



# West Virginia

## AG ED NEWS and VIEWS

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Harry N. Boone, Jr., Ph.D., Editor

### *Excited About Future Outlook*

by *D. Mitchell Fincham*

As we begin another school year I am energized about the "Future of Agriculture Education" in West Virginia. We have all been very busy this summer and it is good to get back into the classroom.

What has me believing that our future is doing well is all of the involvement and enthusiasm of those teachers with ten years or less of teaching experience. They have stepped up and participated in teacher's conference, state convention, as associa-

tion officers and in keeping skills sharp by enrolling in class work and field trip opportunities.

I have often stated that our future success lies within this group and up to those with fifteen years or less in the profession. This is why I believe that we need to establish an ongoing mentoring program. We also need to work closely with the programs at Potomac State College and West Virginia University, by sending them qualified stu-

dents and encouraging them to succeed in our profession.

Sometimes we tend to see too many negatives and not enough positives. Those teachers with questions, regardless of experience, should be willing to contact others for assistance. Let us all work together to make this a great year in Agricultural Education in West Virginia.

### *Editorial: Thoughts at the Start of a New School Year*

by *Harry N. Boone, Jr.*

My editorial column this issue will not have a central theme but consist of a series of unrelated items. This is a result of a number of reasons including the hectic pace that the start of a new year requires and that there are a number of items that I want to communicate.

#### **Dan Shockey**

Dan Shockey resigned his position at West Virginia University effective August 18, 2008. He accepted a position as Agriculture and Natural Resources Team Coordinator with the Sullivan County (New York) Cooperative Extension Association. For the past four years Dan has managed the agricultural mechanics laboratory and taught a number of courses for our students. During his tenure at WVU, he made many significant changes to the agricultural mechanics component of our curriculum. (For details on the changes see the article on page 3 of the January-February issue of *Ag Ed News and Views* (<http://www.caf.wvu.edu/resm/aee/pubs/NV/NV-jan-feb-08.pdf>)). Dan was well liked by his students and will be missed by everyone in Agricultural and Extension Education.

Dr. Stacy Gartin, along with several teaching assistants, is currently teaching the agricultural mechanics courses. Dr. Gartin is teaching the agricultural mechanics courses in addition to his regular courses. A search will be conducted for Dan's replacement later this fall.

#### **APA Style sheet**

The National FFA Organization requires all prepared speeches to include a complete and accurate bibliography/reference list following APA publication manual citing all sources used in writing the speech. (*Publication Manual of the American Psychological Association*, 5<sup>th</sup> Edition) Several of you have asked if a summary sheet is available to assist your students in preparing reference lists. I discovered a document written by Kelly Diamond and Alyssa Wright and requested permission to include their *Basic Guide to APA Documentation* in this issue of *Ag Ed News and Views*. While this is a good starting point, it will not include everything you need. I highly recommend that you purchase the manual (less than \$30) for your chapter.

As you use APA style of documentation there are a few small problems that I have noticed over the years. One is the distinction between a reference list and a bibliography. A reference list only includes the information sources that are **cited** in the manuscript. A bibliography included all sources that were **reviewed** in the preparation of the manuscript. This includes materials that were reviewed and were not cited. In most cases the reference list is more appropriate than a bibliography.

#### **Plagiarism**

One of the hardest skills for college students to master is how to summarize a document in their own words, give the author(s) appropriate credit, and not to step over the line and become involved in plagiarism. Since it is that difficult for young adults to understand the concept it is even more difficult to teach the concept to middle and high school students. As teachers of agricultural education, however, it is your responsibility to teach these skills. You cannot assume that it was taught in their English class. In APA style citations, you must

## ***Editorial: Thoughts at the Start of a New Year***

give the author, date of publication, and page number for all direct quotes. The direct quote must be contained in quotation marks. For example: "Speaking Career Development Event should give credit to others where any direct quotes, phrases or special dates are used in the manuscript, in order not to be guilty of plagiarism" (National FFA Organization, 2006, p. 306). Even when the student paraphrases an author's work, correct citations must be provided that include the author(s) and the date of publication. For example: The prepared speech should be between six and eight minutes in length (National FFA Organization, 2006).

As you move into literature reviews as a part of research SAEs, correct citations that avoid plagiarism will become more important. It is your role as a teacher to verify the accuracy of your students' works. Keep in mind that software exists that evaluates a paper to determine the degree of plagiarism that has occurred. The software compares the text of the paper with information available on the Internet and rates the degree the paper was directly quoted. I am not certain as to the extent these programs are being used at the state and national levels.

### **Personal Items**

If you have personal items (births, marriages, etc.) that you want to share, please send them to me in an email. If there is a sickness or death of a prominent figure in your community (someone many individuals in the state will know) please pass the information on and I will publish it.

### **Articles from Agents and Teachers**

In this issue I have two articles submitted by Mitch Fincham. I encourage you to read his comments. More importantly, I encourage you to consider writing an article for *Ag Ed News and Views* that expresses your views on an issue in agricultural and extension education. Depending on the space available, I will publish as many of the articles as I can.

### **New Start**

As the new school year begins, you have the opportunity to make a new start. No you cannot go back and make a complete break from everything unless you are starting at a new school, however, you can

make many changes that improve your program.

First, examine your discipline plan. Has your discipline plan served you well over the past year(s). If not, the start of a new school year is the perfect opportunity to make changes. Review your basic rules. Are they displayed in a prominent place in your classroom? If your rules are broken, what are the consequences for breaking the rule the first time, the second time, etc. You need a clearly defined plan of consequences that you will implement when your rules are broken. You always want to act on a rule infraction and never react.

Second, although they have not been formally approved by the West Virginia Board of Education, you are expected to use the revised Content Standards and Objectives (CSOs). This is a perfect opportunity to evaluate the content of your program and bring it up-to-date and in line with the expectations of the community.

*The opinions expressed are those of the editor and do not necessarily represent official positions and/or opinions of the Agricultural and Extension Education program, the Davis College of Agriculture, Forestry, and Consumer Sciences, or West Virginia University.*

## ***Transitions***

### **Individual**

Robert Cline  
Adam Cook  
Jack Cunningham  
Leslie Daniel  
Danny Dewhurst  
Eric Frederick  
Kristin Friend  
Arthur Halderman  
Carolyn Hall  
Matthew Knopp  
Don Lechner  
Charity Marstiller  
Beth Massey  
Sam Nibert  
Kevin Okes  
Dottie Planck  
Chris Puccio  
Justin Suttles  
Dr. Chuck Talbott  
Wendy Thurston  
A. J. Vance  
Amanda Wilson

### **Former Position**

Liberty HS (Raleigh)  
  
Huttonsville Correctional Ctr.  
Liberty HS (Raleigh)  
Mason County Tech  
Marion County Tech  
WVU Graduate School  
East Hardy HS  
Martinsburg HS  
  
S. Harrison HS  
Jefferson HS (9th grade)  
  
  
Fayette Inst of Tech  
Charles Town Middle  
  
Hannan HS  
  
Greenbrier East HS  
Preston County HS

### **Current Position**

Retired  
Martinsburg HS  
Retired  
Retired  
  
Preston County HS  
Charles Town Middle  
Retired  
  
S. Harrison HS  
Retired  
Wildwood Middle  
Greenbrier East HS  
Mason County Tech  
Liberty HS (Raleigh)  
Washington HS (Jefferson)  
Greenbrier East (full-time)  
  
Hannan HS  
Elkins HS  
Retired



***William Cheney***  
***2008 Southern States Cooperative Leadership Award Winner***

William "Bill" Cheney was named the 2008 Southern States Cooperative Leadership Award winner by the West Virginia Association of Agricultural Educators. Bill is an agricultural education teacher at Hampshire County High School.

# *Ramblings of an Agriculture Education Teacher*

*by D. Mitchell Fincham*

Some of you will read this just to see what is on my mind and some will not read it, just because of who wrote it. Some of you believe that I have lost all good sense, while others have never believed I ever possessed any. I am one who speaks his mind and at times may get carried away in the process; however you never need to guess my position/passion for any cause. I just need to express my thoughts and viewpoints.

It never ceases to amaze me how things evolve in our profession. Viewpoints which have been expressed for years in regard to certain contests and curriculums were seen as just not workable. When a different group picked up those same causes, they became more rational to others. I will not list those, since it is really not my intension to offend anyone.

I often see changes in contests made, in my opinion, not to benefit students but to assist the teacher in winning a certain contest. There have been committees assigned to work on issues and there is no input from teachers, then a group decides this is the best way to achieve something and get their posse together and it becomes the law. These changes were not as a result of the assigned committees. Let the committees be a functional group and take concerns through the committees. Most of the time, the new procedures are the better way and have benefited the program, however it just amazes me why some can only see the end result if **they** are promoting the change.

In addition, I wish to express my extreme disappointment in the low participation and the lack of events scheduled in the Eastern Panhandle of West Virginia. In my 36 years of teaching it is a constant fact that events held in this area are more poorly attended than other parts of the state. Some tell me it is just too \_\_\_ far to travel. However I believe if they look at events held in other parts of the state they will see that the counties of the eastern panhandle are there in numbers. We greatly appreciate those who made the effort to participate in the conference and understand that some of you had other professional obligations. Some attend

very few activities and events, regardless of where they are held (conventions, conferences, workshops, committee meetings, etc.).

I know that it is difficult to make a living teaching and many have other sources of income (farming, greenhouses, coaching, etc). It has always disturbed me that teachers do not place their students in the proper perspective. You were hired to be a teacher and it requires you to do various events and activities. When you are not allowing your students to be a part of the total program, I believe it is a disservice to them and your community. I have not seen some teachers at any event in years. In our decreasing financial times, I think there will be a closer look at all phases of education. I also realize that all teachers are not on a 240 day contract. If some keep slacking on these responsibilities, it will affect those who presently have such contracts.

I continue to believe that our main thrust should be on the retention of teachers with less than fifteen years and more targeted to those with seven to ten years of experience. When anyone uses the old adage that the younger teachers, "must pay their dues!" before winning certain contests or have individual achievement in the organization we are hurting our chances of keeping them in the profession. This type of attitude diminishes the accomplishments of these younger teachers. I have been a proponent for years of a mentoring system for new teachers, this includes teachers new to our state. It was brought out by Mr. Hughes at the teachers conference that this is something discussed at the national conference. However, there are still individuals that would not be willing to share things, simply because they believe they lose the edge they have on certain events. If others have more information/knowledge it should challenge everyone to do a better job in educating our students.

We also need to keep in mind that we need to adjust and change some things in our state applications. One of these is to establish just how many items are needed on the leadership page for the WV State FFA Degree. When a student has completed three years of the program and has one item on this page (Chair of Christmas Party) and we decide it's "appropriate leadership for the

degree," we have let many other students down. If they are to have a certain number required, we can justify the award. My thought is at least three. I understand that there has been allowances for activities such as with fire companies to count as hours. Is this not covered in the section for school and community organizations?

Another issue which bothers me has to do with dual and multi teacher departments. What causes individuals within some of our programs to bicker and not collaborate with one another? If you think students do not see the controversy and then have to make choices of who to support, you are nuts. We have always had a good working relationship in the county and I think that has paid dividends for our students. If you teach mainly one subject area (mechanics, forestry, horticulture, etc) that should not keep you from cooperating with the others on activities, contests, special projects, etc. You may specialize, however you are a part of the total program. Let your egos go and help the entire enrollment/membership. It is not unreasonable that such behavior and conduct will eventually cause program decrease/closure. Students talk with parents and community members and those individuals talk to principals and BOE members.

I honestly believe that we have one of the best professions in the world and some of the very best students. Everyday we are challenged and we need to pass challenges on to our students to allow them to have the best opportunity to succeed in life. I just want everyone to come to understand that we are in this profession for the students and not our own individual egos. We all tend to get carried away at times. My wife was one who kept everything in perspective and never let me get too high or too low on any chapter accomplishments or shortfalls

My point of this article is to try and get some to do more for their students and community and not always think will this help me win a contest or get me personal glory. Yes, we all want to be recognized for our hard work and dedication. I am not out to try and trash individuals, just to provoke some positive thought and to build a better program.

*D. Mitchell Fincham is the agricultural education teacher at Jefferson High school.*

***BASIC GUIDE TO APA DOCUMENTATION***  
***by Kelly Diamond and Alyssa Wright***

**BOOK**

Last-name, First-initial. (Year). *Title of book: Subtitle of book*. Place of Publication: Publisher.

Diamond, O. (2000). *How to care for your diabetic cat: Ten easy steps*. New York: Knopf.

**CHAPTER IN A BOOK**

Last-name, First-initial. (Year). Title of chapter. In First-initial Last-name-of-editor (Ed.) *Title of book: Subtitle of book* (pp. pages of chapter). Place of Publication: Publisher.

Wood, E. (1957). The many uses of angora. In T. Johnson (Ed.) *Dress for success: A complete guide*. (pp. 213-36). Hollywood, CA: Paramount.

**JOURNAL ARTICLE FROM PRINT**

Last-name, First-initial. (Year). Title of article: Subtitle of article. *Title of Journal, Volume (Issue), Pages*.

Woodfork, K. (1999). The best herbs to treat colds: A ten-year study. *Journal of Alternative Medicine, 13* (2), 123 – 29.

**SCHOLARLY JOURNAL ARTICLE FROM ELECTRONIC DATABASE**

***With DOI (Digital Object Identifier)***

Last-name, First-initial. (Year). Title of article: Subtitle of article. *Title of Journal, Volume (Issue), Pages*. doi: number

Lerner, R. and Nagai A. K. (2000). Reverse discrimination by the numbers. *Academic Questions, 13* (3), 71. doi: 11.1117/k.acad.200.05.004

***Without DOI (Digital Object Identifier)***

Last-name, First-initial. (Year). Title of article: Subtitle of article. *Title of Journal, Volume (Issue), Pages*. Retrieved from URL of Journal homepage.

Lerner, R. and Nagai A. K. (2000). Reverse discrimination by the numbers. *Academic Questions, 13* (3), 71. Retrieved from <http://www.springer.com/education/higher+education/journal/12129>

### **MAGAZINE ARTICLE**

Last-name, First-initial. (Year, Month Day). Title of article. *Title of Magazine*, Volume, Pages.

Thumm, G. (2004, December 25). New DVD players for 2005. *Electronics Weekly*, 52, 29 – 31.

### **WEB-BASED MAGAZINE ARTICLE NOT FOUND IN PRINT**

Last-name, First-initial. (Year, Month Day). Title of article. [Online Exclusive]. *Title of Magazine*, Pages.  
Retrieved from url.

Allen, T. W. (2001, January 24). Be fair: Reverse discrimination. [Online Exclusive]. *Z Magazine*. Retrieved from <http://www.zmag.org/zmag/articles/june95allen.htm>

### **NEWSPAPER ARTICLE**

Last-name, First-initial. (Year, Month Day). Title of article. *Title of Newspaper*, Pages.

Kafka, F. (2003, July 14). Great restaurants in Morgantown. *The Dominion Post*, B3.

### **NEWSPAPER ARTICLE FROM AN ELECTRONIC DATABASE**

Last-name, First-initial. (Year, Month Day). Title of article. *Title of Newspaper*, Pages. Retrieved from Name-of-database database.

Blakeslee, S. (2003, October 7). A pregnant mother's diet may turn the genes around. *New York Times*, late ed. F1, 2. Retrieved from Lexis-Nexis Academic Database.

### **Short Piece from a Website (Date of Creation / Update Available):**

Last-name, First-initial. (Year, Month Day of Creation / Update). *Title of page*. Retrieved from url.

Walker, B. (March 9, 2007). *Vincent Price: 1911 – 1993*. Retrieved from <http://www.briansdriveintheater.com/vincentprice.html>.

### **Short Piece from a Website (No Date of Creation / Update Available):**

Last-name, First-initial. (n.d). *Title of page*. Retrieved Month Day, Year from url.

Walker, B. (n.d.). *Vincent Price: 1911 – 1993*. Retrieved April 25, 2007 from <http://www.briansdriveintheater.com/vincentprice.html>.

# ***Research in Action: Attitudes of 4-H Club Leaders Toward Volunteer Training***

## **by Post, J. A., & Boone, H. N.**

### ***Introduction***

Over 6.5 million youth participate in 4-H activities in all 50 states, U.S. territories, and military installations (National 4-H Council, 2007). This is more than any other leading youth organizations like the Boys & Girls Club of America, Boy Scouts of America, Girl Scouts USA, FFA, and Big Brothers Big Sisters (National 4-H Council, 2007). By participating in the 4-H program, youth gain knowledge in three primary program areas: science, engineering, and technology; healthy living; and citizenship (National 4-H Council, 2007). 4-H members have the option to choose to complete over 1,000 projects on a variety of topics (National 4-H Council, 2007).

Many of the skills learned in 4-H can be incorporated into everyday life, providing 4-H members skills to succeed as adults in society. Cathann A. Kress, Director, Youth Development, Cooperative State Research, Education, and Extension Service (CSREES), United States Department of Agriculture (USDA), compiled research that showed 4-H participation does have an impact in youth's lives (2002) "A strong majority of club members felt they had gained skills that would support them throughout their lives" (Cress, 2002, p. 1).

Educators at 106 land-grant universities help run the 4-H program with support from about 538,000 volunteers (National 4-H Council, 2007). Many people who volunteer for 4-H have volunteered before for another organization or have volunteered during their youth (Culp, 1996). These volunteers serve in various roles such as club leaders, project leaders, and activity leaders.

In order to provide consistent quality services for youth, 4-H leaders must receive training. "4-H Youth Development professionals should consider the most opportune ways to direct volunteer programs in order to maximize volunteer contributions to the organization" (Culp, McKee, & Nestor, 2005, p. 1). Smith and Bigler (1985) found that 29% of the volunteers who were deemed "continuing" participated in various types of recurrent training, while only 19% of the volunteers who were deemed "discontinuing" participated.

### ***Problem Statement***

In the West Virginia 4-H program, county extension agents oversee numerous volunteers in a variety of roles. One of the main roles of volunteers in the 4-H program is serving as club leaders. To ensure that the objectives of the 4-H program are met, county extension agents need to have a well trained group of volunteers to serve in this capacity. In order to provide quality training it is important that county extension agents know how volunteers feel about their current training methods. They must also be able to identify topics that volunteers want included in future training sessions. The purpose of this study was to determine why individuals volunteer to be a 4-H leader and the attitudes volunteers have towards the different types of training they are offered in their individual county and across the state of West Virginia.

### ***Methods/Procedures***

This study used a descriptive research design in the form of survey questionnaire to collect data. In order to establish an accessible population, the researchers contacted the agents responsible for 4-H programming in each county and requested they provide a list of names and addresses for ten volunteers from their county. The researchers received names and addresses of 287 4-H volunteers from 27 counties. Two hundred and sixty individuals were randomly selected from the accessible population.

### ***Results/Findings***

Of the 260 questionnaires, there were a total of 144 returned. Seventy-five of the returned questionnaires were deemed early respondents and 69 returned questionnaires were late respondents. The response rate was 55.3%.

Demographically, the majority of respondents were females in their 40s to 50s who have been 4-H volunteers for at least 3 years. These respondents were involved in the program for at least 6 years. During the past twelve months, the majority of the respondents have attended up to 2 training sessions and dedicated up to 25 hours a month to 4-H volunteering. The average club has 25 members with 5 volunteer leaders.

### ***Reasons for Becoming a 4-H Volunteer***

All of the respondents (n = 14, 100%), expressed some level of agreement that they became a 4-H volunteer because they "liked helping people, they "liked associating with youth," and they "wanted to have influence on how young people learn and grow." Over 90 percent of the respondents expressed some level of agreement that they became a 4-H volunteer "to improve their community" (n = 140, 99.3%), "it was a way to express their caring and concern for others" (n = 137, 97.9%), "they liked being involved in the leadership of the 4-H program" (n = 135, 97.1), "as a volunteer, they liked to receive feedback from Extension staff, parents, and 4-H members about their progress" (n = 134, 95.7), "they felt it was a task they could do well" (n = 133, 95.7), "they had goals for what I want to accomplish as a volunteer" (n = 133, 95.6), "they wanted to learn new things" (n = 129, 93.5), "volunteering gave them a chance to meet other volunteers" (n = 129, 92.9), "they wanted to teach and lead others" (n = 130, 92.8), and they felt needed in the program" (n = 127, 91.4).

Over 74% of the respondents expressed some level of agreement that they volunteer as a 4-H leader because "they preferred to work with groups of people rather than alone" (n = 124, 89.3%), "they liked the challenge of the task" (n = 125, 89.3%), "they liked to be involved in making decisions and program planning" (n = 122, 87.8%), "it was important that people liked them" (n = 120, 86.4%), "they wanted to be with my child(ren) in the 4-H program" (n = 109, 83.2%), "they felt it was a constructive use of their leisure time" (n = 114, 81.4%), "they felt an obligation to 4-H because of what it has done for them" (n = 111, 79.9%), and "they liked to be responsible for 4-H programs" (n = 103, 74.1%). Over 50% of the respondents expressed some level of agreement that they volunteer as a 4-H leader because "they enjoyed being able to do their own thing" (n = 89, 65.4%), "they wanted to have influence over others" (n = 73, 54.5%), and "they received status in their community because they were a 4-H volunteer" (n = 74, 52.8%).

Less than 50% of the respondents expressed some level of agreement that they volunteer as a 4-H leader because "they

## *Research in Action: Attitudes of 4-H Club Leaders..* (continued)

can't say "no" when asked" (n = 65, 46.5%), "they like to receive recognition for being a volunteer" (n = 38, 27.3%), and "they gain experience and skills which might lead to employment" (n = 33, 24%).

### *Attitudes toward 4-H Volunteer Training*

Over 90% of the respondents expressed some level of agreement with five of the statements. One hundred and twenty-four respondents (95.5%) agreed that they "attend volunteer training sessions to obtain new activities for use in my club." Respondents agreed that "training was important to becoming a volunteer club leader" (n = 131, 94.3%). Respondents agreed that they attended volunteer training sessions to "improve their leadership abilities" (n = 123, 93.2%) and "their knowledge about 4-H" (n = 122, 92.5%). One hundred and twenty-one respondents (91.7%) agreed that they planned to attend more training sessions in the future.

A majority of the respondents expressed agreement with four additional statements concerning their attitudes toward volunteer training. One hundred and fifteen respondents (88.5%) "attended volunteer training sessions to improve their knowledge about youth." Nearly three-fourths of the respondents (n = 104, 77.0%) agreed they "attend volunteer training sessions for their personal growth and development." Many respondents (n = 89, 67.4%) agreed they attend volunteer training "to improve my attitudes about 4-H." Over half of the respondents (n = 81, 58.8%) felt the "amount of training their county offered was adequate for learning how to be a club leader."

Respondents expressed some level of disagreement with three of the statements. Respondents disagreed that "training is only for persons who have no 4-H background" (n = 109, 79.0%), "training is only for new volunteers" (n = 120, 87.5%), and "yearly volunteer training sessions would not be beneficial to club leaders" (n = 122, 87.7%).

### *Summary*

The respondents' reasons for becoming a 4-H volunteer vary. Out of the 27 statements provided that may be reasons for volunteering, over 90% of the respondents expressed some level of agreement with 13 of them. Respondents agree that they volun-

teer with 4-H, because they want to help people; they like associating with youth; they want to have influence on how young people learn and grow; they want to improve their community; it is a way to express their caring and concern for others; it gives them a chance to meet other volunteers; they want to learn new things; they want to teach and lead others; they like being involved in the leadership of the 4-H program; they feel needed in the program; they have goals for what they want to accomplish as a volunteer; they like to receive feedback from Extensions staff, parents, and 4-H members about how they are doing; and it is a task they can do well.

Over 75% of the respondents expressed some level of agreement that 21 of the statements were reasons they became a volunteer. In addition to the 13 items previously mentioned, eight new reasons were added to the list. These reasons include wanting to be with their child(ren) in the 4-H program; preferring to work with groups of people rather than alone; they like the challenge of the task; it is a constructive use of their leisure time; they like being involved in making decisions and program planning; they like to be responsible for 4-H programs; it was important that people like them; and they feel an obligation to 4-H, because of what it had done for them.

Less than 50% of the respondents expressed agreement that three items were reasons for becoming a 4-H volunteer. These volunteers don't have a problem saying "no" when asked. They don't volunteer to receive recognition or gain experience and skills which might lead to employment.

When asked to respond about reasons for volunteer training, there were five statements that 90% of the respondents expressed some level of agreement to. Respondents stated that training is important to becoming a volunteer club leader. Reasons for attending training sessions were to improve their knowledge about 4-H, improve their leadership abilities, and obtain new activities for use in their clubs. They also plan to attend more training sessions in the future. An additional two statements can be added to the list of reasons for volunteer training based on over 75% of the respondents expressing some form of agreement. Respondents attend volunteer train-

ing sessions to improve their knowledge of youth and to improve their personal growth and development. Less than 50% of the respondents expressed some level of agreement with three of the statements. The respondents do not feel that training is only for persons with no 4-H background or new volunteers. Respondents also feel that training sessions are beneficial to club leaders.

### *Conclusions*

West Virginia 4-H volunteers have multiple reasons for being a 4-H volunteer club leader. Many volunteers like helping people and working with youth. Others want to have an influence how young people learn and grow. However, most volunteers do not volunteer to gain status in their community or because they want people to like them. 4-H volunteer club leaders volunteer to improve their community.

4-H volunteer club leaders in West Virginia feel that training is important in becoming a leader. Reasons that they attend training include improving their knowledge about youth and 4-H as well as improving their leadership skills. Volunteer especially attend training to obtain new activities for their clubs. Volunteers feel that training is for everyone regardless of if they have a 4-H background or not. Also training should be for all leaders, new or old. Volunteers feel that training is beneficial and they hope to attend more training in the future.

The majority of the volunteer leaders in West Virginia are female. Nearly all of the respondents to this survey have been a 4-H volunteer for at least 3 years with over one-third having volunteered for over 15 years. Therefore, most of these volunteers are willing to continue their services to the 4-H once they have started. The age of most of the respondents was older too. Nearly three-fourths of the respondents were at least 40 years or over. Consequently most of the 4-H volunteer club leaders in West Virginia must be older, more experienced volunteers with the 4-H program.

*Jennifer Post earned a Master of Science (2007) degree in agricultural education from West Virginia University. She is currently employed as an Extension Agent in Gilmer county. Dr. Harry Boone was Jennifer's graduate advisor. The complete thesis can be accessed at <https://eidr.wvu.edu/etd/documentdata.eTD?documentid=5469>.*

### Important Dates

Sep 24-26	WV Career Development Events	Morgantown
Sep 27	WVU Football - Marshall	Morgantown
Oct 4	WVU Football - Rutgers	Morgantown
Oct 11	WVU Football - Syracuse	Morgantown
Oct 22-25	National FFA Convention	Indianapolis
Oct 23	WVU Football - Auburn	Morgantown
Nov 10	Program and Policy Meeting	Morgantown
Jan 23-25	Winter Leadership Conference	Cedar Lakes
Feb 5-7	National Ag Ed Inservice	Indianapolis

### Email Addresses and Phone Numbers

<b>WVU-AGEE</b>	Office Fax	(304) 293-3752
Dr. Stacy A. Gartin	sgartin@wvu.edu	(304) 293-4832 ext. 4480
Dr. Harry N. Boone, Jr.	hnboone@wvu.edu	(304) 293-4832 ext. 4481
Dr. Deborah A. Boone	debby.boone@mail.wvu.edu	(304) 293-4832 ext. 4482
Alice Compton	alice.compton@mail.wvu.edu	(304) 293-4832 ext. 4484
Website	<a href="http://www.caf.wvu.edu/resm/ae">http://www.caf.wvu.edu/resm/ae</a>	
<b>WVDE</b>	Office Fax	(304) 558-1055
Keith Burdette	kburdett@access.k12.wv.us	(304) 558-2347
Jason Hughes	jehughes@access.k12.wv.us	(304) 558-2347
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Website	<a href="http://www.wvffa.org">http://www.wvffa.org</a>	

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and Consumer Sciences  
Division of Resource Management  
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