception of 4-H members as participating members of the community. However, no systematic training, no goal direction enhances the potential for citizenship training inherent in these efforts.

FOREGROUND

In order to develop meaningful involvement for youth as they work within their communities, several questions must be answered. The types of projects

4-H members currently work with and just how difficult the 4-H members perceive the projects to be in terms of hours spent and amount of planning needed need to be determined. To service the projects in an economical fashion and prevent clubs embarking upon a new venture from covering the same basic groundwork, the clubs need to develop some type of cookbook of the most typical projects.

Accordingly, 4-H members were asked to rank titles of community service projects taken from lists from various states. A 4-H staff member and a member of the agricultural economic staff deemed the projects acceptable for potential impact upon the community. The members were from clubs in three counties that had been randomly designated as "treatment" counties, to distinguish them from control counties that were not oriented through discussion to pay any special attention to the difficulty level of community service projects. Each club was informed that an afternoon, an evening, or a morning was to be considered a 3 hour unit of time so that calculations would have a common basis in the determination of numbers of hours spent. The club leaders refreshed the members' recall on participation.

RESULTS

The 4-H members in the treatment and control counties did not differ in age distribution as indicated in Table 3. The median age was in the 10-13 year old range, and falls at 13.

The data obtained from the treatment ranking of the list of randomly ordered projects, were grouped by age level for analysis. Tests of significance at the .05 level were necessary for rejection of hypothesized similarity of ratings by age groups. Only the treatment groups completed an inventory asking them to rate the levels of difficulty of a sampling of community service projects.

The X^2 are reported in Table 4 for age by level, but the percentages for level totals are all that are shown. The ages were 7-9, 10-13, 14, 15, 16-17, and 18-19, following census breakdowns and, N=318. The list did not include fund drives for medical purposes nor money raising activities such as serving food at auctions. No mention was made of this omission, but the introductory statement and preliminary questions stressed the impact that 4-H'ers could have on the community.

The findings indicate that disagreement existed within the age groups concerning the level of difficulty, as defined by amount of planning needed, on the following projects: survey of needs; trim grass on roadway; renovate 4-H buildings or camp, churches, community buildings, mailboxes and walkways; pesticide safety; emergency procedures; and organize recreation. Some trends could be observed that placed a greater percentage of the total group under the certain categories: survey of needs fell under much planning; 4-H buildings under much planning; churches under some planning; community buildings under much planning; mailboxes under little planning; and walkways under some planning; pesticide safety under much planning; and emergency procedures under much planning; organize recreation under some planning. An examination of the data was necessary to ascertain retention or elimination of projects with significant chi-square results (that meant members disagreed on level of difficulty).

The hours of community service projects for the treatment and control groups are shown in Table 5. The data within groups are not independent as

TABLE 3

Distribution of Treatment

and Control Members By Age*

Age	Group Treatment N	Control N
7-9	72	103
10-13	208	327
14-15	75	132
16-17	48	99
18-19	4	7
INA	2	1
Total	410	669

*x^2=3.42 df=4 No significant difference in distributions

Note: One county is an inactive control and no member contact is to be made until the project end.

TABLE 4

Community Service Projects by Percentage of Total Rating Level of Planning Needed

Project	Percentages			x^2	df
	Little Planning	Some Planning	Much Planning		
Acres for Wildlife	3.4	23.8	72.8	12.51	12
Community Safety	10.8	54.7	34.5	11.57	12
Survey of Needs	22.6	33.7	43.7	24.02*	12
Trim Grass					
Courthouse	48.1	34.5	17.4	19.26	12
Roadway	22.3	38.3	39.4	27.96*	12
Industrial Park	17.3	42.6	40.1	20.08	12
Schoolyard	33.0	47.4	19.6	19.21	12
Churchyard	40.1	41.8	18.1	19.96	12
Cemetery	27.7	37.6	34.8	14.40	12
Streets	26.4	40.7	32.9	13.37	12
Intersections	24.0	43.5	32.5	9.31	12
Vacant lots	37.6	28.3	34.1	13.01	12
Farms	24.4	35.3	40.3	7.43	12
Holiday Litterbags Coffee Stop	18.3	32.4	49.3	14.59	12
Fix up, Keep up					
4-H Building, Camp	11.3	40.9	47.8	24.89*	12
Churches	19.7	44.6	35.6	30.97*	12
Community Building	15.0	40.2	44.8	25.86*	12
Public Buildings	16.1	38.2	45.7	19.25	12

TABLE 4 Cont'd

Community Service Projects by Percentage of Total Rating Level of Planning Needed

Project	Percentages			x^2	df
	Little Planning	Some Planning	Much Planning		
Fair Buildings	18.2	39.5	42.3	15.45	12
Mail Boxes	47.7	37.7	14.6	21.54*	12
Trash Cans	49.8	33.8	16.4	15.11	12
Bird Houses	49.1	37.4	13.5	9.42	12
Garbage-Trash Cans	50.9	33.2	15.9	12.04	12
Historical Signs, Sites	14.0	33.7	52.3	11.30	12
Fences	24.0	47.7	28.3	19.52	12
Littered Areas	22.8	45.6	31.7	16.05	12
Walkways	31.1	48.4	20.5	22.22*	12
Hazards	8.5	38.9	52.6	3.24	12
Environmental Thrust Projects					
Rural Fire Protection	6.2	26.4	67.4	18.68	12
Safe Drinking Water	12.2	19.9	67.9	6.22	12
Sewage Disposal	9.3	31.1	59.6	16.42	12
Landscape Improvement	8.1	36.3	55.7	8.54	12
Protecting Landscape	9.0	39.0	52.1	13.08	12
Pesticide Safety	7.8	39.9	52.2	23.89*	12
Safeguard Food Quality	10.8	36.6	52.6	9.43	12
Disposal of Waste Pesticide Containers	15.7	35.4	48.9	17.14	12
Improving Recreation	8.0	46.9	45.0	17.26	12
Improving Rural Housing	11.4	37.6	51.0	15.15	12

TABLE 4 Cont'd

Community Service Projects By Percentage of Total Rating Level of Planning Needed

Project	Percentages			x^2	df
	Little Planning	Some Planning	Much Planning		
Control Ticks in Recreation Area	20.2	38.3	41.5	19.45	12
Arbor Day Activities					
Tree Planting	25.9	48.3	25.9	18.74	12
Marijuana Weed Control	12.4	41.6	46.1	11.22	12
Shrubbery Planting	25.4	50.4	24.2	17.00	12
Grass - Sod	24.3	52.8	22.8	13.60	12
Plant Flowers	17.6	49.4	33.0	15.74	12
Community Health	12.9	45.1	42.0	14.14	12
Community Need Interviewing	17.7	36.2	46.2	16.83	12
City Government Volunteer "Pages"	22.1	34.1	43.8	15.77	12
Emergency Procedure	12.2	38.0	49.8	21.56*	12
Continuous Educational Exhibits	14.7	37.2	48.1	18.32	12
Compile Directory of Local Services	15.9	39.0	45.1	7.06	12
Organize Recreation	16.1	47.9	36.0	21.84*	12
Make Survey of Agency Self Evaluation	16.7	33.7	49.6	18.51	12

TABLE 5

Treatment and Control Groups t Test
for Independent Means for Average Hours Spent
in Community Service Projects by Level of Difficulty and Age

Age		Level of Difficulty															
		Not Classifiable				Easy				Moderate				Hard			
		N	$\bar{X}$	SD	t	N	$\bar{X}$	SD	t	N	$\bar{X}$	SD	t	N	$\bar{X}$	SD	t
7-9	T	8	3.1	1.4	1.01	11	2.9	1.4	.24	13	3.7	2.2	.18	1	3	-	-
	C	30	2.5	1.5	36df	10	2.8	.4	19df	18	3.5	2.7	29df	3	3	-	-
10-13	T	25	5.3	4.6	3.79*	57	2.8	1.2	-1.45	73	4.2	3.0	-.03	14	4.6	3.6	.57
	C	188	3.4	2.0	211df	92	3.2	1.8	147df	163	4.2	4.0	234df	30	4.0	3.3	42df
14 & Up	T	21	4.4	2.4	.65	31	4.8	7.6	1.02	53	5.3	10.0	.40	10	3.0	2.1	-.82
	C	167	4.0	3.1	186df	67	3.6	3.8	96df	168	4.9	5.0	219df	47	5.5	9.9	55df

*$p < .05$

Y (little planning)

Citizenship Projects*

Community Maintenance
- Trim grass, not long-range planning
- Courthouse

Conduct anti-pollution campaign

Ecology Project*

Fix up, Keep up
- Birdhouse
- Trash, Garbage cans

People Services
- Entertain elderly (caroling)
- Visit handicapped
- Food baskets

MODERATE (some planning)

Arbor Day, or planting projects*
- Flowers, grass seed, sod, trees, shrubbery

Community Maintenance
- Trim grass and landscape
- Cemetery
- Churchyard
- Industrial Park
- Intersections
- School
- Streets

Fire Hazard Inspection

Fix up, Keep up
- Fences
- Littered Areas
- Parks

Health related to CRD

People Services
- Elderly, senior citizens care
- Handicapped children tutoring

Recreation/Leisure for youth

Safety related to CRD*

HARD (a lot of planning)

Acres for Wildlife*

Bike Route

Building Conservation, nature trails

City Government Volunteer Pages, Aides

Continuous Education Exhibits Informing about the Area

Cultural Services

Directory of Local Services: Survey and Compile

Disposal of Pesticide Waste Containers

Emergency Preparedness*

Fix up, Keep up
- Churches, county fair buildings, hazards, public buildings, county historical signs and sites

Holiday litterbags, coffee for drivers

Interviewing (survey) citizens about community needs

Improve rural housing

Landscape improvements*

Rural fire protection

Safeguard food quality

Services by public agencies evaluated

Sewage, waste disposal, and water treatment

Ticks in recreational areas: control

Wildlife Conservation*

*Some useful materials in this activity can be ordered by your county agent.

one member may have reported more than one activity or level. Comparisons across an age level for treatment and control groups indicated no significant differences existed in the type and number of hours devoted to community service projects prior to this study except for inappropriate ones for the middle group. The data in Table 5 are baseline data that will be used for comparison purposes in 1974.

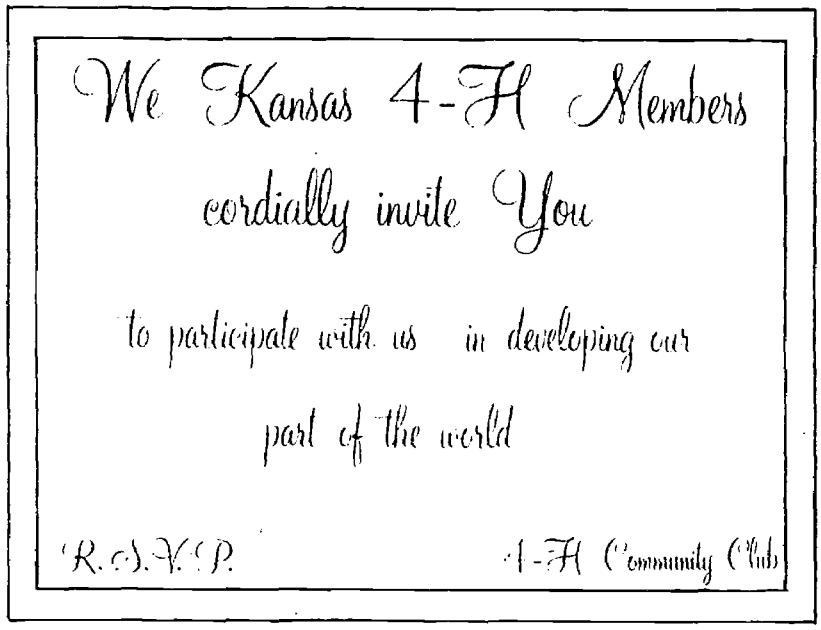
The categories indicated in Table 5 were based upon the rankings given by the 4-H members in Table 4 to the randomized list of typical community service projects.

DISCUSSION

The age breakouts suggest that the broad age-range should receive attention. Therefore, a group of nine lessons on the "community" has been developed for junior leaders to teach to 7-9 year old members (Kansas 4-H in CRD Older Members Teach, Younger Members Learn: Our Community).

A breakout by difficulty of community service projects will enable groups that differ on the basis of age, capability, time available, and past experience of members to select projects that build upon prior involvement, year by year. (See chart). Some adaptations, revisions, and combinations have been made in Table 4 items in order to develop a list of projects to guide community service.

Accordingly, the state 4-H staff is preparing a Kansas 4-H In CRD Community Action Cookbook of projects grouped by the level of difficulty. The descriptions are from actual projects undertaken by Kansas 4-H Clubs. In addition, a brochure has been developed (4-H 336) for 4-H members to hand out to people in the community that they want to involve. The outside is a replication of an invitation saying:



A comparison of this comprehensive but economical list with the brainstorming ideas that the members gave when asked what they thought 4-H members could do to help their communities is possible by looking at Table 6. Obviously, some of the gaps in the randomized list became apparent when the list of rankings was compare with the list of brainstorm ideas from 4-H members stating what activities they felt they could do in the community. The two lists were merged to arrive at the titles shown on the previous page.

The ideas fall in three broad categories: physical work, people services, and information dissemination. These areas cross more into total community effort as level of difficulty increases.

The data in Table 5 indicated that members currently undertake a broad range of activities in terms of difficulty. Some community service projects simply do not fall under community resource development activities' definitions so that a club that wishes to be a force in its community needs to look hard at what the members' energies are expended on. More of the projects fall in the moderate category for all age levels than any other category. The baseline data yield no differences between treatment and control groups before treatment except for the 10-13 year-old group in the "project not classifiable" category.

SECTION III
MODELING AND EDUCATING

Two types of modeling are used to train the young in our society. Imitation is the form that indicates the same behaviors are carried out by the person modeling and his observer. This type of modeling is efficient in those behaviors that have to do with danger and with interpersonal skills. The second form of modeling is identification, or giving the same meanings to the environment.

Imitation depends upon the observer's characteristics and the characteristics of the person modeling. There are three types of imitative responses: the model may offer new responses, the action/consequence that is observed may strengthen or weaken responses, or the model facilitates use of already learned responses. An action has to be seen as useful or as furnishing desirable consequences for the observer to choose to imitate it.

Gartner, Kohler, and Riessman's book Children Teach Children (1971) describes the format of the many successful formal and informal education programs that have used the learning through teaching idea of "olders" teaching "youngers" how to read. Most programs kept the "tutors" two years older than the "tutees." An adaptation of the "each one teach one" format has potential application to many dyads: Adult-older teen, adolescent-preteen, etc. The modeling that is implicit in the dyad can be utilized to catapult youth into civic competence.

According to Havighurst (1953), early developmental tasks include forming attitudes toward institutions and social groups and later, gaining civic competence. A method of age-related systematic training for competence in community affairs must include hands-on experiences beyond picking up beer cans.

Shaffer and Shoben (1956) say that one of the two basic tasks of caring for babies is that the group's "own continuance and survival depends upon the development of children into effective participants in its activities." To meet the need, a nationwide training program is needed for youth to experience being an effective participant.

YOUTH INVOLVEMENT

Both youth and adults say that youth should be involved in the community. Several organizations have been struggling with the problems of setting policy to mesh youthful idealism with adult pragmatism (Dyer and McMurtry, 1972; Oregon CES, 1971; USDA, 1972; Weber and Custer, 1970). Whether youth were consulted by these organizations is not known. Adults readily admit that democracy is at its best when there is an informed citizenry. However, too often the adults want youth to mimic adult behavior without question.

Getting youth involved as the goal by asking "Tell us what you think of the drug problem" has been tried. This type of strategy may be co-optation, averting a threat by swallowing up opposition, or token membership. Getting youth involved in the process of governing is harder. Thwarted attempts by the young people of the late 1960's to change conditions by bucking the establishment brought attention to the youth sector. Now individual volunteer work by college students is on

the rise. The picture is one of youth seeking a new way to be involved in the processes of social action.

The problem of eliciting adult acceptance of youth input is compounded by the mobility of youth. Adults are frustrated by trying to include youth who are continually leaving for schools, work, and other locales. Characteristics of American Youth, 1971 (USDC, 1971) reported that 26.5% of the youth between 14 and 24 years of age moved during the 1970-71 year. Urban location, higher than average income, higher education level, and "fewer times has moved" are related to participation in community development. A sense of commitment of oneself as citizen appears in those who do participate (Basson, 1970; Long, 1971; McCluskey, 1970). Teaching such a commitment to the emerging citizen will benefit all communities because of the mobility.

Questions, on modeling influences by ages and reasonable community activities that could serve as a training ground for young participants, can be asked easily in the 4-H setting. Here youth from 7-19, adult leaders, boys and girls, and community service projects set the stage.

ASSESSMENT OF AGE COMBINATIONS

Over 180 Kansas 4-H members from randomly selected community clubs in four counties were asked to list three people with whom they "would choose to work to really get something done in the communities." The chosen people could be from the membership or from outside the community club.

Furthermore, youth over 12 (junior leader age) were asked to complete a Semantic Differential (SD) "Myself" with eight evaluative scales.

Over 300 other members were asked two open-ended questions: what activities they felt they could carry out "to make the community a better place to live" and what they would "need to know to carry out the activities." In the four-county area, the community "boundaries" may seem nebulous, but where one goes to school, trades, and works is as distinct to the local citizen as a "city-square-block" community is to a city dweller.

The answers have been grouped by age. The SD results were sorted for members chosen as co-workers by younger members; members chosen as co-workers by both younger members and peers (12 and over); and by members not chosen.

RESULTS

The small number of 16-18 year old males and females necessitates caution in interpreting the trends of boys to choose male leaders and outside males and girls their fellow club-member girl friends and outside females, although the number of responses was adequate (see Table 6).

The 13-15 year-old boys and girls chose friends of the same age and sex about a third of the time. The boys named males outside the club for a second third, scattering the remaining responses, while the girls chose females outside the club and males and females connected with the clubs.

TABLE 6

Age and Sex of 4-H Members
By Choice and Sex of Co-workers

Age	Sex	N	Peers M	Peers F	Older Members M	Older Members F	Yngr. Members M	Yngr. Members F	Leaders, Personnel M	Leaders, Personnel F	Outsiders M	Outsiders F	# Responses
7-9	M	22	11	1	9	5	-	-	-	1	9	2	38
	F	24	3	22	8	7	-	-	-	-	2	5	47
10-12	M	39	42	4	15	3	2	-	3	1	10	1	81
	F	35	5	34	18	18	2	1	8	6	0	13	105
13-15	M	25	24	2	3	-	3	-	4	5	20	3	64
	F	28	6	27	1	3	1	3	11	9	1	14	76
16-18	M	12	3	2	-	-	1	-	12	3	11	2	34
	F	10	2	9	-	-	2	4	2	3	-	8	30

The activities listed in reply to the first open-ended question (about what type activities the members felt 4-H'ers could do) as given by the data are summarized in Table 7. The 13-18 year-old members supported the incidence of altruism noted in a recent study of the work values of older youth (Hales & Fenner, 1972). Broad programs of people services, for the elderly, the handicapped, the young, and Big-Brother-Big-Sister programs, were mentioned in a fourth of the suggestions (79 out of 301). For example, one member said 4-H members could carry out activities to help "with children who don't have a fair chance, activities for kids of all ages, monthly senior citizens (projects), and friendship tutoring." Other activities mentioned were those often used in community service projects: A fourth of the mentioned ideas concerned litter removal and the remaining half were about planting, safety, repair, recreation, money raising, etc.

The older teens pick up the attitude in the community, as shown by one comment that community development "is difficult in a small community such as ours; whenever we do think of something, the populas (sic) isn't usually very excited."

The 159 replies to the second question indicated in Table 8 what the older members felt they would need to study to be able to carry out the activities. These included: motivating people; ecology; health, anti-pollution, and safety practices; how to assess problems and organize to meet the needs; the skills for making repairs; and effective communication skills.

Seven to Twelve. Again, friends of the same age and sex were most often chosen. Girls from ages 7-12 then most frequently chose older boys and girls equally as co-workers. Boys from ages 7-12 chose older boys as co-workers but chose older girls less as age increased (Table 6).

The 224 community activities that were named in response to question one (Table 7) were overwhelmingly in the domain of physical activities that show immediate results. Over a third (84) of these were related to picking up litter. The activities were sometimes couched in personal terms such as "clean up areas close to me." Selected single activities for senior citizens were mentioned: singing carols to them and, to a lesser extent, helping them by running errands and making seasonal favors for them. Planting trees and flowers, collecting money for drives, safety projects, and fix-up rounded out the list.

The subjects that the younger members felt they needed to study were of a basic, information-seeking nature (indicated in Table 8). Of the 84 replies to question two, almost 10 percent indicated that the member, to carry out the activity he had suggested, needed to know "everything." A science field (geology, physics, etc.) was mentioned in 12 replies. Others wanted to know how to write an effective letter to a government official or how to speak effectively or how to find out where trash could be dumped without polluting. Personal characteristics ("knowing how to work hard") were mentioned by another 10 percent.

The results in Tables 9 and 10 yield data indicating higher means were obtained by "both chosen" members on scales of "pleasant," "clean," "bright,"

TABLE 7

Frequency of
Suggestions for Community
Service Projects By Age of Members

Activity Projects	Age			
	7-12		13-18	
	N	%	N	%
Fix up, Remove Eyesores	12	5	17	6
Recreation	8	4	16	6
Litter Removal, Stop Pollution	84	33	83	28
Living Ecology (Plants, Animals)	36	16	39	13
Collect or Raise Money	15	7	16	6
Safety and Health	20	9	40	13
Industry Development	0	0	3	1
People Services	39	17	79	27
Street, Welcome Signs	7	3	8	3
Write People, Congress	3	1	0	0
Take Survey	0	0	1	0
Total	224	100	301	100

TABLE 8

Frequency of Subjects in CRD
Suggested for Study By Age of Members

Subject Suggested	Age 7-12 N	7-12 %	13-18 N	13-18 %
Write Letters	6	7	10	6
Law/Government	3	3.6	9	5.7
"Everything," General	8	9.5	5	3
How to Fix, Paint, Carpentry	5	6	13	8
Mechanics	1	1	5	3
Health/Safety	5	6	16	10
How to Recycle	3	3.6	0	0
How to Dispose of Pollutants	8	9.5	8	5
Caroling, Slogans, Ads, Give Speech	9	10	11	6
Understanding People	7	8	24	15
Sciences, Conservation, Ecology	12	14	25	15
Mowing, Landscaping, Land Use	5	6	7	4
Junior Leadership, Personal Characteristics	9	10	6	3.8
Raise Money	2	2	4	2.5
Where to Find Elders	1	1	0	0
Economic, Industrial Development	0	0	2	1
Studying Problem, Organizing, Surveys	0	0	14	8.8
Total	84	100	159	100

TABLE 9
Chosen and Not Chosen Group
Means and Standard Deviations
for Semantic Differential Scales
For "Myself"

Scale		Peer Chosen N=17	Not Chosen N=20	Both Chosen N=30	F	df
Good	M	5.12	5.50	5.50	.57	2,64
	SD	1.73	1.10	1.08		
Beautiful	M	4.59	5.00	4.23	1.22	2,64
	SD	1.70	1.72	1.70		
Pleasant	M	4.65	5.30	5.77	2.92	2,64
	SD	2.09	1.59	1.04		
Clean	M	5.71	5.75	5.83	.06	2,64
	SD	1.40	1.25	1.31		
Bright	M	4.77	5.25	5.87	2.73	2,64
	SD	1.99	1.68	1.25		
Nice	M	5.47	5.75	5.67	.22	2,64
	SD	1.23	1.33	1.32		
Valuable	M	5.35	5.25	5.40	.04	2,64
	SD	1.76	1.89	1.81		
Honest	M	5.58	5.60	6.20	1.68	2,64
	SD	1.84	1.46	.85		

TABLE 10

Rank and Distribution of Scores on
Meaning of Myself for Chosen
and Not Chosen Members Over Age 12

Score	Not Chosen (N=20)		Chosen Both (N=30)		Chosen Over 12 (N=17)	
15					1	1
32	1	3		3	11	3
33	1	5.5	1	5.5		
34	1	7				
35			1	8		
36		10				
37	11	10	1	10		
				14.5		14.5
38	1	14.5	111	14.5	11	14.5
				14.5		
39			1	18.5	1	18.5
		22.5		22.5		22.5
40	11	22.5	11	22.5	11	22.5
41						
				28.5		28.5
42			111	28.5	111	28.5
				28.5		28.5
		34		34		
43	11	34	11	34	1	34
44			1	37		
		39				
45	11	39	1	39		
46	1	41		45		
		45		45		
47	11	45	1111	45	1	45
				45		
48	1	50	11	50		
				50		
49			111	53		
				53		
				53		
50	1	56	1	56	1	56
51	1	58.5	1	58.5		
52			1	60		
53						
54					1	61

Score	Not Chosen (N=20)		Chosen Both (N=30)		Chosen Over 12 (N=17)	
55			1	62		
		65				65
56	11	65	1	65	11	65

H = 104.038 df = 2, X^2 p .01

"valuable," and "honest" than the other two groups. The standard deviations were large enough that no significant differences were found although "pleasant" approached significance.

The rank comparison of the three groups on Kruskal-Wallis was significant indicating the scores of members were ranked differently in the three groups.

DISCUSSION

The data suggest that a continuum of activities exists, the younger members choosing immediate goals, the older members, broader programs. A hierarchy of subject matter is suggested, also, with younger members wanting quantitative type knowledge and the older members, qualitative. The types of co-workers, after allowing for friends of the same age and sex, appear to follow an older younger pattern up the scale, with older boys particularly appealing to the younger boys and girls. Older boys should be recruited and trained purposefully to serve as models in CRD.

The older youth are in a position like Janus--they look forward by direct work with community leaders and look back at the younger people they lead, teach, or serve as models for. The personality of the model appears to be that of a person who has positive feelings about himself or herself. Apparently, this frees the person to enable relating to younger people.

Although the school curriculum and youth organizations may have already determined the appropriate content to be taught at the different ages, the place to start "involvement" appears to be to ask the youth what they need to know, and, by this cross-check, to involve the learner by taking off from his natural curiosity and questions. Teaching "what the mayor does" and "where taxes come from" becomes a response to their curiosity, even though the question may have been anticipated.

In forming an action plan and seeking approval to carry it out, the older youth learn to deal realistically with the community leaders who have the power, money, and votes. This is the social action process to be taught.

A one-shot activity or an activity with an immediate result seems most popular for the younger group. This can be part of the larger action plan of the older youth. Information from resource people or from references that will answer basic questions can be sought and taught by one child to his peers. The pre-teen group would enjoy writing individual letters to their congressman and also seeking formal permission from an official to carry on an activity.

Pre-teen activities such as caroling to the elderly and repairing a merry-go-round are entry level experiences for the later teen programs of broad services for the elderly and surveys of recreation needs. The training for the participating citizens advances with the age level in the creation of a good community.

Throwing open activities so that the 13-18 year-old boys and girls can bring along a friend is a tactic that youth groups have discovered will broaden the base of operations.

A compromise between the adult desire to help train youth and the youth penchant for mobility can be reached by developing the expectation in the community officials that a representative of the organization will appear rather than a specific individual youth. This practice will give the community officials the feeling of continuity as long as the youth group makes sure that its commitment is met to have someone be present for a learning experience.

A technique that community officials can use to train older youth and gain their participation at the same time is to invite a youth representative to sit in on community business related to the activity area chosen by the youth. An alternative is to provide learning experiences under the specialists related to that activity area. Thus, the officials help the older teens grasp the nuances of governance. The older teens then train the younger teens throughout the day-by-day work with the activity. Also, these older youth hear the grassroots feeling of the younger citizens and can relate the opinions back to the officials.

Toffler (1970) suggested that the future rural area could be an enclave of the past, a slow-paced community, where pressured folk go to heal their nerves. In contrast, the reasoning behind the Rural Development Act is that "an injection of increased vitality to rural areas of our country is essential to the building of a stronger, better balanced nation" (Butz, 1972). In either case, as one older teen pleaded, "Let the kids of the community be more active in community achievements and activities."

To bring these ideas to fruition the following publications are being prepared:

Kansas 4-H in CRD Skills Handbook, articles by specialists answering questions asked in above data;

Kansas 4-H in CRD Junior Leaders in Community Action, a how-to-do-it book.

In addition, the youth in action serving their communities 4-H in CRD manual developed in Virginia will be used for total club study.

A brochure of films and games for Kansas 4-H in CRD is being written.

A proposal for a governors award for a youth group contributing the most to its community P.R.I.D.E. program is being studied.

SECTION IV
HOMESPACE

Bettering the community obviously is an extension of bettering one's home. But we do not even know what meaning home has for us. Housing has had a vital role to play in the development and renovation of communities. Housing authorities, urban renewal, model cities, area rehabilitation, housing for elderly or disadvantaged all have received federal funds. These 1960's programs have struggled through a storm and stress period similar to that of the human adolescent period under the benign eye of Uncle. The Department of Housing and Urban Development was initiated in the late 60's to handle the offspring of Fanny Mae and mutations like Pruitt-Igoe and now the revenue sharing child. Ruston, Columbia, and geodesic domes arose.

The theories behind housing have bounced from high-rise to cul de sac, from "rabbit warrens" to territoriality. Logic dictates that home can reasonably be expected to mean more than the physiological need of shelter. Maslow's hierarchy is useful here, with prepotent needs at lowest and highest extremes classified as physiological to self-actualization, respectively.

Needs satisfied by the home and needs not met by the home should change with age, as an older child moves into broader relationships with other people and at about age 12, moves into cognitive understandings that are the basis of scientific thinking and etiological linkages. An example of the age-related change in thinking is Jean Piaget's description of the moral reasoning movement from objective reasons to subjective reasoning based on the situation. In the home this could take the form of understanding the reason for a rule, rather than citing a rule as a law handed down by the great white father.

There are five hypotheses to be explored:

1. Older 4-H boys and girls list home satisfied needs higher up Maslow's scale.

2. Older 4-H boys and girls list different unmet needs than younger do.

3. Satisfied needs are related inversely to unmet needs by age.

4. Older youth cite more subjective reasons for restrictions and rules around the home than younger youth do.

5. The favored aspects of a home will differ between older youth and younger youth.

Homespace as described by young people is an essential part of understanding the meaning of home. The 4-H members in this study were assembled as intact clubs throughout a period of seven hours to participate in a county-wide activity. Random assignment of each club to various treatments related to Community Resource Development were made beforehand, and each intact club completed the CRD phase following its model meeting competition. The community club leaders had agreed to participate in the study prior to this day.

Method. Three clubs were randomly assigned as intact units to the Homespace Study. The three clubs were greeted by the same interviewer and completed

a demographic sheet of name, address, years in 4-H, and hours in community service in 1972.

Subjects. Both boys (N=44) and girls (N=56) were included in the Homespace sample. The frequency distribution for the Total County Group and Homespace Group is as follows:

TOTAL GROUP	7-9	10-13	14-15	16-17	18-19	INA
Male	15	82	43	32	3	1
Female	29	90	45	38	2	0
HOMESPACE						
Male	3	25	11	5	0	0
Female	16	25	10	4	1	0

The chi-square (df=1) indicated that the sample distribution of the males was not significantly different (male, X^2=3.09; females, X^2=14.0) from the total but that the females' distribution did differ. The 4-H members were from community clubs that were located in rural, small town trade areas in mid-Kansas.

Instrument. An adaptation of the J. C. Penney Homespace Questionnaire was used. Six questions were open ended and one was a outline form, as shown in the copy in Appendix B.

Questions 1, 2, 4, and 6 were analyzed for this study and were written as follows:

"Let's explore some ideas you have about home as an environment."

1. Home means different things to different people. Pause for a moment and think about what it means to you.

2. What three things in your home are important and satisfying to you?

4. What would you like to use your home for that you cannot do there now?

6. Can you do any of these activities in more than one place in your home? Which ones and why/why not? Can you do these things only at certain times? Why/why not?

Analysis. The replies from two questions (1 and 4), were classified according to Maslow's hierarchy of prepotent needs: physiological as the lowest order (food, air, water, sleep, etc.); safety; belongingness and love; self-esteem; and self-actualization. As shown in Table 11, frequency distributions and chi-squares for each question were obtained by age within type of needs and for each age group across two types of needs. Correlations were computed for age, sex, and two types of needs (for needs related to the meaning of home and needs unfulfilled in the home) and these are reported in Table 12 in order to test hypotheses 1 and 2.

TABLE 11

AGE GROUP PERCENTAGES OF MEANINGS OF
HOME CLASSIFIED AS SATISFIED OR UNMET NEEDS

Item	AGE				
	7-9 c	10-12 d	13-15 e	16-18 f	Total
Satisfied Needs-a	N=17 %	N=29 %	N=30 %	N=10 %	N=86 %
DK	0.0	3.4	0.0	0.0	1.2
Physio	76.5	65.5	56.7	30.0	60.5
Safety	5.9	3.4	6.7	20.0	7.0
Love/Blg	11.8	27.6	33.3	40.0	27.9
Esteem	5.9	0.0	0.0	0.0	1.2
Self Actual	0.0	0.0	3.3	10.0	2.3
Total %	100.0	100.0	100.0	100.0	100.0
Unmet Needs-b	N=13 %	N=19 %	N=16 %	N=7 %	N=55 %
DK	7.7	15.8	31.3	14.3	18.2
Physio	46.2	31.6	31.3	14.3	32.7
Safety	23.1	15.8	0.0	42.9	16.4
Love/Blg	7.7	5.3	0.0	14.3	5.5
Esteem	7.7	21.1	0.0	0.0	9.1
Self Actual	7.7	10.5	37.5	14.3	18.2
Total %	100.0	100.0	100.0	100.0	100.0

a X^2=17.62 df=15, Satisfied Needs (SN) p ($X^2 \geq 17.62$)=.40

b X^2=23.08 df=15, Unmet Needs (UN) p=.100$\leq$.050

c 7-9 UN & SN Xr^2=.80 df=1 (includes blanks)

d 10-12 UN & SN Xr^2=1.40 df=1 (includes blanks)

e 13-15 UN & SN Xr^2=4.69 df=1* (includes blanks)

f 16-18 UN & SN Xr^2=.40 df=1 (includes blanks)

TABLE 12

Correlations Between Satisfied Needs, Unmet Needs, Age, and Sex

Item	Item: Unmet Needs r	df	Age r	df	Sex r	df
Satisfied Needs	.0397	50	.2533	84*	.1957	84
Unmet Needs			.0993	53	.0643	53
Age					-.1528	99

* $p < .05$

The replies to question 6 asking why certain activities could not be done around the home were classified according to the degree of objective-subjective moral reasoning inherent in the reply. The replies were grouped by age. The N in the cells was too small to test (see Table 13). Replies that could not be classified were placed in the "Don't Understand" categories or "Vague" categories for answers such as "once in a while," "due to the weather," or an area named, implying a restriction that was not given. Objective answers were those mentioning rules imposed from parents, "I just can't," "I have my homework," "depends on what else I have to do," "have hours," "because there are certain rules at our house." The subjective replies took into account the situation or showed a broader underlying concern such as "does not disturb people," "some of the activities are not fit for every room or every time," "some things are more convenient for mom."

The replies to question 2 (see Table 14) grouped the three variables under the general headings indicating value categories: physiological-safety; possessions; own territory; other spatial areas; interpersonal; pets, and miscellaneous. Chi-square was computed for variables by age.

Questions 3, 5, 7, and their answers are omitted from this analysis.

The data were punched on IBM cards and processed by programs from Nie, Bent, and Hull's Statistical Package for the Social Sciences (1971) and a specially written program.

Results. The first null hypotheses is: There are no differences in the frequencies of types of satisfied needs named by the four age groups. The meanings that needs satisfied by "home" (SN) had for the four age groups (see Table 11) differed somewhat, with the physiological needs being cited less often as age increased and love-belongingness needs being cited more often as age increased. No response was obtained from 14%. No significant difference was yielded and the hypothesis was not rejected. An increase in safety needs is shown at the 16-18 year-old age, although the N was small and so caution is advised in interpretation. The X^2 was 17.62, df=15, $p=.250 \leq .500$.

The needs unmet by home (UN) had no response from 46% but those who responded showed a drop in physiological references at age 16-18 and an increase in safety needs at this age. The 13-15 year-old members named self-actualization needs as being unmet over a third of the time, with no answer and physiological needs accounting for about a third each. Physiological needs that were unmet by the home were most often given by the 7-9 and 10-12 year-old members, also, with safety unmet needs second for the 7-9 year-old members, and esteem needs unmet named second for 10-12 year-old members. A chi-square was computed but the cells had many frequencies less than 5. The data approached significance at the .05 level in relation to the second hypothesis in its null form: There are no differences in the frequencies of types of unmet needs named by the four age groups. (The X^2 =23.08, df=15, $p=.10 \leq .05$).

An additional comparison of satisfied and unmet needs in each age group was carried out.

The data in Table 11 were tested for differences in listed satisfied needs and unmet needs by Friedman Anova for each age group. Significant differences

TABLE 13

Frequency of Boys and Girls Replies* By Age
Citing Objective or Subjective
Rationale for Rules

Reply	Age By Sex															
	7 - 9				10 - 12				13 - 15				16 - 18			
	M (2)		F (8)		M (8)		F (11)		M (12)		F (10)		M (3)		F (3)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Don't Understand	-	-	3	21	2	22	-	-	-	-	-	-	-	-	-	-
Vague	1	25	4	29	1	12	9	43	10	53	7	39	5	63	2	29
Objective	2	50	7	50	4	44	8	38	8	42	8	44	1	12	3	42
Subjective	1	25	-	-	2	22	4	19	1	5	3	17	2	25	2	29

*No response was received from 46 (46 percent) of the subjects.

were found for 13-15 year-old members (Xr^2=4.69, df=1, p<.05). No significance was found in the list of satisfied by unmet needs for 7-9, 10-12, 16-18 year-old members. These 16-18 year-old members had too many cells with N<5 to enable a reliable Xr^2 to be computed.

The third hypothesis in null form is: No differences in satisfied and unmet needs occur for different age groups.

(Planned analyses by sex could not be carried out because of the small N's.)

The hypothesis was rejected for 13-15 year-old members. The hypothesis was not rejected for 7-9, 10-12, and 16-18 year-old members. All missing responses were included in the analysis.

Correlations in Table 12 further explicated the relationships by indicating a significant relationship between age and satisfied needs but not among age, sex, and unmet needs or unmet needs and sex with satisfied needs.

The data in Table 13 could not be subjected to analysis because of the small N. Percentages indicate 13-15 year-old boys tended to cite more vague rules and fewer subjective rules than girls. No response was received from 46% of the members. No test was made of the fourth hypothesis: No differences in frequency of objective and subjective home rules occur by age.

Data from the three listed values combined is shown in Table 14. The hypothesis in null form is: No differences by age groups are found by type of values of home. The chi-square was computed for the first listed values to insure independent observations and a non-significant chi-square of 15.98, df=18 was obtained. A significant difference was observed in the second listed values X^2=32.12, df=18. No significant difference was observed for the third named values (X^2=24.64, df=18). The hypothesis was rejected for second values. Contributing the most variability from the expected distribution were the unusually high number of 7-9 year-old members indicating ownership of possessions and the 16-18 year-old physiological and interpersonal references compared to the expected frequency. Also of note were the 13-15 year-old members naming physiological values at a rate less than expected and the 16-18 year-old members naming "other areas" at a rate less than expected. The 10-12 year-old members citations were similar to the overall distribution.

Discussion. The data suggests that differences in the needs that home satisfies do change with time, with older and younger kids in the 7-15 year-age range having greater frequencies at upper and lower points on Maslow's hierarchy, respectively. The 13-15 year-old youth felt a stronger unmet need for self-actualization than the other groups.

The items valued in home could be expected to move from egocentric remarks of younger members to more interpersonal remarks. The egocentric expectation was met with a high observation of ownership of possessions but the values of the oldest members were in physiological areas, as well as interpersonal. Perhaps the imminence of leaving home makes the security of having basic needs taken care of by someone else more poignant. Speculation concerning the 13-15 year-old members citing physiological areas less than expected in juxtaposition to 16-18 year olds' finding is intriguing; perhaps the physiological needs are met elsewhere for the 13-15 year olds, perhaps the puberal period is too new, too embarrassing to admit physiological needs to awareness. Territory (one's

TABLE 14

FREQUENCY OF THREE[a] MOST IMPORTANT

VALUES OF HOME BY AGE GROUPS

	Age				
Item	7-9 N	10-12 N	13-15 N	16-18 N	Total N
Physio.	7	20	5	11	43
Ownership/Poss.	22	25	22	3	72
Interpers.	12	20	28	12	72
Terri.	5	7	13	2	27
Other Areas	2	9	10	0	21
Pets	1	0	2	0	3
Misc.	1	5	4	2	12
Total	50	86	84	30	250

a first variable: item by age $x^2=15.98$, 18 df
second variable: item by age $x^2=32.12$, 18 df
third variable: items by age $x^2=24.64$, 18 df

own room) was not different in importance at different ages, but older 16-18 year-old members mentioned other areas in the home less than were mentioned by other age groups.

Rules and restrictions cited in objective reasoning terms seemed to move into subjective terms and away from vague terms sooner for girls than boys, although the data were difficult to interpret.

SECTION V
COMMUNITY RESOURCE DEVELOPMENT TRAINING

The awareness of the problems in community development is the essential first-step for development of citizens committed to betterment of the community. However, gauging the degree of awareness is very difficult in variable age groupings that are typically involved in a community activity. A CRD trainer often cannot tell on what level to start the lessons. An awareness test would help both to focus on the subject and to assess the degree of awareness before and after the lessons.

Procedure

A pool of environmental items was sorted out for questions related to community development and some additional items were written. A factor analysis on the 48 items given to 4-H members resulted in 29 items being retained and given to a total of 256 members.

Results

Twenty items, as shown in Table 15, were retained for varimax rotation after principal components analysis. Three factors were set and the factor weights computed. The three factors may be considered to define awareness of community development from the underlying theme of factor items weighing at least .40 on a factor and ideally approaching 0 on another factor.

Factor 1 consists of items 4, 6, 7, 8, 9, 10, 11, and 14. These eight items describe a "cooperative community attitude" of awareness.

Factor 2 is composed of five items: 13, 15, 16, 17, and 19. The items describe "individual awareness."

Loading on Factor 3 are items 2, 3, 20, and a negative 18. The items describe an "activity awareness" but the small number of items may not be useful.

Items 1, 5, 7, and 12 did not meet the criterion of .40 for retention on a factor. Number 1 came very close to the criterion on Factor 2 and might be retained for added reliability. Number 7 came near to the criterion on Factor 1.

The means and standard deviations are shown in Table 15. Factors are a test of reliability, of course.

The instrument will be tested for validity before and after CRD lessons and for various age groups.

Table 15

VARIMAX ROTATED FACTOR LOADINGS AND
COMMUNALITY BY RETAINED ITEMS

		Factor I	Factor II	Factor III	h^2
1.	I am aware that there must be adequate cover on the soil to help prevent soil erosion.	-.1399	.3925	-.1544	.1968
2.	Our town has a beautification project each year.	.0768	-.0897	.5454	.3116
3.	Our city has a planning council and the youth of the community are well represented at council meetings.	.0483	-.1025	.5822	.3515
4.	We community citizens strive for better communication and understanding.	.5849	.0004	.0389	.3432
5.	I am aware of facilities and services provided by local, state, and national taxes, such as police and fire protection and recreational facilities.	.2829	.3089	-.1419	.1959
6.	We encourage our community to have a well-managed city dump.	.5069	.0833	.0332	.2652
7.	We encourage the use of public transportation and car pools whenever possible.	.3831	.1786	.0886	.1865
8.	We support the development and enforcement of laws concerning the conditions of the buildings in our town.	.5664	.0208	-.0423	.3228
9.	We encourage the community to plant and take care of bushes and shrubbery along the parkways.	.5338	.0570	-.0609	.2917
10.	We call attention to water pollutors and pollutants.	.5836	.0877	.0010	.3486
11.	We support new industries in the Community that "prove their worth" as a benefit to the community, and make it a better place to live.	.4664	.2704	.1083	.3026

12.	I support tax levies for sewage treatment.	.0882	.2821	.0727	.0928
13.	I consider the possibility of a county owned and maintained dumping ground.	.3140	.4189	.0054	.2738
14.	I have encouraged others to get involved in the fight for a clean environment.	.4658	.3036	.0895	.3168
15.	I am aware of the depletion of our natural resources, such as fossil fuels, metals, and soil.	.0736	.4878	-.1596	.2690
16.	I am aware that there is a difference between responsible concern for the community and irresponsible finger pointing.	.0006	.5618	-.2474	.3762
17.	I would be happy to work in presenting a cultural activity such as plays, bands, or art shows.	.2304	.4661	.1267	.2863
18.	I am aware that many young adults (21 years old plus) move out to bigger cities.	.1907	.0844	-.4639	.2587
19.	I would like to figure out how to keep youg adults (21 plus) in my community to help it grow.	.2776	.3948	-.0564	.2363
20.	I can quote the rules for using the city park and the state park.	.0799	.0448	.4559	.2160

TABLE 16

Means and Standard Deviations
of Items in Awareness Test

Item	$\overline{X}$	SD	N
VAR001	4.30	1.10	256
VAR004	2.66	1.48	256
VAR008	2.71	1.43	256
VAR011	3.72	1.24	256
VAR013	3.69	1.34	256
VAR014	3.39	1.50	256
VAR015	2.93	1.38	256
VAR017	3.22	1.38	256
VAR018	3.50	1.33	256
VAR021	3.38	1.42	256
VAR023	3.50	1.31	256
VAR024	2.60	1.33	256
VAR031	3.38	1.28	256
VAR033	3.46	1.54	256
VAR034	3.77	1.28	256
VAR035	3.79	1.22	256
VAR038	3.78	1.38	256
VAR040	3.77	1.52	256
VAR041	3.72	1.38	256
VAR044	2.58	1.60	256

SECTION VI
SUMMARY

4-H members in six Kansas counties participated in CRD research. One of the major difficulties in field research (real world, not laboratory) is defining a dependent variable that is both limited operationally and a feasible criterion. This study has an unexpected reward in the emergence of a useful dependent variable: levels of project difficulty. These are measured by numbers of hours (using a constant of three hours for morning, afternoon, or evening). The dependent variable had been defined for use in this study prior to the data gathering but the variable has been so informative that this attention is called to it.

The rank order of projects in community resource development that below 12 years of age members and 13 and above say they can do is the same: litter removal; people services; planting trees and flowers; and safety.

The difference is in the depth, width, and involvement over time. Planning of the older members is typical of the full social action process: studying problems and resources, identifying solutions and roadblocks, getting permission and carrying out the activity. The younger group might choose an activity but it is a one-shot immediate reward type activity such as taking foodbaskets to senior citizens at Christmas time. The young members look up to the older members as co-workers while older members look to adults and people outside the club.

All members indicated that subjects they needed to know most about were science (ecology, conservation, and for the younger members, hard sciences like chemistry and physics). The older members mentioned a need to learn how to organize, take surveys, and assess problems but these items were not mentioned by younger members.

The usage of the egocentric concerns of the younger member around his home appears both in the study of homespace and in the way suggested activities were worded: "clean up areas close to me." Litter pickup and personal services for people were the two favorite activities of all ages. The training for 4-H members that will enable them to learn how to be participating citizens begins with their own sphere of influence and must expand as they grow older to incorporate experiences of a <u>meaningful</u> nature in dealing with the adult power structure.

The differences in activity must be left to the choice of the members. Even adult community leaders in urban vs. rural places emphasize different types of programs: Basson (1970) found urban politicians focussed on physical resources less and people services more than rural politicians. The youth must be able to feel the commitment that is based upon one's own interest and motivation. The plans should fit community goals, but youth should have a voice in matters of interest to them.

The publications that will be developed will meet the needs of primary age children and junior leaders, whole clubs and county-wide teenage groups, clubs interested in a quickie or an activity that will have lasting impact. These are shown on the following page.

The staffing patterns for carrying out the training (the training format follows the procedure typical of 4-H of learning while carrying out an activity) use older people to train younger straight down the age range. Importance is attached to peer training within the group, too, and to the charisma of older boys. And even though 7-9 year-old girls and 10-12 year-old boys chose their own age and same sex peers to work with about half the time, they also did not limit their choices to these groups half the time. Pals can serve on committees with other people to make their communities better places to live and to experience being a participating citizen.

Publications	Appropriate Age			
	7-9	10-12	13-15	16-18
Kansas 4-H in CRD: 1. Older Members Teach Younger Members Learn: Our Community	X			
2. Community Action Cookbook	X	X	X	X
3. (Va) (Youth in Action Serving Their Communities)		X	X	X
4. Junior Leaders in Community Action			X	X
5. Skills Handbook	X	X	X	X
6. Brochure: Invitation to Help	X	X	X	X
7. "Films and Games"	X	X	X	X
8. "Awareness Survey"	(X)*	X	X	X
9. Governors Award proposal	All youth groups			

*limited usefulness

The second year of the Kansas youth Study 4-H in CRD will be devoted to testing the new materials in the pilot counties. Ideally, the two aspects that may be tested but that depend upon available time are: development of videotape aides (interviewing techniques, serving as a leader who serves); and, the assessment of community officials who do involve youth vs. those who do not.

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APPENDIX A

Circled Words*

Awareness Questionnaire
Land Use (Skills Handbook)
Housing (Skills Handbook)

*A word was to be circled if the member did not know what the word meant. The frequency counts on the Appendix A data indicate the number of times a word was circled.

N = 183
Counties = 2

APPENDIX A
Awareness Questionnaire

		Age 7-9	10-13	14-15	16-17	18-19
1.	cover		1			
	erosion	7	13			
2.	efects	2	1			
	pollution	2				
	citizens	1				
3.	compost pile	6	12	1		
4.	beautification project	7	9			
5.	zoning	5	25	3		
	community	1				
6.	shrubs	1				
	beautification purposes	3	6			
	noise absorption	4	8	1		
8.	city		2			
	planning council	3	6			
	youth	1	2			
	community	2	2			
	council meetings	2	3			
9.	mowing of empty lots	1				
	roadsides	1				
10.	community	1	2			
	storm sewers		1			
	provisions	4	7			
	drainage	2	2			
11.	community citizens	3	3			
	communication	3	5			
	understanding		2			
12.	efforts	2	1			
	areas	2				

		7-9	10-13	14-15	16-17	18-19
	green belts	4	8			
13.	facilities	4	10			
	services		1			
	police and fire protection	2				
	recreational facilities	3	2			
14.	community	1				
15.	use		3			
	public transportation	3	4			
	car pools	1	10			
16.	water quality standards	4				
	State Health Department officials	1				
17.	development	2	2			
	enforcement	4	5			
	laws		2			
	conditions	2	2			
	buildings		2			
	town		2			
18.	community	1				
	shrubbery	1				
19.	source	3				
	process	3				
20.	flood conditions	6	2			
	community	1				
21.	attention	2	2			
	water pollution	1	1			
	pollutants	1	3			
22.	quality	1	2			
	recreation	2	1			

		7-9	10-13	14-15	16-17	18-19
23.	industries	4	3			
	community		1			
	benefit	2	1			
24.	tax levies	1	8			
	sewage treatment	5	1			
25.	individual	3	1			
	community-wide efforts	2	1			
26.	disposal	4				
	sewage	2				
	city wastes	1				
27.	functions	2	2			
	sewage treatment plant	4				
	measures	1				
	excess sewage	1	1			
28.	factories	1				
29.	products	1				
	factories	1				
30.	demonstration	4				
31.	possibility	1	3			
	dumping ground		1			
32.	organization	3	3			
	environmental issues	7	5			
33.	environment	4	3			
34.	depletion	4	24	2	1	
	natural resources	3				
	fossil fuels	2				
35.	concern	1				
	finger pointing		3			

		7-9	10-13	14-15	16-17	18-19
36.	candidates	1				
	issues	1				
	elections	2				
37.	transportation	4	2			
	public buses		1			
	business		1			
	town		1			
38.	cultural activity	3	5			
42.	phosphates	7	13			
	fertilizer	1	5			
	excess weed growth	1	4			
	rivers		3			
	ponds		3			
	research	1	5			
	detergents		5			
	soaps		3			
	minimum amount		4			
	phosphates	2	7			
45.	teenage or senior citizen recreation center	1	2			
46.	mental health clinics	2	1			
	county		1			

County = 1

APPENDIX A
Land Use: Part 1, Circled Words

Word	Age 7-9	10-13	14	15	16-17	18-19
amenity	0	6	3	3	3	0
ensuing	0	2	2	2	2	0
zoning	0	2	2	1	1	0
commerce	0	1	2	3	1	0
radical	0	4	2	1	0	0
modular	0	4	1	1	1	0
pre-fabrication	0	4	1	1	0	0
dimensional	0	3	1	0	0	0
multitude	0	1	0	0	0	0
definition	0	1	0	0	0	0
objective	0	2	1	0	0	0
provision	0	3	1	0	0	0
skeleton	0	1	0	0	0	0
asphalt	0	1	1	0	0	0
mortar	0	3	1	0	1	0
flexibility	0	2	1	0	0	0
threshold	0	2	0	0	0	0
industrialized	0	2	2	1	0	0
cooperatives	0	1	0	1	0	0
individual	0	1	0	0	0	0
concepts	0	1	0	1	0	0
decisions	0	1	0	0	0	0
associated	0	1	0	0	0	0
involved	0	1	0	0	0	0
various	0	1	0	0	0	0

Word	7-9	10-13	14	15	16-17	18-19
architects	0	2	0	0	0	0
centralized	0	2	2	0	0	0
original	0	1	0	0	0	0
motivating	0	2	1	1	0	0
degree	0	1	0	0	0	0
accidental	0	2	1	0	0	0
standards	0	1	0	0	0	0
considered	0	1	0	0	0	0
criticisms	0	2	1	0	0	0
intrusion	0	2	2	0	1	0
constitution	0	1	0	0	0	0
prevailed	0	2	0	0	0	0
philosophy	0	3	2	1	0	0
career	0	1	0	0	0	0
hue	0	2	0	1	1	0
liberals	0	2	0	1	0	0
environs	0	2	1	0	1	0
suburban	0	2	1	0	0	0
establishment	0	2	0	0	0	0
construction	0	1	0	0	0	0
sites	0	1	0	0	0	0
outskirts	0	1	0	0	0	0
industrial	0	1	0	0	0	0
sections	0	1	0	0	0	0
partially	0	1	0	0	0	0

Word	7-9	10-13	14	15	16-17	18-19
battleground	0	1	0	0	0	0
civil (rights)	0	1	0	0	0	0
ecologists	0	2	1	0	0	0
(civil) rightists	0	1	1	0	0	0
opposed	0	1	0	0	0	0
maintain	0	1	0	0	0	0
racial	0	1	0	1	0	0
segregation	0	3	1	0	0	0
curtail	0	2	0	0	0	0
property	0	1	0	0	0	0
suburbias	0	2	1	1	0	0
social reformers	0	1	0	1	0	0
three-dimensional	0	1	0	0	0	0
bedfellows	0	2	0	0	0	0
centralized control	0	0	0	1	0	0
radical reform	0	1	0	1	0	0
modular construction	0	0	0	1	0	0

County = 1

APPENDIX A
Land Use: Part II, Circled Words

Word	Age 7-9	10-13	14	15	16-17	18-19
implementation	2	7	0	1	3	0
semi-centralized	0	2	0	0	0	0
bureaucratic	2	5	0	1	4	0
unique	2	2	0	0	0	0
cooperation	0	1	0	0	0	0
citizens	0	1	0	0	0	0
characteristic	2	1	0	0	0	0
communication	1	1	0	0	0	0
successful	0	1	0	0	0	0
potential	2	2	0	0	0	0
(semi) centralized	2	1	0	0	0	0
citizenry	1	0	0	0	0	0
decision	2	0	0	0	0	0
seemingly	2	2	0	0	0	0
predecessor	2	2	0	0	2	0
desirable	2	0	0	0	0	0
fortunate	1	0	0	0	0	0
primarily	1	0	0	0	0	0
cooperative	1	0	0	0	0	0
intimate	0	1	0	0	1	0
activism	0	1	0	0	1	0
facilities	1	0	0	0	1	0
three	0	0	0	0	1	0
open	0	0	0	0	1	0
officials	0	0	0	0	1	0
ease of implementation of planning policy	0	0	0	0	1	0

Word	7-9	10-13	14	15	16-17	18-19
fight	0	0	0	0	1	0
human	0	0	0	0	1	0
policy	0	1	0	0	0	0
submit	0	1	0	0	0	0
input	0	1	0	0	0	0
access	0	1	0	0	0	0
volunteer	1	0	0	0	0	0
professional	1	0	0	0	0	0
revolves	1	0	0	0	0	0
generally	1	0	0	0	0	0
referred	1	0	0	0	0	0
succeed	1	0	0	0	0	0
function	1	0	0	0	0	0
transportation	1	0	0	0	0	0

APPENDIX A

County = 1

Land Use: Part III, Circled Words

Word	Age 7-9	10-13	14	15	16-17	18-19
autonomous	0	4	3	0	5	0
dilemmas	0	5	2	1	1	0
Ebenezer Howard	0	1	0	0	0	0
prototype	0	5	2	1	3	0
metropolitan	0	2	1	0	1	0
utilization	0	4	1	0	1	0
autonomy	0	3	2	1	4	0
congruent	0	0	2	0	1	0
Ebenezer	0	2	0	1	0	0
intervals	0	2	0	0	0	0
habitation	0	1	0	0	0	0
sphere	0	2	0	0	2	0
diminishes	0	1	1	0	1	0
interaction	0	1	2	1	1	0
concept	0	0	0	0	1	0
transit	0	0	0	0	1	0
shuttling	0	0	0	0	1	0
solution	0	1	0	0	0	0
entirely	0	1	0	0	0	0
thus	0	1	0	0	0	0
agriculture	0	1	0	0	0	0
institutions	0	1	0	0	0	0
individual	0	1	0	0	0	0
influence	0	1	0	0	0	0
Scandanavian	0	0	0	0	2	0

Word	7-9	10-13	14	15	16-17	18-19
successive intervals	0	1	0	0	0	0
total planning	0	0	0	0	1	0
location dilemmas	0	0	0	0	1	0
social interaction	0	0	0	0	1	0

APPENDIX A
Exercise: Circled Words

Word	Age 7-9	10-13	14	15	16-17	18-19
quality	4	2	0	0	0	0
achieved	5	0	0	0	0	0
overcrowding	3	0	0	0	0	0
result	3	0	0	0	0	0
population	5	0	0	0	0	0
density	4	0	0	0	0	0
visual	5	4	0	0	0	0
contribute	4	0	0	0	0	0
comprise	3	6	1	3	1	0
environment	4	0	0	0	0	0
micro-environment	4	9	2	1	3	0
influences	4	1	0	0	0	0
macro-environment	4	11	2	1	3	0
congested	3	2	0	0	0	0
landscape	2	0	0	0	0	0
architects	3	1	0	0	0	0
unifying	3	0	0	1	0	0
design-wise	1	1	0	0	0	0
cluster	1	1	0	0	0	0
aggregated	3	5	2	3	2	0
assembly	2	1	0	0	0	0
individual	4	0	0	0	0	0
structures	4	1	0	0	0	0
involves	3	0	0	0	0	0
objectives	1	0	0	0	0	0
sociological	4	4	2	2	1	0
[illegible]toring	3	0	0	0	0	0

Word	7-9	10-13	14	15	16-17	18-19
community	1	0	0	0	0	0
provides	2	0	0	0	0	0
suburbs	2	0	0	0	0	0
technological	4	5	1	2	1	0
monotonously	4	3	2	2	1	0
repetitive	3	1	1	1	0	0
elements	2	0	0	0	0	0
major	2	0	0	0	0	0
structural	2	0	0	0	0	0
envisage	3	5	1	2	3	0
techniques	4	0	0	0	0	0
beautification	4	1	0	0	0	0
considerations	4	1	0	0	0	0
average	4	0	0	0	0	0
slightly	2	0	0	0	0	0
differences	2	0	0	0	0	0
compared	2	0	0	0	0	0
typical	5	1	0	0	0	0
metropolitan	5	5	0	0	0	0
mortgage	4	4	0	0	1	0
decade	2	0	0	0	0	0
district	2	0	0	0	0	0
emphasis	5	5	0	0	0	0
economically	3	2	0	1	0	0
sociologically	4	6	1	1	0	0
implications	3	4	2	0	0	0
rural	1	0	0	0	0	0
development	2	0	0	0	0	0
legal	1	0	0	0	0	0

Word	7-9	10-13	14	15	16-17	18-19
relations	4	0	0	0	0	0
opportunity	5	1	0	0	0	0
economic integration	2	3	0	0	0	0
cooperatives	5	2	0	0	0	0
corporation	5	3	0	0	0	0
condominiums	4	11	2	3	4	0
physical	3	2	0	0	0	0
fees	2	0	0	0	0	0
residents	2	1	0	0	0	0
particular	3	0	0	0	0	0
tangible	3	4	2	1	1	0
latitude	2	0	0	0	1	0
luxury	3	1	0	0	0	0
location	5	0	0	0	0	0
generally	4	0	0	0	0	0
amenities	3	6	0	2	1	0
developer	2	0	0	0	0	0
federal	1	1	0	0	0	0
statistics	3	3	0	0	0	0
hybrid	2	4	1	0	1	0
macro-	1	0	0	1	0	0
integration	1	0	0	1	0	0
shrinks	0	1	0	0	0	0
ease-of-apartment-care	0	1	0	0	0	0
distinct	2	0	0	0	0	0
privacy	2	1	0	0	0	0
production	1	0	0	0	0	0
common	1	0	0	0	0	0
ecological problems	1	0	0	0	0	0

Word	7-9	10-13	14	15	16-17	18-19
extent	1	0	0	0	0	0
dismissed	2	0	0	0	0	0
generation	4	1	0	0	0	0
instead	1	0	0	0	0	0
central heating	1	0	0	0	0	0
increase	2	0	0	0	0	0
planners	1	0	0	0	0	0
opposed	2	2	0	0	0	0
legal city	4	0	0	0	1	0
essentially	4	3	0	0	0	0
central bus, district	1	0	0	0	0	0
suburbs	2	1	0	0	0	0
central city	2	0	0	0	0	0
crisis	3	2	0	0	0	0
solved	1	0	0	0	0	0
solutions	1	0	0	0	0	0
problem	0	0	0	0	0	0
providing	0	0	0	0	0	0
multi-unit developments	2	0	1	0	0	0
dwellers	2	2	1	0	0	0
CO-OP	1	0	0	0	0	0
monthly payments	1	0	0	0	0	0
straight	1	0	0	0	0	0
apartments	2	1	0	0	0	0
equity	3	2	0	0	1	0
common	1	0	0	0	0	0
supported	2	0	0	0	0	0
ownership	1	0	0	0	0	0
res	1	0	0	0	0	0

Word	7-9	10-13	14	15	16-17	18-19
depends	1	0	0	0	0	0
type	1	0	0	0	0	0
desired	1	0	0	0	0	0
appeal	1	0	0	0	0	0
private developer	1	0	0	0	0	0
federal government grant	1	0	0	0	0	0
maintenance	3	4	1	0	0	0
green belts	0	0	0	0	1	0
exploit	2	0	0	0	0	0
mass	1	0	0	0	0	0
system	1	0	0	0	0	0
inner-city	2	0	0	0	0	0
ecological	1	1	0	0	0	0
preventive	3	1	0	0	0	0
participation	2	2	0	0	0	0
refer	1	0	0	0	0	0
segment	2	1	0	0	0	0
solution	2	0	0	0	0	0
rental	1	0	0	0	0	0
real city	0	0	0	0	1	0
disorder	1	0	0	0	0	0
dwellings	1	0	0	0	0	0
lately	1	0	0	0	0	0
realize	1	0	0	0	0	0
landlord	1	0	0	0	0	0
government	1	0	0	0	0	0
grant	1	0	0	0	0	0
California	2	0	0	0	0	0
New York	1	0	0	0	0	0

APPENDIX B

INSTRUMENTATION

QUESTIONNAIRE

YOUR HOME ENVIRONMENT

Let's explore some ideas you have about home as an environment.

1. Home means different things to different people. Pause for a moment and think about what it means to you.

2. What three things in your home are important and satisfying to you?

3. How might another person or family member living in your home answer question number 2? Who?

4. What would you like to be able to use your home for that you cannot do there now?

5. Consider some ways that your home affects your behavior. For example where and when can you--

	where	when
have a friend over		
have a party		
play with a pet		
watch TV		
eat a meal		
talk on the phone		
listen to a radio or stereo		
be alone		
read or study		
play, dance, sing, shout		

6. Can you do any of these activities in more than one place in your home? Which ones and why/why not?

Can you do these things only at certain times? Why/why not?

7. Pick one activity and tell how you could change your home so this activity could be done in another place or at another time.

KANSAS YOUTH STUDIES
4-H in CD
ATTITUDES, ACTION, AND AWARENESS
COMMUNITY DEVELOPMENT

1.	I am aware that there must be adequate cover on the soil to help prevent soil erosion.	NO 1 2 3 4 5 YES
2.	I know the effects of air pollution on the health of citizens.	NO 1 2 3 4 5 YES
3.	We pile leaves, grass, and trees into a compost pile and keep trash burning to a minimum.	NO 1 2 3 4 5 YES
4.	Our town has a beautification project each year.	YES 5 4 3 2 1 NO
5.	We promote zoning in our town or community.	NO 1 2 3 4 5 YES
6.	We plant shrubs and trees not only for beautification purposes, but also for noise absorption.	NO 1 2 3 4 5 YES
7.	We are aware that people are concerned about dogs that bark too much or pets that run loose in the neighborhood.	NO 1 2 3 4 5 YES
8.	Our city has a planning council and the youth of the community are well represented at council meetings.	YES 5 4 3 2 1 NO
9.	We support a law concerning the mowing of empty lots, roadsides, etc.	NO 1 2 3 4 5 YES
10.	Our community has adequate storm sewers or other provisions for drainage.	NO 1 2 3 4 5 YES
11.	We community citizens strive for better communication and understanding.	NO 1 2 3 4 5 YES
12.	We actively help efforts to keep areas open for parks, wild areas, and green belts.	YES 5 4 3 2 1 NO
13.	I am aware of facilities and services provided by local, state, and national taxes, such as police and fire protection and recreational facilities.	NO 1 2 3 4 5 YES

14.	We encourage our community to have a well-managed city dump.	NO 1 2 3 4 5 YES
15.	We encourage the use of public transportation and car pools whenever possible.	NO 1 2 3 4 5 YES
16.	We become familiar with water quality standards set up by State Health Department officials.	YES 5 4 3 2 1 NO
17.	We support the development and enforcement of laws concerning the conditions of the buildings in our town.	NO 1 2 3 4 5 YES
18.	We encourage the community to plant & take care of bushes and shrubbery along the parkways.	NO 1 2 3 4 5 YES
19.	I am aware of the source of my drinking water and the process by which it comes to my home.	NO 1 2 3 4 5 YES
20.	I learn about flood conditions in my area and how they affect my community.	YES 5 4 3 2 1 NO
21.	We call attention to water pollutors and pollutants.	NO 1 2 3 4 5 YES
22.	I am aware of the quality of water in the lakes and rivers that we like to use for recreation.	NO 1 2 3 4 5 YES
23.	We support new industries in the community that "prove their worth" as a benefit to the community, and make it a better place to live.	NO 1 2 3 4 5 YES
24.	I support tax levies for sewage treatment.	YES 5 4 3 2 1 NO
25.	I am aware of litter on beaches and on river banks and know that these areas can be cleaned up by individual, club, or community wide efforts.	NO 1 2 3 4 5 YES
26.	I am aware that I may need to pay higher taxes for proper disposal of sewage and the usual city wastes.	NO 1 2 3 4 5 YES

27. We have visited and learned about the functions of a sewage treatment plant and learned measures to cut down on excess sewage.

NO 1 2 3 4 5 YES

28. I am concerned about factories in our areas that may be dumping wastes into streams.

YES 5 4 3 2 1 NO

29. I am aware that I may need to pay higher prices for products produced in factories that do not pollute.

NO 1 2 3 4 5 YES

30. I have given a talk or demonstration to a club or other group concerning our community.

NO 1 2 3 4 5 YES

31. I consider the possibility of a county owned and maintained dumping ground.

NO 1 2 3 4 5 YES

32. I am needed in an organization in my community to study, learn, and act on environmental issues.

YES 5 4 3 2 1 NO

33. I have encouraged others to get involved in the fight for a clean environment.

NO 1 2 3 4 5 YES

34. I am aware of the depletion of our natural resources, such as fossil fuels, metals, and soil.

NO 1 2 3 4 5 YES

35. I am aware that there is a difference between responsible concern for the community and irresponsible finger pointing.

NO 1 2 3 4 5 YES

36. I ask candidates running for offices what their stands are on important issues before deciding or voting in elections.

YES 5 4 3 2 1 NO

37. I am aware that transportation such as public buses cannot get much business in town.

NO 1 2 3 4 5 YES

38. I would be happy to work in presenting a cultural activity such as plays, bands, or art shows.

NO 1 2 3 4 5 YES

39. I often use the school and town library.

NO 1 2 3 4 5 YES

40. I am aware that many young adults (21 year old plus) move out to bigger cities.

YES ___ ___ ___ ___ ___ NO
5 4 3 2 1

41. I would like to figure out how to keep young adults (21 plus) in my community to help it grow.

NO ___ ___ ___ ___ ___ YES
1 2 3 4 5

42. We are aware that phosphates are a fertilizer that causes excess weed growth in rivers and ponds. We encourage research into detergents and soaps that will have a minimum amount of phosphates.

NO ___ ___ ___ ___ ___ YES
1 2 3 4 5

43. I am aware of five jobs in my town I see people working at everyday.

NO ___ ___ ___ ___ ___ YES
1 2 3 4 5

44. I can quote the rules for using the city park and the state park.

YES ___ ___ ___ ___ ___ NO
5 4 3 2 1

45. I am working on a teenage or senior citizen recreation center.

NO ___ ___ ___ ___ ___ YES
1 2 3 4 5

46. I am aware that we have mental health clinics serving our county.

NO ___ ___ ___ ___ ___ YES
1 2 3 4 5

47. I will stay in the community for the next year.

NO ___ ___ ___ ___ ___ YES
1 2 3 4 5

48. I have been helping work with old age people in my town.

YES ___ ___ ___ ___ ___ NO
5 4 3 2 1

APPENDIX B
LEADERS
KANSAS YOUTH-CD PROJECT
COMMUNITY SERVICE

DATE _____

COUNTY

CLUB ADDRESS OF CLUB

1. Number of youth 7-19 (1970 Census)
   7__ 8__ 9__ 10__ 11__ 12__ 13__ 14__ 15__ 16__ 17__ 18__ 19__ Total___
2. Number of 4-H members in club
   7__ 8__ 9__ 10__ 11__ 12__ 13__ 14__ 15__ 16__ 17__ 18__ 19__ Total____
3. Percentage 4-H members of total eligible
   7__ 8__ 9__ 10__ 11__ 12__ 13__ 14__ 15__ 16__ 17__ 18__ 19__ Total____
4. Name of 1971 - 72 Community Service project.
5. Name of other civic groups involved in the Community Service project.
6. Name of 1972 - 73 Community Service project.
7. Number of other civic groups involved in the Community Service project.
8. Name of the 1973 - 74 Community Service project.
9. Number of other civic groups involved in the 1973 - 74 Community Service project.
10. Does the community belong to the P.R.I.D.E. program?
11. What is (are) the strongest civic betterment organization(s)?

REVISED

DATE _____

APPENDIX B
MEMBERS
KANSAS YOUTH-CD
QUESTIONNAIRE

NAME _____ ADDRESS _____ AGE _____ BOY __ GIRL __ COUNTY _____

CLUB _____ YEARS IN 4-H _____

1. What Community Development projects can you think up?

2. What types of skills would you need to study to better develop your community?

3. On the items below, place an X under the category you think the community service item should go under. Place a ✓ for each item on the amount of planning it takes.

ITEM	(1) LITTLE PLANNING	(2) SOME PLANNING	(3) LOT OF PLANNING
"Acres of Wildlife"	____	____	____
Safety related to community development	____	____	____
Develop data, speak out on youth expression of needs	____	____	____
Grass trimming program			
Where:			
Courthouse	____	____	____
Roadway	____	____	____
Industrial park	____	____	____
School	____	____	____
Church	____	____	____
Cemetery	____	____	____
Streets	____	____	____
Intersections	____	____	____
Vacant lots	____	____	____
Farms	____	____	____
Litterbags, holiday coffeebreak stops for motorists	____	____	____
Fix-up and Keep-up			
4-H building, camp buildings	____	____	____
Churches	____	____	____
Community building	____	____	____
Public buildings	____	____	____
County fair buildings	____	____	____
Mail boxes	____	____	____
Trash cans	____	____	____
Bird houses	____	____	____
Garbage cans	____	____	____

DATE_____

APPENDIX B
MEMBERS
KANSAS YOUTH-CD
QUESTIONNAIRE

NAME_____ ADDRESS_____ AGE_____ SEX_____ COUNTY_____

CLUB _____ YEARS IN 4-H _____

1. What Community Development projects can you think up?

2. What types of skills would you need to study to get better?

3. On the items below, place an X under the category you think the community service item should go under.

   (1) projects require little thought and planning but visible results can be achieved. But, awareness of the service to the community is basic to the decision made.

   (2) projects require some research, some thought about outcome goals, planning, material preparation, delivery, and hopefully, on-going evaluation and minimal analysis.

   (3) projects require more analysis and action and involvement at the community development level. Training in a community development project in social action should accompany this level.

Place an X for each item.

ITEM	(1) LITTLE PLANNING	(2) SOME PLANNING	(3) LOT OF PLANNING
"Acres of Wildlife"	___	___	___
Safety related to community development	___	___	___
Develop data, speak out on youth expression of needs	___	___	___
Trimming program	___	___	___
Where:			
Courthouse	___	___	___
Roadway	___	___	___
Industrial park	___	___	___
School	___	___	___
Church	___	___	___
Cemetery	___	___	___
Streets	___	___	___
Intersections	___	___	___
Vacant lots	___	___	___
Farms	___	___	___
Litterbags, holiday coffeebreak stops for motorists	___	___	___
Fix-up and Keep-up	___	___	___
4-H building, camp buildings	___	___	___
Churches	___	___	___
Community building	___	___	___

ITEM	LITTLE PLANNING	SOME PLANNING	LOT OF PLANN
Public buildings	____	____	____
County fair buildings	____	____	____
Mail boxes	____	____	____
Trash cans	____	____	____
Bird houses	____	____	____
Garbage cans	____	____	____
Signs at parks, community boundaries, danger spots on the road, historical spots	____	____	____
Fences	____	____	____
Littered area	____	____	____
Walks	____	____	____
Safety and health hazards	____	____	____
Rural fire protection	____	____	____
Consult Environmental Thrust Handbook for following projects:	____	____	____
Safe drinking water	____	____	____
Sewage disposal for farm, home, and rural community	____	____	____
Landscape improvement	____	____	____
Protecting the landscape	____	____	____
Pesticide safety	____	____	____
Safeguarding food quality	____	____	____
Disposal of pesticide wastes and containers	____	____	____
Improving recreational resources	____	____	____
Improve rural housing	____	____	____
Controlling ticks in recreational areas	____	____	____
Arbor Day Activities	____	____	____
Tree plantings	____	____	____
One tree or multi	____	____	____
Marijuana control, weed control	____	____	____
Shrubbery plantings	____	____	____
Grass seed or sod	____	____	____
Flowers, trees, shrubs, grass	____	____	____
Health related to community development	____	____	____
Interviewing citizens on needs of community	____	____	____
Volunteer to attend city government meetings and act as pages	____	____	____
Disaster and emergency procedures	____	____	____
Continuous educational exhibits	____	____	____
Survey public service offices, make a local directory	____	____	____
Recreation and leisure time organizing	____	____	____
Survey public service offices for their self evaluation	____	____	____

APPENDIX B

DATE_____

KANSAS YOUTH-CD PROJECT

LEADERS

SEMANTIC DIFFERENTIAL

NAME_____ ADDRESS_____ YEARS AS COMMUNITY LDR._____

COUNTY_____ CLUB_____

Place an X on each line below, indicating the degree of your reaction to the word at the top of the page.

YOUTH

fast	:	:	:	:	:	:	: slow
bad	:	:	:	:	:	:	: good
small	:	:	:	:	:	:	: large
strong	:	:	:	:	:	:	: weak
dull	:	:	:	:	:	:	: sharp
pleasant	:	:	:	:	:	:	: unpleasant
clean	:	:	:	:	:	:	: dirty
rugged	:	:	:	:	:	:	: delicate
passive	:	:	:	:	:	:	: active

APPENDIX B

DATE _____

KANSAS YOUTH-CD PROJECT
LEADERS
SEMANTIC DIFFERENTIAL

NAME _____ ADDRESS _____ YEARS IN 4-H _____

AGE _____ SEX _____ COUNTY _____ CLUB _____

Place an X on each line below, indicating the degree of your reaction to the phrase at the top of the page.

COMMUNITY DEVELOPMENT

good	:	:	:	:	:	:	: bad
deep	:	:	:	:	:	:	: shallow
ugly	:	:	:	:	:	:	: beautiful
passive	:	:	:	:	:	:	: active
fast	:	:	:	:	:	:	: slow
small	:	:	:	:	:	:	: large
strong	:	:	:	:	:	:	: weak
pleasant	:	:	:	:	:	:	: unpleasant
cold	:	:	:	:	:	:	: hot

DATE _____

APPENDIX B
KANSAS YOUTH - CD PROJECT
MEMBERS
SEMANTIC DIFFERENTIAL

NAME _____ ADDRESS _____ YEARS IN 4-H ____

AGE _____ SEX _____ COUNTY _____ CLUB ____ _____

Place an X on each line below, indicating the degree of your reaction to the word at the top of the page.

MYSELF

good	: : : : : : :	bad
ugly	: : : : : : :	beautiful
pleasant	: : : : : : :	unpleasant
dirty	: : : : : : :	clean
bright	: : : : : : :	dark
awful	: : : : : : :	nice
valuable	: : : : : : :	worthless
honest	: : : : : : :	dishonest

DATE _____

APPENDIX B
KANSAS YOUTH-CD PROJECT
MEMBERS
SEMANTIC DIFFERENTIAL

NAME _____ ADDRESS _____ YEARS IN 4-H ____

AGE _____ SEX _____ COUNTY _____ CLUB _____

Place an X on each line below indicating the degree of your reaction to the phrase at the top of the column.

NOT MOVING AWAY FROM THE COMMUNITY

pleasant	: : : : : : :	unpleasant
passive	: : : : : : :	active
bad	: : : : : : :	good
hot	: : : : : : :	cold
slow	: : : : : : :	fast
beautiful	: : : : : : :	ugly
sharp	: : : : : : :	dull
dirty	: : : : : : :	clean

DATE _____

APPENDIX B
KANSAS YOUTH-CD PROJECT
MEMBERS
SEMANTIC DIFFERENTIAL

NAME _____ ADDRESS _____ YEARS IN 4-H ___

AGE _____ SEX _____ COUNTY _____ CLUB _____

Place an X on each line below, indicating the degree of your reaction to the phrase at the top of the column.

HELPING ON COMMUNITY DEVELOPMENT IN THE FUTURE

active	:	:	:	:	:	:	: passive
cold	:	:	:	:	:	:	: hot
small	:	:	:	:	:	:	: large
strong	:	:	:	:	:	:	: weak
bad	:	:	:	:	:	:	: good
beautiful	:	:	:	:	:	:	: ugly
slow	:	:	:	:	:	:	: fast
deep	:	:	:	:	:	:	: shallow
pleasant	:	:	:	:	:	:	: unpleasant

DATE _____

APPENDIX B
KANSAS YOUTH-CD
MEMBERS
COMMITTEE ASSIGNMENTS

NAME _____ ADDRESS _____ YEARS IN 4-H ____

AGE _____ SEX _____ COUNTY _____ CLUB _____

If you wanted to serve on a committee that would get things done in the community, list first the name of the 4-H or community person you'd most want to work with, then second, and third choices.

1.

2.

3.

APPENDIX B
KANSAS YOUTH CD
STUDIES
YOUTH AND CIVIC LEADERS

NAME _____ COMMUNITY _____ YOUTH

CIVIC LEADERS _____

QUESTIONS

(1) What specific use can youth have in community development?

RANK THESE FROM "1" FOR FIRST

educating youth _____

educating adults _____

survey taking _____

paint up, fix up _____

serving on government advisory committees _____

bringing in funds to community _____

designing plans _____

decision making _____

County Code _____

Individual Code _____

Date _____

KANSAS YOUTH-CD PROJECT

NAME _____ ADDRESS _____ YEARS IN 4-H _____

AGE _____ SEX _____ COUNTY _____ CLUB _____

COMMUNITY SERVICE PROJECTS I PARTICIPATED IN AND NUMBER OF HOURS FOR EACH--

CS	HOURS

APPENDIX C

4-H IN CRD OBJECTIVES

KANSAS OBJECTIVES

APPENDIX C
KANSAS YOUTH-CD STUDIES

Community Development Objectives:

Youth will increase their competencies by the following measurable objectives leading from awareness to acceptance to action:

1. 4-H youth will be able to describe and define processes and structures relating to community development.

2. 4-H youth will be able to define local concerns, to describe related resources and problems, and to project the probable consequences of alternate actions.

3. 4-H youth will be able to identify decision-makers and assign themselves the educational responsibilities to work with these decision-makers regarding youth concerns.

4. 4-H youth will be able to role-play a semi-structured interview to a degree deemed acceptable by peers.

5. 4-H youth will be able to establish a timetable for specific projects and indicate how progress will be measured at each step.

6. 4-H youth will be requested to train other organized community groups in becoming aware, defining, and taking action upon concerns.

KANSAS 4-H OBJECTIVE FOR THE 70's

The individual will be able:

1. To appraise his opportunities in regard to careers/lifestyles.
   Example: In teens, even back to middle childhood years, concepts are being formed in relation to one's career-lifestyle. This involves learning concepts of decision making, of one's own strengths, of one's opportunities, of specific vocations suggested by varied projects one participates in, of one's role as an economic person, of one's adequacy with skills and tools, and one's adequacy in relationship to age-mates.

2. To choose practices fostering optimum physical development.
   Example: Information learned in club meetings, (health talks and demonstrations); project meetings, (foods-nutrition); recreation, (camping, sports, club parties); health, eating, and sleeping habits; work habits; and care of one's body.

3. To apply his own strategy for problem-solving.
   Example: To develop skill in applying new information, knowledge of resources, facts, and probable consequences in solving problems dealing with everyday life as well as long-range planning.

4. To generate alternatives for adapting to and initiating change.
   Example: To move with more comfort from one situation to another. The rural youth to be able to adjust to city life, to demonstrate competency in brainstorming, to be able to see new possibilities in reworking the old, to know the workings of democratic action and citizenship. Show willingness to try new experiences, to question and develop own philosophy and value system consistent with actions and to show inventiveness.

5. To identify and describe relationships of living organisms to their environment.
   Example: Greater awareness, acceptance, and application of ecological principles and concepts, including health, conservation, and management of human and other resources.

6. To demonstrate empathy.
   Example: To be able to place one's self in the other person's shoes. See things as they see it and understand why they feel and react in this manner.

7. To demonstrate mental health by expressing feelings of self-worth.
   Example: Express feelings of adequacy and competency in working with tools and age-mates, to express matter-of fact statements about his own strengths as well as his own weaknesses, to seem generally comfortable with self and own value system. Have understanding of "Who Am I."

8. To recognize individual-society relationships.
   Example: Both protect individual's rights as citizens while engaging actively in governing process; willingness to engage in group decisions, willingness to work hard for individual belief, can choose equitable means for maintaining peace, can join with all ages for the common welfare of community, state, nation, and humanity in general.

APPENDIX D

TABLES BY COUNTY AND CLUB

TABLE A

County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Clay Co.	M	1	2	5	12	28	68	1	2	4	10	2	5	0	0	41	43
	F	0	0	13	24	34	63	1	2	2	4	3		1	2	54	57
	Tot	1	1	18	19	62	65	2	2	6	6	5	5	1	1	95	100
Dickinson Co.	M	1	1	15	9	82	47	23	13	20	11	32	18	3	2	176	46
	F	0	0	29	14	90	44	19	9	26	13	38	19	2	1	204	54
	Tot	1	0	44	12	172	45	42	11	46	12	70	18	5	1	380	100
Lyon Co.	M	1	2	13	20	24	36	7	11	6	9	14	21	1	2	66	41
	F	0	0	16	17	51	54	9	10	8	9	8	9	2	2	94	59
	Tot	1	1	29	18	75	47	16	10	14	9	22	14	3	2	160	100
Morris Co.	M	0	0	11	18	33	52	7	11	5	8	7	11	0	0	63	41
	F	0	0	14	15	38	41	16	17	9	10	14	15	1	1	92	59
	Tot	0	0	25	16	71	46	23	15	14	9	21	14	1	1	155	100
Washington Co.	M	0	0	25	18	81	58	8	6	13	9	10	7	2	1	139	48
	F	0	0	34	23	74	49	15	10	8	5	19	13	0	0	150	52
	Tot	0	0	59	20	155	54	23	8	21	7	29	10	2	1	289	100
Total	M	3	0	69	14	248	51	46	9	48	10	65	13	6	1	485	45
	F	0	0	106	18	287	48	60	10	53	9	82	14	6	1	594	55
	Tot	3	0	175	16	535	50	106	10	101	9	147	14	12	1	1079	100

TABLE B

Clay County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cloverleaf	M	0	0	3	25	7	58	1	8	1	8	0	0	0	0	12	44
	F	0	0	5	33	6	40	1	7	1	7	1	7	1	7	15	56
	Tot	0	0	8	30	13	48	2	7	2	7	1	4	1	4	27	100
Grant Go-getters	M	0	0	1	14	4	57	0	0	1	14	1	14	0	0	7	58
	F	0	0	0	0	5	100	0	0	0	0	0	0	0	0	5	42
	Tot	0	0	1	8	9	75	0	0	1	8	1	8	0	0	12	100
Lincoln Creek	M	1	7	1	7	12	80	0	0	0	0	1	7	0	0	15	38
	F	0	0	5	21	19	79	0	0	0	0	0	0	0	0	24	62
	Tot	1	3	6	15	31	79	0	0	0	0	1	3	0	0	39	100
Mulberry	M	0	0	0	0	5	71	0	0	2	29	0	0	0	0	7	41
	F	0	0	3	30	4	40	0	0	1	10	2	20	0	0	10	59
	Tot	0	0	3	18	9	53	0	0	3	18	2	12	0	0	17	100
Total	M	1	2	5	12	28	68	1	2	4	10	2	5	0	0	41	43
	F	0	0	13	24	34	63	1	2	2	4	3	6	1	2	54	57
	Tot	1	1	18	19	62	65	2	2	6	6	5	5	1	1	95	100

TABLE C

Dickinson County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Abilene Aggies	M	0	0	2	18	7	64	2	18	0	0	0	0	0	0	11	41
	F	0	0	2	13	9	56	0	0	3	19	1	6	1	6	16	59
	Tot	0	0	4	15	16	59	2	7	3	11	1	4	1	4	27	100
Carry Creek Rustlers	M	0	0	1	25	3	75	0	0	0	0	0	0		0	4	29
	F	0	0	0	0	6	60	3	30	0	0	1	10	0	0	10	71
	Tot	0	0	1	7	9	64	3	21	0	0	1	7	0	0	14	100
Chapman Shamrocks	M	0	0	2	20	3	30	3	30	0	0	2	20	0	0	10	37
	F	0	0	0	0	7	41	3	18	2	12	5	29	0	0	17	63
	Tot	0	0	2	7	10	37	6	22	2	7	7	26	0	0	27	100
Detroit Ramblers	M	0	0	2	25	4	50	0	0	0	0	2	25	0	0	8	40
	F	0	0	3	25	4	33	1	8	1	8	2	17	1	8	12	60
	Tot	0	0	5	25	8	40	1	5	1	5	4	20	1	5	20	100
Fragrant Hilltoppers	M	0	0	1	8	5	42	2	17	2	17	2	17	0	0	12	55
	F	0	0	0	0	5	50	0	0	2	20	3	30	0	0	10	45
	Tot	0	0	1	5	10	45	2	9	4	18	5	23	0	0	22	100

Dickinson County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Harmony Hustlers	M	0	0	1	9	5	45	2	18	2	18	0	0	1	9	11	52
	F	0	0	0	0	3	30	2	20	0	0	5	50	0	0	10	48
	Tot	0	0	1	5	8	38	4	19	2	10	5	24	1	5	21	100
Holland Sunflowers	M	1	3	0	0	13	43	4	13	4	13	8	27	0	0	30	60
	F	0	0	2	10	7	35	2	10	3	15	6	30	0	0	20	40
	Tot	1	2	2	4	20	40	6	12	7	14	14	28	0	0	50	100
Jolly Jayhawkers	M	0	0	0	0	4	50	0	0	2	25	2	25	0	0	8	47
	F	0	0	1	11	4	44	1	11	1	11	2	22	0	0	9	53
	Tot	0	0	1	6	8	47	1	6	3	18	4	24	0	0	17	100
Mt. Ayr Go-getters	M	0	0	1	17	2	33	1	17	0	0	2	33	0	0	6	67
	F	0	0	0	0	0	0	0	0	2	67	1	33	0	0	3	33
	Tot	0	0	1	11	2	22	1	11	2	22	3	33	0	0	9	100
Navaree Boosters	M	0	0	2	14	6	43	1	7	2	14	1	7	2	14	14	54
	F	0	0	0	0	9	75	0	0	0	0	3	25	0	0	12	46
	Tot	0	0	2	8	15	58	1	4	2	8	4	15	2	8	26	100

Dickinson County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Newbern Wideawakes	M	0	0	1	7	7	50	1	7	3	21	2	14	0	0	14	52
	F	0	0	1	8	7	54	3	23	1	8	1	8	0	0	13	48
	Tot	0	0	2	7	14	52	4	15	4	15	3	11	0	0	27	100
Sand Springs Rustlers	M	0	0	1	5	9	47	4	21	2	11	3	16	0	0	19	43
	F	0	0	9	36	10	40	2	8	1	4	3	12	0	0	25	57
	Tot	0	0	10	23	19	43	6	14	3	7	6	14	0	0	44	100
Swenson Creek Rustlers	M	0	0	1	7	9	64	1	7	1	7	2	14	0	0	14	47
	F	0	0	5	31	6	38	1	6	4	25	0	0	0	0	16	53
	Tot	0	0	6	20	15	50	2	7	5	17	2	7	0	0	30	100
Talmage Progressives	M	0	0	0	0	0	0	1	20	2	40	2	40	0	0	5	29
	F	0	0	1	8	4	33	0	0	3	25	4	33	0	0	12	71
	Tot	0	0	1	6	4	24	1	6	5	29	6	35	0	0	17	100
Willowdale	M	0	0	0	0	5	50	1	10	0	0	4	40	0	0	10	34
	F	0	0	5	26	9	47	1	5	3	16	1	5	0	0	19	66
	Tot	0	0	5	17	14	48	2	7	3	10	5	17	0	0	29	100
Total	M	1	1	15	9	82	47	23	13	20	11	32	18	3	2	176	46
	F	0	0	29	14	90	44	19	9	26	13	38	19	2	1	204	54
	Tot	1	0	44	12	172	45	42	11	46	12	70	18	5	1	380	100

TABLE D

Lyon County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Riverside	M	1	25	0	0	2	50	0	0	1	25	0	0	0	0	4	40
	F	0	0	2	33	3	50	0	0	1	17	0	0	0	0	6	60
	Tot	1	10	2	20	5	50	0	0	2	20	0	0	0	0	10	100
Busy Beavers	M	0	0	1	7	7	50	1	7	2	14	3	21	0	0	14	54
	F	0	0	2	17	6	50	0	0	2	17	2	17	0	0	12	46
	Tot	0	0	3	12	13	50	1	4	4	15	5	19	0	0	26	100
Merry Mixers	M	0	0	2	25	1	13	1	13	1	13	3	38	0	0	8	33
	F	0	0	5	31	10	63	1	6	0	0	0	0	0	0	16	67
	Tot	0	0	7	29	11	46	2	8	1	4	3	13	0	0	24	100
Farmer's Liberation	M	0	0	1	20	1	20	1	20	0	0	2	40	0	0	5	33
	F	0	0	2	20	4	40	3	30	0	0	1	10	0	0	10	67
	Tot	0	0	3	20	5	33	4	27	0	0	3	20	0	0	15	100
Walnut	M	0	0	2	67	1	33	0	0	0	0	0	0	0	0	3	30
	F	0	0	0	0	6	86	0	0	1	14	0	0	0	0	7	70
	Tot	0	0	2	20	7	70	0	0	1	10	0	0	0	0	10	100

Lyon County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Frost	M	0	0	1	5	9	45	3	15	2	10	4	20	1	5	20	50
	F	0	0	3	15	8	40	4	20	2	10	3	15	0	0	20	50
	Toc	0	0	4	10	17	43	7	18	4	10	7	18	1	3	40	100
Admire	M	0	0	4	67	2	33	0	0	0	0	0	0	0	0	6	33
	F	0	0	1	8	9	75	1	8	1	8	0	0	0	0	12	67
	Tot	0	0	5	28	11	61	1	6	1	6	0	0	0	0	18	100
Cloverleaf	M	0	0	2	33	1	17	1	17	0	0	2	33	0	0	6	35
	F	0	0	1	9	5	46	0	0	1	9	2	18	2	18	11	65
	Tot	0	0	3	18	6	35	1	6	1	6	4	24	2	12	17	100
Total	M	1	2	13	20	24	36	7	11	6	9	14	21	1	2	66	41
	F	0	0	16	17	51	54	9	10	8	9	8	9	2	2	94	59
	Tot	1	1	29	18	75	47	16	10	14	9	22	14	3	2	160	100

TABLE E

Morris County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Big John	M	0	0	0	0	6	60	2	20	1	10	1	10	0	0	10	45
	F	0	0	1	8	4	33	1	8	2	17	4	33	0	0	12	55
	Tot	0	0	1	5	10	45	3	14	3	14	5	23	0	0	22	100
Busy Workers	M	0	0	1	14	3	43	2	29	0	0	1	14	0	0	7	41
	F	0	0	3	30	4	40	0	0	0	0	3	30	0	0	10	59
	Tot	0	0	4	24	7	41	2	12	0	0	4	24	0	0	17	100
Delavan	M	0	0	1	17	2	33	1	17	0	0	2	33	0	0	6	55
	F	0	0	1	20	2	40	0	0	1	20	0	0	1	20	5	46
	Tot	0	0	2	18	4	36	1	9	1	9	2	18	1	9	11	100
Dwight Sunflower	M	0	0	5	36	6	43	0	0	3	21	0	0	0	0	14	42
	F	0	0	4	21	10	53	3	16	1	5	1	5	0	0	19	58
	Tot	0	0	9	27	16	48	3	9	4	12	1	3	0	0	33	100
Flint Hills	M	0	0	0	0	3	100	0	0	0	0	0	0	0	0	3	23
	F	0	0	1	10	4	40	2	20	1	10	2	20	0	0	10	77
	Tot	0	0	1	8	7	54	2	15	1	8	2	15	0	0	13	100

Morris County Clubs By Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Four Mile	M	0	0	0	0	3	60	1	20	0	0	1	20	0	0	5	56
	F	0	0	1	25	1	25	1	25	1	25	0	0	0	0	4	44
	Tot	0	0	1	11	4	44	2	22	1	11	1	11	0	0	9	100
Neosho Valley	M	0	0	3	43	4	57	0	0	0	0	0	0	0	0	7	44
	F	0	0	0	0	5	56	4	44	0	0	0	0	0	0	9	56
	Tot	0	0	3	19	9	56	4	25	0	0	0	0	0	0	16	100
Willing Workers	M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	F	0	0	1	11	3	33	1	11	0	0	4	44	0	0	9	100
	Tot	0	0	1	11	3	33	1	11	0	0	4	44	0	0	9	100
Wilsey Busy Bees	M	0	0	1	9	6	55	1	9	1	9	2	18	0	0	11	44
	F	0	0	2	14	5	36	4	29	3	21	0	0	0	0	14	56
	Tot	0	0	3	12	11	44	5	20	4	16	2	8	0	0	25	100
Total	M	0	0	11	18	33	52	7	11	5	8	7	11	0	0	63	41
	F	0	0	14	15	38	41	16	17	9	10	14	15	1	1	92	59
	Tot	0	0	25	16	71	46	23	15	14	9	21	14	1	1	155	100

TABLE F

Washington County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Barnes Sunshine	M	0	0	4	36	6	55	0	0	0	0	1	9	0	0	11	39
	F	0	0	3	18	9	53	2	12	1	6	2	12	0	0	17	61
	Tot	0	0	7	25	15	54	2	7	1	4	3	11	0	0	28	100
Brantford Lucky 4	M	0	0	0	0	6	75	0	0	2	25	0	0	0	0	8	53
	F	0	0	2	29	5	71	0	0	0	0	0	0	0	0	7	47
	Tot	0	0	2	13	11	73	0	0	2	13	0	0	0	0	15	100
Busy Bee	M	0	0	1	10	6	60	0	0	1	10	1	10	1	10	10	35
	F	0	0	5	26	9	47	2	11	1	5	2	11	0	0	19	66
	Tot	0	0	6	21	15	52	2	7	2	7	3	10	1	3	29	100
Farmington	M	0	0	3	27	8	73	0	0	0	0	0	0	0	0	11	52
	F	0	0	0	0	4	40	1	10	3	30	2	20	0	0	10	48
	Tot	0	0	3	14	12	57	1	5	3	14	2	10	0	0	21	100
Greenleaf	M	0	0	2	20	8	80	0	0	0	0	0	0	0	0	10	44
	F	0	0	6	46	7	54	0	0	0	0	0	0	0	0	13	57
	Tot	0	0	8	35	15	65	0	0	0	0	0	0	0	0	23	100

Washington County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Haddam Hustlers	M	0	0	2	20	3	30	3	30	2	20	0	0	0	0	10	42
	F	0	0	1	7	8	57	0	0	2	14	3	21	0	0	14	58
	Tot	0	0	3	13	11	46	3	13	4	17	3	13	0	0	24	100
Happy Go Lucky	M	0	0	3	27	7	64	0	0	1	9	0	0	0	0	11	73
	F	0	0	0	0	1	25	1	25	0	0	2	50	0	0	4	27
	Tot	0	0	3	20	8	53	1	7	1	7	2	13	0	0	15	100
Jayhawkers	M	0	0	3	33	5	56	0	0	0	0	1	11	0	0	9	38
	F	0	0	3	20	5	33	4	27	0	0	3	20	0	0	15	63
	Tot	0	0	6	25	10	42	4	17	0	0	4	17	0	0	24	100
Joy Creek	M	0	0	0	0	1	14	1	14	3	43	2	29	0	0	7	44
	F	0	0	2	22	3	33	2	22	1	11	1	11	0	0	9	56
	Tot	0	0	2	13	4	25	3	19	4	25	3	19	0	0	16	100
Live Wires	M	0	0	1	6	13	77	2	12	1	6	0	0	0	0	17	55
	F	0	0	4	29	8	57	1	7	0	0	1	7	0	0	14	45
	Tot	0	0	5	16	21	68	3	10	1	3	1	3	0	0	31	100

Washington County Clubs By
Age Percentage of Total Boys or Girls

Club	SEX	Age															
		INA		7-9		10-13		14		15		16-17		18-19		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Luth Happy Workers	M	0	0	1	10	7	70	0	0	1	10	1	10	0	0	10	67
	F	0	0	0	0	3	60	1	20	0	0	1	20	0	0	5	33
	Tot	0	0	1	7	10	67	1	7	1	7	2	13	0	0	15	100
Merry Makers	M	0	0	1	8	5	39	1	8	2	15	3	23	1	8	13	46
	F	0	0	2	13	10	67	1	7	0	0	2	13	0	0	15	54
	Tot	0	0	3	11	15	54	2	7	2	7	5	18	1	4	28	100
Stick-to-it	M	0	0	4	33	6	50	1	8	0	0	1	8	0	0	12	60
	F	0	0	6	75	2	25	0	0	0	0	0	0	0	0	8	40
	Tot	0	0	10	50	8	40	1	5	0	0	1	5	0	0	20	100
Total	M	0	0	25	18	81	58	8	6	13	9	10	7	2	1	139	48
	F	0	0	34	23	74	49	15	10	8	5	19	13	0	0	150	52
	Tot	0	0	59	20	155	54	23	8	21	7	29	10	2	1	289	100