A COMPARATIVE STUDY OF COMMUNITY AND PROJECT 4-H CLUBS IN CALHOUN COUNTY, MICHIGAN

Thesis for the Degree of M. S.

MICHIGAN STATE UNIVERSITY

Rebecca K. Johnston

1960

V-057

138

A COMPARATIVE STUDY
OF COMMUNITY AND PROJECT 4-H CLUBS
IN CALHOUN COUNTY, MICHIGAN

By

REBECCA K. JOHNSTON

A THESIS

Submitted to the College of Agriculture of Michigan
State University of Agriculture and Applied
Science in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE

Institute for Extension Personnel Development

1960

ACKNOWLEDGMENT

The writer wishes to express sincere thanks and appreciation to Dr. George H. Axinn, Director of the Institute for Extension Personnel Development of Michigan State University, for the encouragement and direction given throughout the preparation of this thesis.

The author is also indebted to Dr. Sheldon G. Lowry, Associate Professor of Sociology and Anthropology, for advice and recommendations concerning the study.

The cooperation of the county Extension Staff, 4-H club leaders and members in Calhoun County, Michigan, was valuable throughout the study.

The committee reviewing the thesis consisted of Dr. Axinn; Dr. Lowry; Dr. Russell G. Mawby, Assistant Director of Extension, 4-H club work; Wilfred L. Veenendaal, Assistant Professor in Audio-Visuals; and Mrs. Mariam J. Kelly, Assistant Director of Extension, Home Economics.

Dr. William D. Baten, Professor of Statistics and Agricultural Experiment Station Statistician, provided advice and suggestions regarding the statistical procedures used for this study.

A COMPARATIVE STUDY
OF COMMUNITY AND PROJECT 4-H CLUBS
IN CALHOUN COUNTY, MICHIGAN

By

REBECCA K. JOHNSTON

AN ABSTRACT

Submitted to the College of Agriculture of Michigan
State University of Agriculture and Applied
Science in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE

Institute for Extension Personnel Development

1960

Approved _____

Rebecca K. Johnston

AN ABSTRACT

The future of any society depends upon how well it prepares its youth to think, to acquire knowledge necessary to make decisions, and to carry out the responsibilities of mature citizenship. Recognizing that the speed of change has become a well established pattern in our present society, it has become increasingly important that organizations for youth be constantly evaluated.

This study was designed to evaluate by comparative methods some characteristics of community and project 4-H clubs. The major theoretical hypothesis of this study was: community 4-H clubs will be more likely to exhibit certain characteristics; greater range of age in membership, higher mean age, larger percentage of older boys and girls enrolled, longer tenure of membership, greater sex ratio, greater member participation in county-wide events, greater evidence of prior group (continued) relationships among members, greater parental support and participation, greater evidence of member participation in other school and community organizations, meetings include a greater number of social and recreational activities, and meetings include a greater number of educational features (in addition to projects) than project 4-H clubs.

The data were obtained from Calhoun County, Michigan, partly from county records for the club year of 1958 and 1959 and the remainder from activity inventory sheets returned from 4-H club members and leaders based on the club year 1959 and 1960.

Individually the comparison of characteristics revealed some statistically significant differences between community and project clubs in Calhoun County. Community clubs had a greater range of age in membership, larger proportion of older boys and girls enrolled, longer tenure of membership, and a greater sex ratio. A statistically significant difference was not observed as to the mean age within the two groups.

The statistically significant differences as to trends indicated within the clubs which returned member and leader inventory blanks were: community club members participated in a greater number of county-wide activities, community club members received greater parental participation and support.

Significant differences were not observed between the two groups with respect to: the evidence of prior group (continued) relationships, member participation in other school and community organizations, social and recreational activities included in club meetings, and educational features (in addition to projects) included in club meetings.

This study was not designed to demonstrate that one type of club is of higher quality or is more successful than the other. Although measurements of participation may not be valid in measuring the educational outcomes of 4-H club work, they are, however, traditionally accepted as indicators of progress.

TABLE OF CONTENTS

LIST OF TABLES

Table | Page

Tables in the Appendix

CHAPTER I

INTRODUCTION

One consistent characteristic of Cooperative Extension Work since the beginning of its existence has been the necessity to shift programs and methods to meet the ever changing conditions and demands of society. The rate of change has been accelerated during the past decade and evidence points to an even faster acceleration in the future.[1] The future of any society depends upon how well it prepares its young people to make decisions and to carry out the responsibilities required of mature citizenship. Chance and circumstance cannot be relied upon to provide young people with the experience which will enable them to become useful, well informed, self reliant, responsible adults.[2] For this reason the programs provided by organizations for youth should be constantly evaluated.

Four-H club work has made rapid and commendable progress as a youth organization for more than fifty years, and the Cooperative Extension Service has just cause to be proud of its accomplishments. However, with the increasing number of youth living on farms and in rural and suburban areas, it is becoming increasingly important that methods and programs used by the Extension service be evaluated in order that the resources may be more effectively used in serving the needs of youth.[3]

---

[1]Subcommittee on Scope and Responsibility (Extension Committee on Organization and Policy) The Cooperative Extension Service Today, (1958), p. 7.

[2]Task Force Subcommittee (Extension Committee on Organization and Policy), A Guide to Extension Programs for the Future, (1959), p. 29.

[3]"Report of National 4-H Evaluation Committee", Jan., 1959, p. 1.

TIMES

PURPOSE OF THE STUDY

Four-H clubs are organized in a variety of ways in different states and in different counties within a state. However two types of organizations are used most frequently in Michigan. These are known as community and project 4-H clubs. This study has been designed to compare the two types of club organizations in an effort to answer the following questions:

1. Which type of organization has the greater range of age within club membership?
2. Is there a difference in the mean age of the two types of clubs?
3. Which type of club's membership will contain a greater number of members fourteen years of age and over?
4. Which type of club will have a longer tenure of individual club membership?
5. Is there a difference in the sex ratio among members of the two types of clubs?
6. Which type of club will have greater participation of club members in county-wide 4-H activities?
7. Which type of club has greater evidence of prior group or continued relationships among its members?
8. Which type of club will receive more parental participation and support?
9. Will members from one type of club belong to a larger number of community and school organizations than members from the other type of club?

10. Will one type of club program include more social and recreational activities than the other one?

11. Are educational features more likely to be included in one type of club program than the other?

The study was not designed to demonstrate that one type of club is of higher quality or is more successful than the other, for measurements of participation are not valid measurements of the educational outcomes of 4-H club work or any other educational endeavor.[4] These are not the only factors to be considered when analyzing the two clubs, however, for the purpose of this study, the analysis will be limited to those mentioned above. The study is exploratory in nature, and it provides information which will give background for further study as to the success and quality of the two types of organizations.

DEFINITION OF TERMS

Four-H Clubs are a part of the total Cooperative Extension Service Program sponsored by the United States Department of Agriculture, the Land Grant College in each state, and the county in which the clubs are located. These clubs are an educational organization for boys and girls from ten to twenty-one years of age. They meet regularly and with the help of an adult leader the members complete a project or projects in the field of Agriculture, Home Economics or related subject matter, (as forestry, photography, et cetera). In addition to this members learn to plan and take part in the club's

---

[4]Benard D. Joy, Statistical Measurements of 4-H Club Work with Special Reference to 1936, Cooperative Extension Work in Agriculture and Home Economics, Extension Service Circular 270, October, 1937, p. 2.

program of work for the year, as well as take part in recreational and community activities (for further information see The 4-H Story by Franklyn Reck, p. 159).

As pointed out above, 4-H clubs are organized differently in different areas. The two types of organizations which we will be concerned with for the purpose of this study, are community and project 4-H clubs.

A Community 4-H Club's membership is composed of both boys and girls who take projects in Agriculture, Home Economics and related subject matter. The membership and projects range from the first year to the more advanced. Range of projects is defined here as the area of subject matter which the club member plans to learn. The membership of most community clubs meet separately in small groups with a leader to receive instruction concerning the specific project which they are taking, (i.e., all club members taking a clothing project, or all club members taking a livestock project). These meetings are in addition to the regular community club meetings. The leader of the community club may or may not be the leader of one of the project groups. Those clubs whose membership does not meet separately for instruction concerning projects receive this during their regular club meetings.

A Project Club's membership may consist of both boys and girls. All members of the clubs are enrolled in the same project and they receive instruction concerning the project which they are taking during the regular club meetings. The range of projects is usually less than that of the community club, (i.e., clothing club, forestry club, food preservation club).

A 4-H project consists of information in Home Economics, Agriculture or related subject matter which has been planned or written in such a way that the leader and boy or girl may use it as a guide for a series of lessons on the subject.

Community may be defined as: any geographic area in which people interact with each other, interact as groups, and with institutions and businesses within the area.

The range of age in club membership refers to the age distribution among members. The difference between the oldest and youngest club members.

The mean age of the sample may be computed by multiplying the number of 4-H members in each age by that age, summarize the results, and divide the sum by the total number of members.[5]

The tenure of individual membership refers to the total number of years which each member of the sample has been enrolled in a 4-H club, including the present year.

Sex ratio refers to the quotient of boys in the sample divided by girls in the sample, and multiplied by 100 to determine the number of males per 100 females in the sample.

County-wide 4-H activities are those designated by the professional staff as being events to which members from all areas of the county are invited to participate, (i.e., exhibit at spring achievement, exhibit at county fair, demonstration contests, judging contests, style review, observance of 4-H club Sunday, 4-H club camp, observance of National 4-H Club Week, 4-H talent and fun festival, fall achievement

---

[5]William D. Batin, Experiment Statistician, Michigan Agricultural Experiment Station, from an interview.

day, county dairy judging contest, county livestock judging contest, crops and vegetable judging school, county beef club organization school, tractor operators and plowing contest, county 4-H rifle match, food preparation judging and training school, food preservation judging school, clothing judging school, and junior 4-H members demonstration day and others which all members from county are invited to participate in).

Prior group or continued relationships has reference to relationships which the boy or girl had before joining a club, as brothers, sisters, and best friends which are continued within the club.

Participation and Support of the 4-H club by parents of 4-H club members refers to: parents attendance of 4-H club meetings and county-wide 4-H club activities, parents participation in 4-H club meetings, provision of transportation to and from the club meetings, assistance given members in preparation for their participation in club meetings, and county-wide events, assistance given by parents in planning special activities of the club and advice given concerning the selection and completion of the 4-H project.

Participation in school and community organizations refers to the number of community and school organizations which the 4-H club members belong to now or have been members of during the past year. School organizations (i.e., choir, glee club, math club, pep club, band, F.H.A., F.F.A., or other organizations sponsored by the school). Community organizations refer to youth organizations sponsored by the church, boy scouts, girl scouts, Y.M.C.A., Y.W.C.A., Camp Fire Girls, and other organizations sponsored by the community.

Social and recreational activities. Social activities for the purpose of this study, are defined as activities which emphasize courtesy, conduct, manners, grooming, and boy-girl relationships. Recreational activities refer to games (quiet and active), folk and square dancing, music, dramatics, sports, crafts, hobbies, social dancing and other activities of a recreational nature.

Educational features are those in addition to projects which are included in the individual club programs designed to enhance the educational opportunities offered by the 4-H club's program, (i.e., safety, nature study, tour of farm or farms, tour of home or homes, tour of business establishments, talks or demonstrations given by people other than leaders and members of the club, educational movies or film strips and other features of an educational nature).

MAJOR HYPOTHESIS

The major theoretical hypothesis of this study is: Community 4-H clubs are more likely to exhibit certain characteristics, greater range of age in membership, higher mean age, larger percentage of older boys and girls enrolled, longer tenure of membership, greater sex ratio, greater member participation in county wide 4-H activities, greater evidence of prior group (continued) relationships among members, receive greater parental support and participation, greater evidence of member participation in other school and community organizations, meetings include a greater number of social and recreational activities, and meetings include a greater number of educational features in addition to projects, than project 4-H clubs.

These characteristics are generally associated in the literature with the effectiveness of 4-H club work.

In an effort to substantiate the major theoretical hypothesis, the following statistical sub-hypotheses will be tested.

SUB-HYPOTHESES

1. The membership of a community club will tend to have a greater range of age than the project club.
2. The membership of a community 4-H club will tend to have a higher mean age than a project club.
3. A community 4-H club's membership will tend to have a larger percentage of older (fourteen and above) 4-H club members than a project club.
4. The tenure of 4-H club members enrolled in a community club will tend to be longer than the tenure of members enrolled in a project club.
5. Community 4-H clubs tend to have a higher sex ratio than project 4-H clubs.
6. Those 4-H club members enrolled in a community club will tend to take part in a larger number of county-wide 4-H activities than those enrolled in a project club.
7. Prior group (continued) relationships are more likely to be evidenced in a community 4-H club than a project club.
8. Community 4-H clubs will tend to receive greater parental participation and support than project 4-H clubs.
9. Those boys and girls enrolled in community 4-H clubs are more likely to be members of other community and school organizations

than those enrolled in a project 4-H club.

10. A community 4-H club will tend to include in its meetings a greater number of educational features (in addition to project work) than a project club.

11. Community 4-H club meetings will tend to include a greater number of social and recreational activities than project clubs.

During the development of this study, the author reviewed literature which will be presented in the following chapter. It is hoped that this will give the reader a better understanding concerning the basis of this study.

CHAPTER II

REVIEW OF LITERATURE

A search of the literature concerning past research in the area of community and project 4-H clubs has not been helpful in terms of providing information concerning community and project 4-H clubs. Specific comparative studies of the two types of clubs were not found by this writer.

Several studies did however indicate findings which were used as a guide when selecting the variables used for this study. These are cited below in the order in which the sub-hypotheses are listed in Chapter I. Immediately following each is a rationale which offers some support for the statistical sub-hypotheses.

The Minnesota 4-H club program cites age distribution as one of the factors to consider when analyzing a 4-H program.[6] A study made in the New England States found that when both younger and older 4-H club members are enrolled in the same club, the younger members gain an understanding from the older members of the opportunities offered to them as 4-H club members.[7] The younger members also learn skills from the older member, either by example or by special leadership projects. The club with the greater range of age also offers the older 4-H club member more opportunity to accept respon-

---

[6]Mimeograph 250, April, 1958, Agricultural Extension Service, University of Minnesota, 1958.

[7]Four-H Club Work and High School Youth, A New England Cooperative Extension Publication, issued by the Extension Service, Massachusetts State College, May, 1947, p. 7.

sibility and develop leadership skills, by working with the younger members.

As a part of the study which Aiton made to determine the "vitality factors" of 4-H club work, he named as one of the indicators of high vitality the percentage of the total membership that is fourteen to twenty years of age.[8]

Community 4-H clubs usually have a membership of both boys and girls. Members may enroll in a variety of projects. Within these projects they are usually encouraged to explore a wide range of subject matter interests. Therefore, age range among members in community 4-H clubs will tend to be greater than in a project club. For these same reasons the community 4-H club will be more likely to have a higher mean age and a larger percentage of 4-H club members from fourteen to twenty years of age than a project club.

The tenure of individual membership has long been a concern of those working with 4-H clubs. In a study of a group of 2,453 former 4-H club members in eleven states, Shinn reported:

> "If the greatest values therefore are to be derived from 4-H club training and experience the challange to those responsible for the formulation and execution of the 4-H club program is to exert the greatest effort to secure reenrollment for as many years after the first as possible."[9]

Olson found that the various levels of 4-H experience showed a significant relationship to the adoption of improved farm practices, and this relationship showed a definite increase as the

---

[8]E. W. Aiton, "Background and Design for a Study of Vitality Factors in 4-H Club Programs", Ph.D. dissertation, Education, University of Maryland, 1956, p. 117.

[9]Erwin H. Shinn, A Study of a Group of 2,453 Former 4-H Club Members in Eleven States, Extension Circular 342, September, 1940.

number of years of participation in the 4-H program increased.[10] Other early work from Joy[11] and a recent publication, Facts and Trends,[12] show evidence of the importance of member tenure.

During the pre-adolescent years, youth develops an interest in the opposite sex.[13] Since both boys and girls are more likely to be enrolled in a community club than a project club, their chances for working together on activities are greater in a community club. This will usually promote more interest in club activities and will enable the club member to express a wider variety of interests. Community clubs also tend to offer more opportunity for club members to participate in various projects according to their interests and needs. It is the author's contention that they also offer more opportunity for planned recreation, social activities and participation in community activities, for the enrollment is usually larger. Due to the differences in the program opportunities offered by the two types of clubs, the individual club member enrolled in a community club will tend to have longer tenure than the club member enrolled in a project club.

Oregon cites a balance between boys and girls in the 4-H club

---

[10]Kenneth S. Olson, "The Relation of Selected Farmer's 4-H Experience to Their Adoption of Improved Farm Practices", Ph.D. Thesis, University of Wisconsin, 1959, p. 4.

[11]Benard D. Joy, Statistical Measurements of 4-H Club Work, with Special Reference to 1936, Cooperative Extension Work in Agriculture and Home Economics, Extension Service Circular 270, Oct. 1937, p. 23.

[12]"Minnesota 4-H Club Facts and Trends, 1959 Program", State 4-H Club Office, Agricultural Extension Service, Institute of Agriculture, University of Minnesota, St. Paul, Minnesota.

[13]T. T. Martin, 4-H Club Leader's Handbook, (New York: Harper and Brothers), 1956, p. 168.

THE

membership as one of the factors to be considered when analyzing the county 4-H club program.[14] Clark and Morgan also cite the number of boys and girls enrolled as one of the group characteristics to be used as a guide for studying a 4-H club.[15]

Community 4-H clubs will tend to be more equally divided by sex than project clubs because of the differences in program opportunities (indicated above) which may be offered by the two types of clubs.

Interests usually develop in both number and variety from early childhood into adolescence.[16] As pointed out by Breckenridge and Vincent, during these years there is a great need for activity, both physical and mental. These years are the ones of greatest range in hobby activities and interests. Objective criticism and a sense of responsibility can be developed because of this eager interest in work. One of the reasons cited for shyness, daydreaming and other retreats from activity among children is the lack of programs which provide enough activity for the child to develop.[17] New interests develop during the adolescent years as a result of the changes that have taken

---

[14]Mimeograph C-8937, April, 1960, Cooperative Extension Service, Oregon State College, 1960.

[15]Robert C. Clark and Julia E. Morgan, "Training the 4-H Leaders for More Effective Leadership", p. 63, as reported in Selected Readings on Effective Extension Work in 4-H Club and Y.M.W. Programs, edited by Robert C. Clark, 1955.

[16]Luella Cole, Psychology of Adolescence, 4th Edition, (New York: Rhinehart and Company), 1954, Chapter 1.

[17]Marion E. Breckenridge and E. Lee Vincent, Child Development, 3rd Edition, (Philadelphia, London: W. B. Saunders Company), 1956, pp. 431-432.

place in the physical and emotional development of the boy or girl.[18] They live in a larger community and have wider loyalties and interests, and should be encouraged to take part in county-wide activities as well as those within the community.[19]

Four-H club members need the opportunity to participate in worthwhile projects and activities in which they can assume responsibility and feel as though they have a part in achieving a goal beyond their selves. By taking part in these activities they increase their skill and abilities and have an opportunity to compare themselves with others.[20] Other studies and publications which cite evidence concerning the importance of member's participation in county-wide events may be found in Footnotes twenty-one, twenty-two and twenty-three.

Based upon personal experience it is the contention of the author that older 4-H club members will participate more often in county-wide activities than younger members. Also there will be a larger percentage of older members enrolled in a community 4-H club

---

[18]Elizabeth B. Hurlock, Developmental Psychology, (New York, Toronto, London: McGraw-Hill Book Company, Inc.), 1953, p. 233.

[19]Robert C. Clark and Julia E. Morgan, "Training the 4-H Leader for More Effective Leadership", p. 57, as quoted in Selected Readings on Effective Extension Work in 4-H Club and Y.M.W. Programs, edited by Robert C. Clark, May, 1955.

[20]June Wilkinson and Amilie Vassold, Michigan 4-H Leader's Guide, 4-H Club Bulletin 314A. Michigan State University Cooperative Extension Service.

[21]Improving 4-H Clubs, United States Department of Agriculture, P.A. 11, July, 1950, p. 6.

[22]Mimeograph 250, April, 1958, Agricultural Extension Service, University of Minnesota, 1958.

[23]Mimeograph 4-H - G26, Agricultural Extension Service, University of California, p. 1.

than a project club, and usually the younger members will be encouraged by the older members to take part in these activities. For these reasons 4-H club members enrolled in a community club will tend to take part in a larger number of county-wide activities than those enrolled in a project club.

According to Martin and Stendler, it is impossible to determine the exact importance of any social agent in the development of children, however it is clear that in the last generation the peer group has exerted more and more influence in the total socialization process.[24]

Hurlock explains that because it is important to the child to be an accepted member of the group to which he belongs, he becomes very susceptable to the suggestions of its members. Insecure in his status and afraid that he will be rejected by the other club members, he will conform to the standards set by them. If conflict arises between parental standards and those of the club, the child is likely to conform to the standards of the club. For this reason, it is desirable that the club to which the child belongs be composed of other children whose background and training are similar to his in their major aspects. This will not only reduce the amount of friction which might occur in the home, but will increase the child's feeling of security and belonging.[25]

In a study made of 203 4-H club members in the western states, Sabrosky reports that:

> "One fifth of these boys and girls who did not reenroll were in clubs in which their closest or 'best' friends

---

[24]William B. Martin and Cecelia Burns Stendler, Child Development, (New York: Harcourt Brace and Company), 1953, p. 467.

[25]Hurlock, op. cit., p. 146.

did not belong. In most of the cases where this was true, that was the reason why the boy or girl did not continue. We talk a lot about social grouping in our adult work, in the natural neighborhood, etc., but it might seem that we should consider the friendship pattern in youth work also."[26]

Additional studies citing evidence as to the importance of prior group (continued) relationships may be found in Footnotes twenty-seven and twenty-eight.

Community 4-H clubs encourage the participation of both boys and girls with various project interests as well as a wide range of projects within the club. Therefore, the chances for the club member's brothers, sisters and best friends to belong to the same club to which he belongs are greater in a community club than a project club.

It is generally recognized that parent cooperation is helpful to 4-H club work.[29] Four-H'ers gain a feeling of prestige when their family is interested in their activities. This support also gives them a feeling of personal security that should give them greater confidence in other activities outside the home.[30]

---

[26]Laurel K. Sabrosky, "4-H Studies and Training", Speech given at the Annual Conference of Wisconsin Extension Workers, September, 1953, p. 69, as reported in Selected Readings on Effective Extension Work in 4-H Club and Y.M.W. Programs, edited by Robert W. Clark, May, 1955.

[27]James H. Coop and Robert C. Clark, Factors Associated with Reenrollment in 4-H Clubs, Research Bulletin No. 195, Agricultural Experiment Station, University of Wisconsin, 1956, p. 16.

[28]M. L. Hawes, "Some Factors Involved in Non-reenrollment of First Year Club Members in Baltimore, Hartford, Howard and Montgomary Counties, Maryland", Thesis M.A., University of Maryland, 1952, summarized in Review of Extension Studies, Washington D.C., U.S.D.A., 1953, p. 27.

[29]Parents and 4-H Club Work, U.S.D.A., Washington, D.C., P.A. 95, March, 1950, p. 10.

[30]Meeting the Basic Needs of First Year 4-H Club Members, U.S.D.A., Federal Extension Service, P.A. 203, November, 1957, p. 6.

A study made by Coop and Clark shows that involvement of the parents in 4-H activities with some degree of behaviorial support seems to be a necessity if the club member is to meet the membership expectations.[31] The findings from the Western Region 4-H study of first year members found that one-half of the 203 boys and girls studied who did not reenroll did not have adequate parent assistance.[32] From the foregoing studies and the studies and evaluation measures listed below in Footnotes thirty-three and thirty-four, it appears that parent participation and support are of vital importance to the 4-H club program.

It is the contention of the writer that more members of the same family will tend to be enrolled in a community 4-H club than a project club due to the fact that club members may take projects according to their needs and interests; also due to the likelihood of other program differences. For these reasons the chances that the parents will participate in and support the community 4-H club are greater than the chances that they will participate in and support the project clubs for all of their children. Therefore community 4-H clubs will tend to receive greater parental participation and support than project clubs.

According to Conzemius:

"The primary 4-H goal, like that of many agencies is to contribute to the over-all emotional and social

---

[31]Coop and Clark, op. cit., p. 16.

[32]Sabrosky, op. cit., p. 66.

[33]Four-H Club Work and High School Youth, op. cit., p. 8.

[34]Mimeograph 250, University of Minnesota, op. cit., p. 1.

> development of the individual in order that he may be a capable, mature and happily adjusted citizen, able to participate and accept responsibility in a democratic society."[35]

This may be accomplished in part by the 4-H club program, but it seems desirable that club members take part in other school and community organizations as well, to contribute to their social and emotional growth. Minnesota cites participation in community and school activities as one of the criteria to be used when analyzing the youth phase of the extension program.[36]

Because of the likelihood of differences in program opportunities of the two types of clubs, and the fact that a community 4-H club's membership is usually larger than a project club, the club member may gain confidence in joining other organizations. It is the writer's contention that these differences will encourage the social development of the child and his ability to accept responsibility. Hence it seems logical that boys and girls enrolled in a community 4-H club are more likely to be members of other school and community organizations than members of a project club.

Any educational organization for children should provide activities in its plan of work that will help meet some of the basic needs and interests of the child.[37] In order to meet these needs, the

---

[35]Rosemary Conzenius, "Building a Sense of Community in Rural Areas", p. 52, as presented at the Eighty-third Annual Forum of the National Conference of Social Work. Group Work and Community Organization, (New York: Columbia University Press), 1956.

[36]Mimeograph 350, April, 1958, p. 1, Agricultural Extension Service, University of Minnesota.

[37]Murray Lee and Doris MacLee, The Child and His Curriculum, (New York, London: D. Appleton, Century Company), 1940, p. 168.

activities of the organization should be diversified to give periods of change and help fulfill the needs at his maturation level.

According to Kelsey and Hearne, leadership development is part of the fundamental aim of extension work.[38] Children differ in leadership qualities according to the skills they develop throughout childhood.[39] In order to further develop those leadership qualities through 4-H club work, it would seem desirable that the club's programs be as diversified as possible. This would give the person possessing the greatest skill or knowledge concerning the activity at hand an opportunity to lead. Also, diversified activities help the child develop skills along the lines in which he is interested and capable, which may be used to improve his leadership possibilities.

A community club usually has an organizational leader whose major responsibility is to help the club organize and plan club activities. For this reason more attention will usually be given to planning a diversified club program in a community 4-H club. A great deal of the project work is done during the club meetings in a project club, whereas project work is not usually done during the combined community 4-H club meetings. For this reason there is usually more time available for activities of a social, recreational and educational and educational nature in a community club.

Therefore the chances are greater that social, educational and recreational features will be included in a community club.

As previously discussed, measurements of participation are

---

[38]Lincoln David Kelsey and Cannon Charles Hearne, Cooperative Extension Work, (New York: Comstock Publishing Associates), 1955, p. 199.

[39]Breckenridge and Vincent, op. cit., p. 269.

not valid in evaluating the outcomes of 4-H club work, however the review of literature has indicated that they are traditionally accepted as "indicators of progress".[40] It is reasonable to assume that other variables will be felt in the results of the study, such as leader tenure, geographic distance, traditions within the population, economic conditions, social conditions and many others.

This review of literature provides a background for the information and findings presented in the following chapters.

---

[40]Joy, op. cit. p. 2.

CHAPTER III

METHODOLOGY

Population from Which Sample Was Drawn

The data for this study were secured from Calhoun County, Michigan, located in the south central section of Michigan. The total population in Calhoun County was 120,813, with sixty-eight percent classified as urban, twenty and four-tenths percent as rural non-farm and eleven and five-tenths percent as rural farm.[41] The largest population center was Battle Creek located in the northwest section of the county with a population of 48,666.[42]

The total 4-H club enrollment in the county during 1958-59 was 1,462 members, with forth-eight percent of the members classified as rural farm, thirty-one percent as rural non-farm and twenty-one percent as urban.

The 1,462 club members were enrolled in sixty-five clubs, consisting of twenty-nine project 4-H clubs and thirty-six community clubs.[43]

Selection of the Sample

A comparative approach was used for the study since emphasis was to be placed on some of the differences within the two types of

---

[41] Michigan Statistical Abstract, 2nd Edition, compiled by John P. Henderson, Michigan State University, Bureau of Business and Economic Research, P. 158, pp. 5-15.

[42] Michigan Statistical Abstract, op. cit., p. 18.

[43] 4-H Club Enrollment Cards, Calhoun County, Michigan, 1958-59.

clubs. A stratified random sample was obtained consisting of twenty community 4-H clubs and twenty project clubs selected from the sixty-five clubs in the county as recorded in the 1958-59 club records. The twenty project clubs selected had a total enrollment of three hundred thirty-eight members, and the community clubs selected had an enrollment of six hundred seventy-nine members. This sample was used to test the first five statistical sub-hypotheses presented in Chapter 1.

Data obtained from a mail questionnaire were used to test the remaining statistical sub-hypotheses. These data, as explained below, were based on the 1959-60 4-H club enrollment.

Methods Used to Obtain Data

To test the first five statistical sub-hypotheses, data were secured from the county 4-H club records in the following form:

1. Number of members enrolled for each year of member age within the two groups.
2. Total number of members enrolled within each of the two groups.
3. Number of boys enrolled in each of the two groups.
4. Number of girls enrolled in each of the two groups.
5. Number of years of tenure represented by the individual members enrolled in clubs of each group.

To obtain data to test the remaining sub-hypotheses, mail questionnaires (4-H club activity inventory blanks) were developed for club members and leaders based on the 1959-60 4-H club enrollment. The mail questionnaire was chosen as the most efficient means of obtaining the information needed from a representative number of members and leaders in terms of time and money available.

The inventory blanks were developed with the following

determinants in mind:

1. Information desired for study.
2. Expediency in filling out the questionnaire.
3. Appearance of the questionnaire.
4. Readability for the various ages of the club members.

The questions developed could be answered by filling in a number, a combination of answering yes or no in addition to circling a number on an index scale, answering questions with yes or no, and checking a special feature indicated on the inventory blank. Blanks were indicated for club members to add additional features.

After the initial activity inventory blanks were developed they were pre-tested informally by first year club members, a group of former club members and county extension agents. After pre-testing, the questions were refined and additions made as it was thought desirable in accordance with the observations and suggestions made by those pre-testing them. The inventory blanks for both members and leaders appear in the Appendix.

The inventory blanks and an instruction sheet for each leader were mailed to one leader representing each club, from the county extension office in Calhoun County, May the second, 1960. They accompanied the 4-H News Letter which is mailed to 4-H leaders each month. The agent included an article in the News Letter urging leaders cooperation in filling in and helping members to fill in the inventory blanks during their regular club meetings in May. Leaders were requested to return these to the county extension office not later than May twentieth, or immediately following their next club meeting. Stamped addressed envelops were enclosed for return.

A follow-up letter was sent from the county office on May the twenty-fourth.

The combined response from the clubs and leaders were:

Community 4-H Clubs

Number of clubs returning questionnaire	—— 18
Number of club members represented	—— 264
Number of leaders returning questionnaire	—— 17

Project 4-H Clubs

Number of clubs returning questionnaire	—— 12
Number of club members represented	—— 140
Number of leaders returning questionnaire	—— 11

The fact that the response from the questionnaire was not as high as the author had hoped may be attributed in part to the fact that they were mailed to leaders during a time in which the clubs were in transition from winter to summer programs, and many of the project clubs change leadership or discontinue for the year.

Tests were run on the data available and will be reported on in Chapter 4.

Methods Used to Analyize Data

The data were analyzed by comparing the numbers in the various catagories within the two sample groups, in terms of percentages and means. After consultation with Dr. William D. Batin,[44] the application of the statistical "t" test for significance was selected for testing statistical sub-hypotheses two, four, six, seven, eight, nine, ten and

---

[44] William D. Batin, Experiment Statistician, Michigan Agricultural Experiment Station, from an interview.

eleven. The "t" test used for comparing the two sample groups was "t" $= \frac{X_1 - X_2}{O_{dm}}$ where $\bar{X}$ = mean of one sample and $\bar{X}_2$ = mean of the other sample and O_{dm} = the standard error of the difference between two uncorrelated means. The degrees of freedom were determined from formula $N_1 - N_2 - 2$, where N_1 = number in the first sample and N_2 = number in the second sample.

The formula used for the chi square $\chi^2 = \sum \frac{(O_1 - E_1)^2}{E_1}$ where O_1 = actual frequency of cases in any catagory, E_1 = expected frequency of cases in any catagory and $\sum$ = the direction given to the sum overall catagories. The degrees of freedom may be obtained from formula K - 1 where K is the number of catagories you have.[45] The chi square was used to test hypotheses three and five.

The five percent level of significance was used as the confidence level for accepting or rejecting the statistical sub-hypotheses.

---

[45] J. Stanley Ahmann, Charles O. Neidt and James E. Wert, Statistical Methods in Educational and Psychological Research, (New York: Appleton, Century, Crafts, Inc.), 1954, pp.147-148.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Data Obtained from County Club Records

As indicated in Chapter Three, the data to test the first five statistical sub-hypotheses were obtained from the 1958 and 1959 4-H records in Calhoun County, Michigan. These are presented below.

Range of Age in Club Membership

The data obtained from the twenty project clubs concerning age of membership showed a range from ten to nineteen years of age, with eighty-nine club members enrolled ten years of age and under to one club member nineteen years of age. The corresponding data for community clubs showed a range of age within membership from ten to twenty years, with 124 members ten years of age and under and two members twenty years of age. A complete range of age according to membership of both project and community 4-H clubs is presented in Table A in the Appendix.

The data presented tends to support the statistical sub-hypothesis that the membership of a community 4-H club will tend to have greater range of age than a project club.

Mean Age

A comparison of the mean ages of members enrolled in the twenty project and community 4-H clubs was made by applying the standard "t" test. A significant difference was not revealed as recorded in Table 1.

TABLE 1

Differences of Mean Ages
in Community and Project 4-H Club Membership,
Calhoun County, Michigan, 1958 and 1959

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 679	12.83	110.48	4.24	.110
Project Clubs N = 338	12.11	92.48	5.05	

"t" needed for significance at the 5% level of confidence when N = 1,015 - 1.960.

The lack of a significant result leads to acceptance of the null hypothesis that there are no differences between the mean ages of those members enrolled in community 4-H clubs and those enrolled in project clubs. Therefore, it becomes necessary to reject the statistical sub-hypothesis that the membership of a community 4-H club will tend to have a higher mean age than a project club.

Club Members Fourteen Years of Age and Over

The next step was to determine if the percentage of older 4-H club members (fourteen years of age and over) enrolled in community and project 4-H clubs differed significantly. It was assumed that the sample of community and project clubs would have the same percentage of older 4-H club members enrolled as the total 4-H population, as shown in the Annual Report for County Extension Agents in Calhoun County, 1958-59. The percentage of older 4-H club members in the total 4-H population was .315. Thus it was found that the number of older

4-H club members expected in the project club sample consisting of 338 members was 106, and the number expected in the community club sample of 679 was 213. The actual number observed in the project club sample was seventy-four, and the actual number observed in the community clubs was 236.

The chi square test for significance was applied to the expected and actual numbers observed in the sample. It was found that $\chi^2 = 12.79$ when the critical value at the five percent level of confidence where K equalled one was 3.84. The significant result leads to the rejection of the null hypothesis that there is no difference in the percentage of older 4-H club members enrolled in community and project 4-H clubs. This tends to support the statistical sub-hypothesis that a community 4-H club's membership will tend to have a larger percentage of older (fourteen years and above) 4-H club members than a project club.

Tenure of Club Members

The means of the tenure represented by the membership of the twenty community and twenty project 4-H clubs were compared. To make the comparison a standard "t" test was used with the provision for the inclusion of F (frequency) of average tenure found within the two groups. The test revealed a significant difference in the tenure of membership as recorded in Table 2.

TABLE 2

Difference Between Mean Tenure of Membership
in a Community and Project 4-H Club,
Calhoun County, Michigan, 1958 and 1959

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 679	2.900	.748	.028	12.633
Project Clubs N = 338	2.310	.679	.036	

"t" needed for significance at 5% level of confidence when N = 1,015 - 1.960.

Since the obtained value of "t" was greater than the critical value of 1.960, there is cause for rejection of the null hypothesis that there is no difference in tenure of members enrolled in a community and project 4-H club. This in turn would tend to support the statistical sub-hypothesis that the tenure of 4-H club members enrolled in a community 4-H club will tend to be longer than the tenure of members enrolled in a project club.

Sex Ratio Among Members

It was found from the data that the sex ratio for community 4-H clubs was 61.6 and the sex ratio for project clubs was 22.9. To determine if there was a significant difference between the sex ratios of the two groups, it was assumed that the sample of community and project clubs would be expected to have the same sex ratio as the total 4-H population in the county. Based upon the Annual Report of County

Extension Agents for Calhoun County, 1958-59, the sex ratio for the total population was 51.0.

The chi square test for significance was applied to the expected and observed ratios. It was found that $\chi^2 = 17.50$. The critical value at the five percent level of confidence when K = 1 was found to be 3.84. Since the χ^2 obtained was significant, the null hypothesis that there was no difference in the sex ratio of the two groups was rejected. Thus the data tends to support the statistical sub-hypothesis that <u>community 4-H clubs tend to have a higher sex ratio than project 4-H clubs</u>.

Data Obtained from Member and Leader Inventory Sheets

In Chapter Three it was reported that 264 club member inventory sheets were returned from eighteen community clubs and 140 inventory sheets were returned from twelve project clubs. Of the 264 inventory sheets returned from community club members, twelve were not useable due to the fact that they were incomplete, and eight of the inventory sheets returned from project club members were not complete and therefore unuseable. Thus the sample consisted of 252 inventory sheets from community 4-H club members and 132 inventory sheets from project club members.

The 0 catagory was not supplied in question number two of the activity inventory sheet for club members due to an oversight of the writer, if no organizations were checked in answer to this question, the data were tabulated on the basis that member filling in the inventory sheet belonged to no organizations. The information from this section of the inventory sheet was used to test statistical sub-hypothesis number nine.

In an effort to eliminate some possibility of bias, those first year members who had not been enrolled for a sufficient length of time to take part in county-wide activities during the previous summer and fall were eliminated from the section of the inventory sheet concerning county-wide activities, and parent participation.

Thus twenty-one members were eliminated from project clubs and eighteen were eliminated from community clubs.

The information from these sections was used to test statistical sub-hypotheses six and eight. In addition, those club members who indicated that their parents were leaders of the club to which they belonged were eliminated from the section of the inventory sheet concerning parent participation. Fifty-nine members from community clubs and twenty-six members from project clubs indicated that their parents were leaders. This is recorded in Table B in the Appendix. The information from this section was used to test statistical sub-hypothesis number eight.

The information obtained from the inventory blanks from club members was used to test statistical sub-hypotheses six, seven, eight and nine.

The information obtained from the seventeen leader activity inventory sheets returned from the community 4-H clubs, and the eleven activity inventory sheets returned from the project clubs was used to test hypotheses ten and eleven. Due to an oversight of the writer the 0 catagory was not supplied in question number one of the leader inventory sheet. If no activities were reported the data were tabulated on the basis that the club did not include these in their program.

The data obtained from the member and leader activity inventory

blanks is presented below.

Participation of Club Members in County-wide Activities

The number of county-wide activities in which community and project 4-H club members had participated during the past year as reported on the member inventory blanks were tabulated, according to member participation in each activity. This is recorded in Table C in the Appendix.

The mean number of county-wide activities in which community and project 4-H club members had participated were compared with a "t" test. A significant difference was revealed. The results are recorded in Table 3.

TABLE 3

Difference in Mean Participation of Community and Project 4-H Club Members in County-wide Activities, Calhoun County, Michigan, 1959 and 1960

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 234	3.81	2.16	.141	2.948
Project Clubs N = 111	3.12	1.86	.185	

"t" needed for significance at the 5% level of confidence when N = 343 - 1.960.

The significant result leads to the rejection of the null hypothesis that there is no difference between the participation in county-wide activities of members enrolled in community and project

4-H clubs. This tends to support the statistical sub-hypothesis that those 4-H club members enrolled in a community club will tend to take part in a greater number of county-wide 4-H activities than those enrolled in a project club.

Evidence of Prior Group or Continued Relationships

Evidence of prior group or continued relationships among members of community and project 4-H clubs was determined by asking members to answer the following questions:

1. Immediately after you joined this 4-H club, how many of its members did you meet for the first time?
2. Before you joined this 4-H club, how many of the members did you know well and spend a lot of time with?
3. How many members did you know pretty well but not spend a lot of time with?
4. How many members did you know before you joined but not as well as mentioned above?

The data were tabulated and recorded in Tables 4, 5, 6 and 7.

TABLE 4

Number of Members Met for the First Time
Immediately After Joining 4-H Club
Calhoun County, Michigan, 1960

Number of Members	Community Club		Project Club		Total	
	No.	%	No.	%	No.	%
0	68	27.0	46	34.8	114	29.7
1 - 5	88	34.9	45	34.1	133	34.6
Over 5	96	38.0	41	31.1	137	35.7
Total	252	99.9	132	100.1	384	100.0

Slight differences were revealed in the number of members met for the first time within both types of clubs. Both reported that approximately one-third of the members met between one and five members for the first time with a slightly higher percentage (.9) reported by community club members. Approximately one-third of the members also reported having met over five members for the first time with community clubs indicating a larger percentage (7.9). The data also revealed that a large percentage of members within both types of clubs met no members for the first time, with a somewhat higher percentage (7.) reported by members of project clubs. This indicates that community club members met a larger percentage of club members for the first time after joining the club than project club members.

TABLE 5

Number of Members Known and Spent a Lot of Time With
Before Joining 4-H Club
Calhoun County, Michigan, 1960

Number of Members	Community Club		Project Club		Total	
	No.	%	No.	%	No.	%
0 - 2	61	24.2	49	37.1	110	28.6
3 - 6	94	37.3	40	30.3	134	34.9
Over 6	97	38.5	43	32.6	140	36.5
Total	252	100.0	132	100.0	384	100.0

Some differences in the two groups were revealed as to the percentage of club members known well and spent a lot of time with before joining the club (Table 5). A higher percentage (12.9) of project

club members reported knowing a range of zero to two members within their clubs than community club members. Whereas a higher percentage (7.) of community club members reported knowing a range of three to six of the members and a larger percentage (6.1) of the club members knowing over six members. This indicates that community club members knew and spent a lot of time with a somewhat larger percentage of members before joining the club than those enrolled in a project club.

TABLE 6

Number of Members Known Pretty Well
but Did Not Spend a Lot of Time With,
Calhoun County, Michigan, 1960

Number of Members	Community Club		Project Club		Total	
	No.	%	No.	%	No.	%
0 - 2	58	23.0	37	28.0	95	24.7
3 - 6	84	33.3	44	33.3	128	33.3
7 - 15	92	36.5	35	26.5	127	33.0
Over 15	18	7.1	16	12.1	34	8.9
Total	252	99.9	132	99.9	384	99.9

As indicated in Table 6 some differences were revealed between the two groups, concerning the percentage of members known pretty well, but did not spend a lot of time with. A larger percentage (5.) of project club members reported knowing between zero to two members than members of community clubs. Members of community clubs reported knowing a higher percentage (10.) ranging from seven to fifteen members. Of those knowing over fifteen members within the club, project clubs

reported a higher percentage (5.). This indicates that members of community 4-H clubs knew but did not spend a lot of time with a slightly higher percentage of its membership than did members enrolled in project clubs.

TABLE 7

Number of Members Known
But Not as Well As Those Mentioned Previously
Calhoun County, Michigan, 1960

Number of Members	Community Club		Project Club		Total	
	No.	%	No.	%	No.	%
0	50	19.8	48	36.3	98	25.5
1 - 5	109	43.2	48	36.3	157	40.9
Over 5	93	37.0	36	27.3	129	33.6
Total	252	100.0	132	99.9	384	100.0

Considerable differences were revealed as to the percentage of members known but not reported in the previous questions (Table 7). Project club members reported a higher percentage (16.5) of members knowing no members which had not been previously mentioned than community club members. Community club members reported knowing a higher percentage (6.9) of members ranging from one to five which had not been mentioned previously than members of project clubs. Also a higher percentage (9.9) of community club members reported knowing over five members. This indicates that project club members knew a smaller percentage of members not reported in the previous questions than members of community clubs.

To determine if there was as significant difference of prior group (continued) relationships evidenced in community and project 4-H clubs, the mean number of members known well and spent a lot of time with (as reported by the members of the two groups) were compared with a "t" test. A significant difference was not observed. Results are reported in Table 8.

TABLE 8

Difference of Prior Group Relationships Evidenced Within Membership of Community and Project 4-H Clubs, Calhoun County, Michigan, 1960

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 252	6.734	5.480	.346	1.720
Project Clubs N = 132	5.454	7.530	.659	

"t" needed for significance at the 5% level of confidence when N = 382 - 1.960.

Since the "t" obtained was not significant, the null hypothesis that there is no difference in prior group relationships evidenced within the membership of community and project 4-H clubs is accepted. Therefore the statistical sub-hypothesis that prior group (continued) relationships will tend to be evidenced more often within the membership of a community 4-H club than a project club is rejected.

Participation in and Support of the 4-H Club by Parents of the Members

To test the statistical sub-hypothesis relating to parental

participation and support, questions were included in the member inventory blank concerning: parents' attendance at 4-H club meetings and county-wide activities, parents' participation in 4-H club meetings, provision of transportation to and from the club meetings, assistance given to club members in preparation for their participation in club meetings and county-wide events, assistance given by parents in planning special activities of the club and advice given concerning the selection and completion of the 4-H project.

The data obtained from the inventory blanks relating to parent participation over a period of one year is presented below in Tables 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20.

TABLE 9

Parents' Attendance at Club Meetings
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	128	73.1	53	62.3
No	47	26.9	32	37.6
Total	175	100.0	85	99.9
Number of Times				
0	47	26.9	32	37.6
1	24	13.7	17	20.0
2	25	14.3	12	14.1
3	34	19.4	11	12.9

TABLE 9 (Continued)

Number of times	Community Clubs		Project Clubs	
	No.	%	No.	%
4	16	9.1	6	7.0
5	6	3.4	2	2.3
Over 5	23	13.1	5	5.9
Total	175	99.9	85	99.9
Median	2.2		1.1	

The chi square test for significance was applied to the number of members indicating yes and no as to parents' attendance of club meetings. This did not reveal a significant difference in the number of different parents attending community and project 4-H clubs.

Data showed some differences as to percentage of parents attending the meetings of the two types of clubs as brought out in Table 9 which may imply that a larger percentage of the same parents attend community club meetings than parents of project club members. Also a 10.7 larger percentage of members of project clubs reported no attendance by parents.

Some difference was shown as to the median number of times parents attend the two types of clubs (2.2 for community club meetings and 1.1 for project clubs).

TABLE 10

Parents' Participation in Club Meetings
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	104	59.4	49	57.6
No.	71	40.5	36	42.3
Total	175	99.9	85	99.9
Number of Times				
0	71	40.3	36	42.3
1	43	24.5	25	29.5
2	24	13.8	19	22.3
3	13	7.4	2	2.3
4	3	1.7	0	.0
5	4	2.9	1	1.1
Over 5	17	9.7	2	2.3
Total	175	100.0	85	99.9
Median	.9		.8	

The number answering yes or no as to parent participation in club meetings was tested for significance by application of the chi square test for significance. A significant difference was not revealed as to the number of different parents participating in community and project 4-H clubs.

As shown in Table 10, 21.7% of the parents in community clubs participated in three or more meetings whereas only 5.7% of the parents of project club members participated in three or more meetings. The difference in median number of times parents participated was .1 higher in community clubs.

TABLE 11

Parents' Provision of Transportation to and from Club Meetings
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	139	79.4	64	75.3
No	36	20.5	21	24.7
Total	175	99.9	85	100.0
Number of Times				
0	36	20.5	22	25.9
1	17	9.7	5	5.9
2	17	9.7	14	16.5
3	16	9.1	9	10.5
4	10	5.7	7	8.2
5	14	8.0	4	4.7
Over 5	65	37.1	24	28.2
Total	175	99.8	85	99.9
Median	3.7		2.7	

The number of members indicating yes and no as to parents' provision of transportation were compared for significance by application of the chi square test, a significant difference as to the number of different parents furnishing transportation to and from club meetings was not revealed.

The data indicated slight differences in percentages as to transportation furnished by parents, which may be observed from Table 11. Parents of project club members indicated a slightly larger percent who failed to furnish any transportation.

The median number of times which parents furnished transportation is slightly higher in the community club (3.7 as compared to 2.7).

TABLE 12

Parents' Assistance to Club Members
in Planning or Preparing a Demonstration for Club Meeting
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	60	34.3	33	38.8
No	115	65.7	52	61.2
Total	175	100.0	85	100.0
Number of Times				
0	115	65.7	52	61.2
1	20	11.4	20	23.5
2	12	6.9	5	5.9
3	4	2.3	0	.0

TABLE 12 (Continued)

Number of Times	Community Clubs		Project Clubs	
	No.	%	No.	%
4	2	1.1	4	4.7
5	9	5.1	1	1.1
Over 5	13	7.4	3	3.5
Total	175	99.9	85	99.9
Median	.3		.3	

The chi square test for significance was applied to the number answering yes and no as to receiving help from parents when preparing a demonstration for a club meeting. A significant difference was not revealed as to number of different club members receiving parental help, when planning or preparing a demonstration for a club meeting.

As presented in Table 12, the data indicated little difference between the two groups in the percentage of club members receiving help from parents when planning or preparing a demonstration. It should be noted that over 50% of both groups reported receiving no help.

The median in both groups was less than 1 (.3).

TABLE 13

Assistance Received from Parents by Members
in Preparation for Responsibility as a Club Officer
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	41	23.4	27	31.7
No	134	76.5	58	68.2
Total	175	99.9	85	99.9
Number of times				
0	134	76.5	58	68.3
1	10	5.7	10	11.8
2	9	5.1	9	10.5
3	1	.5	1	1.2
4	4	2.3	2	2.3
5	4	2.3	1	1.1
Over 5	13	7.4	4	4.7
Total	175	99.8	85	99.9
Median	.3		.2	

Number of members indicating yes or no as to parents' assistance in preparation for responsibility as a club officer of the two groups were compared for significance by application of a chi square test. A significant difference was not revealed concerning the number of different parents assisting.

Slight difference was revealed concerning the number of different members receiving assistance from parents, concerning their duties as club officers. Over 60% received no help in both groups as shown in Table 13.

There was very little difference observed in the median number of times (.1) which club members had received assistance.

TABLE 14

Assistance Received from Parents by Members in Preparation for Responsibility as Chairman or Member of a Committee Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Club		Project Club	
	No.	%	No.	%
Yes	68	38.9	23	27.0
No	107	61.1	62	73.0
Total	175	100.0	85	100.0
Number of times				
0	107	61.1	62	73.0
1	22	12.5	17	20.0
2	15	8.5	4	4.7
3	16	9.1	0	.0
4	2	1.1	0	.0
5	0	.0	0	.0
Over 5	13	7.4	2	2.3
Total	175	99.7	85	100.0
Median	.3		.2	

The chi square test for significance was applied to the number answering yes and no concerning assistance received from parents in preparation for committee responsibility. This revealed no significant difference within the two groups, relating to the number of different members which had received parental help concerning their responsibilities as chairman or member of a committee.

The data revealed that a large percentage of the members of both community (61.1) and project clubs (73.0) had received no parental help when preparing for club responsibilities. Very little difference (.1) is shown in the median number of times parents had helped members prepare for committee responsibility.

TABLE 15

Assistance Given by Parents in Planning Special 4-H Club Activities
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	58	33.1	26	30.5
No	117	66.9	59	69.4
Total	175	100.0	85	99.9
Number of times				
0	117	66.9	59	69.9
1	16	9.1	16	18.9
2	13	7.4	2	2.3
3	9	5.1	2	2.3
4	6	3.4	4	4.8

TABLE 15 (Continued)

Number of times	Community Clubs		Project Clubs	
	No.	%	No.	%
5	3	1.7	1	1.1
Over 5	11	6.3	1	1.1
Total	175	99.9	85	99.9
Median	.2		.2	

Number of members in sample of community and project 4-H clubs who indicated yes or no as to parents' assistance in planning special activities for the club to which they belonged were compared by application of a chi square test. A significant difference was not revealed, concerning the number of different parents who had assisted in planning special activities for the two types of clubs.

One important trend revealed was the fact that over two-thirds of the parents in both groups had not served on any committees to plan special activities. No difference between the two groups was observed in the median number serving on committees to plan special club activities.

TABLE 16

Parents' Attendance at County-wide 4-H Club Activities
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	134	76.6	57	67.1
No	41	23.4	28	32.9
Total	175	100.0	85	100.0
Number of times				
0	41	23.4	28	32.9
1	34	19.4	30	35.3
2	33	18.9	13	15.3
3	17	9.7	8	9.4
4	9	5.1	2	2.3
5	7	4.0	0	.0
Over 5	34	19.4	4	4.7
Total	175	99.9	85	99.9
Median	1.9		1.	

The chi square test for significance was applied to the number answering yes and no concerning parents' attendance of county-wide 4-H club activities. A significant difference between community and project 4-H clubs was not revealed in the number of different parents attending county-wide 4-H club activities.

As presented in Table 16 the data revealed some differences as to the percentage of parents attending county-wide 4-H club activities. Parents of project club members were reported to have a larger percentage attending one activity, whereas parents of community clubs were reported as attending a larger percentage ranging from two to over five activities.

The median number of activities attended by parents of community club members was slightly higher (.9) than the median number of activities attended by project club members.

TABLE 17

Parental Assistance Given to Club Members
in Preparation for Their Participation in County-wide Events
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	95	54.3	46	54.1
No	80	45.7	39	45.9
Total	175	99.9	85	100.0
Number of times				
0	80	45.7	39	45.9
1	23	13.1	21	24.7
2	27	15.4	9	10.5
3	12	6.9	10	11.7
4	11	6.3	2	2.4
5	6	3.4	3	3.5

TABLE 17 (Continued)

Number of times	Community Clubs		Project Clubs	
	No.	%	No.	%
Over 5	16	9.1	1	1.2
Total	175	99.9	85	99.9
Median	.8		.7	

Number of members in the sample of community and project 4-H clubs who indicated yes or no as to parental assistance received in preparation for county-wide events were compared by application of a chi square test for significance. A significant difference was not revealed between the two types of clubs as to the number of different members receiving parental assistance.

As presented in Table 17 the data revealed that parents of project 4-H club members were reported to have a larger percentage of parental assistance given to club members in preparation for one and two county-wide events than community club members. This consisted of 35.1% for project club members as compared to 28.5% for community club members. Whereas community club members reported receiving a larger percentage of parental assistance ranging from three to over five county-wide events (25.7%) than project clubs (18.6%). It should also be noted that approximately 45% of the members of both groups were reported as receiving no parental assistance. The median for community clubs was .8 as compared to .7 for project clubs.

TABLE 18

Parental Help Given to Member
Concerning Selection of Equipment for 4-H Project
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	153	87.4	66	77.6
No	22	12.5	19	22.3
Total	175	99.9	85	99.9

A chi square test for significance was applied to the number answering yes and no within the two groups as to parental help given in selection of equipment for 4-H project. A significant result was obtained which revealed that the community club members in the sample reported receiving significantly more help from parents concerning selection of equipment for their project than project 4-H club members.

TABLE 19

Parental Advice Given to Club Member Concerning Project
Calhoun County, Michigan, 1959 and 1960

Member Indication	Community Clubs		Project Clubs	
	No.	%	No.	%
Yes	167	99.4	73	85.9
No	8	4.5	12	14.1
Total	175	99.9	85	100.0

A chi square test for significance was applied to the number indicating yes and no within the two groups, as to parental advice given concerning their project. The data revealed that the community club members in the sample had received significantly more advice from parents concerning their project than project 4-H club members.

To test the statistical sub-hypothesis concerning parent participation and support the replies to all questions included in the member inventory blank relating to this were combined.

A comparison of the mean parent participation and support as reported by the eighteen community clubs and twelve project clubs was made by application of the "t" test. A significant difference was observed and is reported in Table 20.

TABLE 20

Difference in Mean Parent Participation and Support of Community and Project 4-H Clubs Calhoun County, Michigan, 1959 and 1960

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 175	16.800	9.700	.734	4.217
Project Clubs N = 85	12.329	7.106	.775	

"t" needed for significance at the 5% level of confidence when N = 258 - 1.960.

The significant result leads to the rejection of the null hypothesis that there is no difference between the parent participation

and support in community and project 4-H clubs. The data gives some support to the statistical sub-hypothesis that community 4-H clubs will tend to receive greater parental participation and support than project 4-H clubs.

Membership in Community and School Organizations

Membership in community and school organizations during the past year as reported by the sample of community and project 4-H club members was tabulated according to individual membership in both types of organizations. This is recorded in Table D in the Appendix.

Mean number of school and community organizations in which community and project 4-H club members had indicated membership were compared with a "t" test. A significant difference was not revealed as recorded in Table 21.

TABLE 21

Comparison of the Mean Membership
in Community and School Organizations
Calhoun County, Michigan, 1959 and 1960

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 252	2.269	1.790	.113	1.531
Project Clubs N = 132	1.954	2.010	.176	

"t" needed for significance at the 5% level of confidence when N = 382 - 1.960.

Since the "t" obtained was not significant the null hypothesis, that the community club's membership in community and school organizations is equal to the project club's membership in community and school organizations is accepted, which leads to the rejection of the statistical sub-hypothesis that the members of a community 4-H club will tend to be members of other community and school organizations more often than members of a project 4-H club.

Educational Features of Clubs

The number of educational features included in meetings of community and project 4-H clubs during the past year, as reported in the 4-H club activity inventory leader blank, were tabulated according to the number indicated in each catagory. This is recorded in Table E in the Appendix.

The number of times indicated in each catagory were combined and the mean number of educational features included in community and project clubs were compared with a "t" test. A significant difference was not revealed. The results are recorded in Table 22.

TABLE 22

Difference in Mean Educational Features
Included in Community and Project 4-H Club Meetings
Calhoun County, Michigan, 1959 and 1960

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 17	5.05	4.57	1.14	.726
Project Clubs N = 11	3.63	5.04	1.59	

"t" needed for significance at the 5% level of confidence when N = 26 - 2.779.

Since the "t" obtained was not significant the null hypothesis that there is no difference in the educational features included in community and project 4-H club meetings is accepted.

Therefore the statistical sub-hypothesis that a community 4-H club will tend to include in its meetings a greater number of educational features (in addition to project work) than a project 4-H club is rejected.

Social and Recreational Activities of the Club

The social and recreational activities included in the meetings of community and project 4-H clubs during the past year, as reported in the 4-H club activity inventory blank for leaders, were tabulated according to the number of times each activity had been included in the meetings of the two types of clubs. This is recorded in Table F in the Appendix.

Then the number of times reported in each catagory were combined and the mean number reported for community and project 4-H clubs were compared with a "t" test. A significant difference was not revealed. The results are recorded in Table 23.

TABLE 23

Difference in Mean Social and Recreational Activities Included in Community and Project 4-H Club Meetings Calhoun County, Michigan, 1959 and 1960

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 17	15.941	8.467	2.116	1.340
Project Clubs N = 11	11.363	8.476	2.682	

"t" needed for significance at the 5% level of confidence when N = 26 - 2.779.

Since the "t" obtained was not significant the null hypothesis that there is no difference in the number of social and recreational activities included in meetings of community and project clubs is accepted. Therefore the statistical sub-hypothesis that community 4-H club meetings will tend to include a greater number of social and recreational activities than project club meetings is rejected.

Tenure of Club Members

The tenure of community and project 4-H club members as reported on the member inventory blank may be found in Table G in the Appendix. The mean tenure of the two groups was compared by application of the "t" test. The test revealed that the community club members had a significantly higher tenure than the project club members.

TABLE 24

Comparison of Mean Member Tenure of Community and Project 4-H Clubs as Reported in Member Inventory Blanks Calhoun County, Michigan, 1959 and 1960

Clubs	Mean	Standard Deviation	Standard Error of the Mean	"t"
Community Clubs N = 245	3.391	2.147	.137	4.308
Project Clubs N = 132	2.568	1.526	.132	

"t" needed for significance at the 5% level of confidence when N = 377 - 1.960.

The test was applied to determine if the sample returning the member inventory sheets differed from the sample obtained from the county records. A difference may be noted in that the "t" obtained from the office records was 12.633 whereas the "t" obtained from the inventory sheets was 4.308. The test also gives further support to the hypothesis that members enrolled in a community club will tend to have longer tenure than members enrolled in a project club.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was exploratory in nature and designed to evaluate by comparative methods some of the characteristics of community and project 4-H clubs. The major theoretical hypothesis of this study has been: Community 4-H clubs will be more likely to exhibit certain characteristics; greater range of age in membership, higher mean age, larger percentage of older boys and girls enrolled, longer tenure of membership, greater sex ratio, greater member participation in county-wide 4-H activities, greater evidence of prior group (continued) relationships among members, receive greater parental support and participation, greater evidence of member participation in other school and community organizations, meetings include a greater number of social and recreational activities, and meetings include a greater number of educational features (in addition to projects), than project 4-H clubs.

As stated earlier, this study was not designed to demonstrate that one type of club is of higher quality or is more successful than the other, for measurements of participation may not be valid as criteria which evaluate educational outcomes of 4-H club work. They are, however, traditionally accepted as indicators of progress.

The data were obtained from Calhoun County, Michigan. Part was secured from the 1958-59 4-H club records in the county. This data consisted of a stratified sample with twenty community and project 4-H clubs selected randomly from the twenty-nine project clubs and

thirty-six community clubs in the county. The remainder of the data were obtained from activity inventory blanks returned from 4-H club members and leaders based on the 1959 and 1960 4-H club program.

The data obtained from the 1958 and 1959 4-H club records in the county revealed that the range of age among members of community and project clubs in Calhoun County was slightly higher in community clubs. The mean age of community club members was somewhat higher than the mean age of project club members, however when they were compared statistically, there was not a significant difference. The data also revealed that tenure of members enrolled in community clubs was significantly higher than tenure of members enrolled in project clubs. The sex ratio of members, and the percentage of older 4-H club members (14 and above) enrolled in community clubs was found to be significantly higher statistically, than members enrolled in project clubs.

In light of the limited response to the activity inventory blanks of both members and leaders, statements made concerning the remaining characteristics are not generalized to the entire 4-H club population in Calhoun County. They are confined to trends indicated within the eighteen community and twelve project 4-H clubs returning the blanks. This data was based on the 1959 and 1960 club year.

The data revealed that members of community 4-H clubs had participated in a significantly larger number of county-wide activities during 1959 and 1960 than members of project clubs. A significant difference between the two types of clubs as to prior group (continued) relationships or member participation in community and school organizations during 1959 and 1960 was not evidenced. Parents' participation in and support of clubs was reported by members to be significantly higher in community clubs than project clubs.

The social and recreational activities included in the meetings of the two types of clubs (as reported by leaders of seventeen community clubs and eleven project clubs) was somewhat higher in community clubs, however a significant difference between the two types of clubs was not revealed. Leaders also reported a slightly higher number of educational features included in community club meetings, but the difference was not statistically significant.

The generalizations made refer only to Calhoun County and trends revealed in some clubs within the county. The writer suggests that similar studies be made in other counties in order that the data might be compared. The writer also suggests that research be done as to why these characteristics appear more often in one type of club than the other.

Recognizing that situations will vary from county to county, which may determine to a large extent the type of organization used for 4-H club work, if these characteristics which have shown significant differences are desirable, this study indicates that the organization of community clubs might well be encouraged.

A P P E N D I X

TABLE A

RANGE OF AGE IN CLUB MEMBERSHIP

CALHOUN COUNTY, MICHIGAN, 1958 AND 1959

Age	Community Club	Project Club
10 & under	124	89
11	121	64
12	115	75
13	83	36
14	68	23
15	54	21
16	47	18
17	40	7
18	16	4
19	9	1
20	2	
Total	679	338

TABLE B

MEMBERS WHO REPORTED THAT THEIR PARENTS WERE LEADERS OF THE CLUB TO WHICH THEY BELONGED CALHOUN COUNTY, MICHIGAN, 1959 AND 1960

Members Reporting	Community Club		Project Club	
	No.	%	No.	%
Yes	59	23.4	26	19.6
No	193	76.5	106	80.3
Total	252	99.9	132	99.9

TABLE C

MEMBER PARTICIPATION IN COUNTY-WIDE ACTIVITIES

CALHOUN COUNTY, MICHIGAN, 1959 AND 1960

Activities	Community Club N = 234		Project Club N = 111		Total N = 345	
	No.	%	No.	%	No.	%
Exhibit at Spring Achievement	171	73.0	70	63.0	241	69.9
Exhibit, County Fair	198	84.6	60	54.0	258	74.7
Other Activities	138	58.9	57	51.4	195	53.6
Number	25	10.7	15	13.5	40	11.8
Observance, 4-H Club Sunday	39	16.6	23	20.7	62	17.9
Attend 4-H Club Camp	45	19.2	11	9.9	56	16.2
Activities during Nat.4-H Club Week	9	.4	20	18.0	29	8.4
4-H Talent and Fun Festival	20	8.5	7	6.3	27	7.8
Fall Achievement Day	95	40.5	38	34.2	133	38.5
Dairy Judging Contest	12	5.1	3	2.7	15	4.3
Livestock Judging Contest	8	3.4	2	1.8	10	2.9
Crops and Vegetable Judging School	7	3.0	2	1.8	9	2.6
County Beef Club Organizational Sch'l.	3	1.3	0	.0	3	.9
Tractor Operators & Plowing Contest	6	2.6	0	.0	6	1.7
4-H Rifle Match	9	3.8	1	.9	10	2.9

TABLE C (Continued)

Activities	Community Club N = 234		Project Club N = 111		Total N = 345	
	No.	%	No.	%	No.	%
Food Preparation Judging & Training Sch.	33	14.1	6	5.4	39	11.3
Food Preservation Judging School	15	6.4	4	3.6	19	5.5
Clothing Judging School	28	11.9	20	18.0	48	13.9
Junior Demonstration Day	13	5.5	6	5.4	19	5.5
Horse Show			2	1.8	2	.5
Beef Tour	6	2.5			6	1.7
Horse Judging	3	1.3			3	.9
Tour of Dairy	5	2.1			5	1.4
Garden Tour	4	1.7			4	1.1

TABLE D

MEMBER PARTICIPATION IN SCHOOL AND COMMUNITY ORGANIZATIONS DURING PAST YEAR

CALHOUN COUNTY, MICHIGAN, 1959 AND 1960

School Organizations

Number of Organizations	Community Club		Project Club		Total	
	No.	%	No.	%	No.	%
None	97	38.5	69	52.2	166	43.2
1	80	31.7	32	24.2	112	29.1
Over 1	75	29.7	31	23.5	106	27.7
Total	252	99.9	132	99.9	384	100.0

Community Organizations

Organizations Checked	Community Club N = 252		Project Club N = 132		Total N = 384	
	No.	%	No.	%	No.	%
Checked no Organization	73	28.9	52	39.3	125	32.5
Youth Organization sponsored by Church	97	38.4	52	39.3	149	38.8
Other Church Group	53	21.0	42	31.8	95	24.7
Boy Scouts	11	4.3	2	1.5	13	3.3
Girl Scouts	5	1.9	3	2.3	8	2.1
Y.M.C.A.			1	.7	1	.3
Y.W.C.A.	3	1.1	5	3.7	8	2.1
Camp Fire Girls	20	7.9	20	15.1	40	10.0

TABLE D (Continued)

Organizations Checked	Community Club N = 252		Project Club N = 132		Total N = 384	
	No.	%	No.	%	No.	%
French Club			2	1.5	2	.5
Junior D.H.I.A.	1	.3			1	.3
Y.P. Farm Bureau	1	.3			1	.3
Music Club	1	.3			1	.3
Junior Grange	4	1.6			4	1.0
Girls'Soft Ball League	4	1.6			4	1.0
Little League Baseball	3	1.1			3	.7
Cub Scouts	1	.3			1	.3
American Legion Junior Girls	1	.3			1	.3

TABLE E

EDUCATIONAL FEATURES INCLUDED IN CLUB MEETINGS

CALHOUN COUNTY, MICHIGAN, 1959 AND 1960

Activity		Community Club	Project Club	Total
Type	No.	No.	No.	No.
Safety	Reported 0 Features	13	8	21
	1	1	1	2
	2	2		2
	3	1	1	2
	4			
	5		1	1
	Over 5			
	Total	17	11	28
Nature Study	Reported 0 Features	16	9	25
	1		1	1
	2	1	1	2
	Over 2			
	Total	17	11	28
Farm Tours	Reported 0 Features	6	8	14
	1	8	2	10
	2	2		2
	3		1	1
	4	1		1
	Over 4			
	Total	17	11	28
Home Tours	Reported 0 Features	13	8	21
	1	1	1	2
	2	1	1	2
	3	1	1	2
	4			
	5	1		1
	Over 5			
	Total	17	11	28

TABLE E (Continued)

Activity		Community Club	Project Club	Total
Type	No.	No.	No.	No.
Business Tours	Reported 0 Features	12	8	20
	1	3	1	4
	2	1	2	3
	3	1		1
	Over 3			
	Total	17	11	28
Talks or Demonstration	Reported 0 Features	5	8	13
	1	6	1	7
	2	4	1	5
	3	1	1	2
	4	1		1
	Over 4			
	Total	17	11	28
Educational Movies or Film Strips	Reported 0 Features	7	5	12
	1	6	4	10
	2		2	2
	3	2		2
	4	2		2
	Over 4			
	Total	17	11	28

TABLE F

SOCIAL AND RECREATIONAL ACTIVITIES INCLUDED IN

CLUB MEETINGS AS REPORTED BY LEADERS

CALHOUN COUNTY, MICHIGAN, 1959 AND 1960

Activity		Community Club	Project Club	Total
Included in Club Meetings		No.	No.	No.
Always		4	3	7
Usually		10	5	15
Sometimes		3	2	5
Never			1	1
Total		17	11	28
Type	No.			
Games	0		3	3
	1		1	1
	2			
	3	4	1	5
	4	1		1
	5	6	3	9
	Over 5	6	3	9
	Total	17	11	28
Folk and Square Dancing	0	14	9	23
	1	1	1	2
	2	1	1	2
	3	1		1
	Over 3			
	Total	17	11	28
Music	0	4	6	10
	1	3	3	6
	2	4		4
	3	1	1	2

TABLE F (Continued)

Activity		Community Club	Project Club	Total
Type	No.	No.	No.	No.
Music (Continued)	4	1		1
	5			
	Over 5	4	1	5
	Total	17	11	28
Dramatics	0	15	10	25
	1	1		1
	2	1	1	2
	Over 2			
	Total	17	11	28
Sports	0	6	4	10
	1	2	1	3
	2		3	3
	3	2	1	3
	4	2		2
	5	3	1	4
	Over 5	2	1	3
	Total	17	11	28
Crafts	0	15	11	26
	1			
	2	2		2
	Over 2			
	Total	17	11	28
Hobbies	0	16	10	26
	1	1	1	2
	2			
	Over 2			
	Total	17	11	28
Social Dancing	0	12	8	20
	1	1		1
	2	2	2	4

TABLE F (Continued)

Activity		Community Club	Project Club	Total
Type	No.	No.	No.	No.
Social Dancing (Continued)	3	1	1	2
	4			
	5	1		1
	Over 5			
	Total	17	11	28
Courtesy	0	9	5	14
	1	1	4	5
	2	4		4
	3	1	1	2
	4	2		2
	5			
	Over 5		1	1
	Total	17	11	28
Conduct	0	7	5	12
	1	3	2	5
	2	3	2	5
	3	2	1	3
	4	2		2
	5			
	Over 5		1	1
	Total	17	11	28
Manners	0	11	4	15
	1	1	4	5
	2	2	1	3
	3	2		2
	4	1	1	2
	5			
	Over 5		1	1
	Total	17	11	28
Grooming	0	10	7	17
	1	3	3	6
	2	1	1	2

TABLE F (Continued)

Activity		Community Club	Project Club	Total
Type	No.	No.	No.	No.
Grooming (Continued)	3	3		3
	Over 3			
	Total	17	11	28
Boy-Girl Relationships	0	15	11	26
	1			
	2	1		1
	3	1		1
	Over 3			
	Total	17	11	28

TABLE G

TENURE REPRESENTED BY CLUB MEMBERS ANSWERING QUESTIONNAIRE

CALHOUN COUNTY, MICHIGAN, 1959 AND 1960

Number of Members	Community Club		Project Club	
	No.	%	No.	%
1	58	23.0	37	28.0
2	45	17.9	40	30.3
3	50	19.8	26	19.7
4	28	11.1	13	9.8
5	27	10.7	7	5.3
6	12	4.8	6	4.5
7	12	4.8	2	1.5
8	7	2.7		
9	2	.8	1	.7
10	3	1.2		
Over 10	1	.3		
Non-respondents	7	2.8		
Total	252	99.9	132	99.8
Median based on 245 total	2.9		2	

Instruction Sheet for Leaders

You will find enclosed two types of inventory sheets, one for you and one for each of your club members. The colored ones are for your club members and the white one is for you.

You will notice that I have enclosed only one white activity inventory (leader blank). If your club has more than one leader perhaps you can fill this out together.

Please read the questions carefully before filling out the inventory.

Please fill in all questions. It will not be necessary for you or your club members to write your names on the questionnaires as they will not be identified with your club.

Will you please fill these out during your next club meeting, or at your earliest convenience, and mail bakc to Mr. Mortimore, in the enclosed envelope not later than May 20.

It will take you and your club members approximately fifteen minutes to fill these out.

Leader Blank

4-H Club Activity Inventory

I.

A. Are recreational activities included in the meetings of the 4-H Club you lead?
(a) always____(b) usually____(c)sometimes____(d)never____

If you checked (a), (b), or (c), please check the recreational activities listed below which your club has used as a part of its regular club program during the past year and circle or fill in the blank as to number of times used (numbers listed at the right of each activity).

Example:
Sports 1 2 3 (4) 5 over 5

* * * * * * *

Games (quiet and active) 1 2 3 4 5 over 5

Folk and square dancing 1 2 3 4 5 over 5

Music (group singing or others) 1 2 3 4 5 over 5

Dramatics 1 2 3 4 5 over 5

Sports 1 2 3 4 5 over 5

Crafts 1 2 3 4 5 over 5

Hobbies 1 2 3 4 5 over 5

Social dancing 1 2 3 4 5 over 5

If your club has used other recreational activities during club meetings than those mentioned above, please list.

_____ 1 2 3 4 5 over 5

_____ 1 2 3 4 5 over 5

_____ 1 2 3 4 5 over 5

_____ 1 2 3 4 5 over 5

B. If you have included any instruction on the following topics in your club program during the past year (May 1959-May 1960), please circle the appropriate number.

Courtesy 1 2 3 4 5 over 5

Conduct 1 2 3 4 5 over 5

Manners 1 2 3 4 5 over 5

Grooming 1 2 3 4 5 over 5

Boy, Girl relationships (dating) 1 2 3 4 5 over 5

II. If you have included any special educational features in your club meetings, such as those mentioned below, please circle the number which indicates the number of times used.

Safety 0 1 2 3 4 5 over 5

Nature study 0 1 2 3 4 5 over 5

Tour of a farm or farms 0 1 2 3 4 5 over 5

Tour of home or homes 0 1 2 3 4 5 over 5

Tour of business establishments (as a grocery store, department store, or other establishment) 0 1 2 3 4 5 over 5

Talks or demonstrations given by people other than leaders and members of your club (as representatives of the police department, agriculture teacher, Extension Agent, Home Economics teacher, farmer, etc.) 0 1 2 3 4 5 over 5

Educational movies or film strips 0 1 2 3 4 5 over 5

Please list any other educational features (not mentioned above) which have been included in your club program.

_____ 1 2 3 4 5 over 5

_____ 1 2 3 4 5 over 5

_____ 1 2 3 4 5 over 5

_____ 1 2 3 4 5 over 5

Member Blank

4-H Club Activity Inventory

I. Please fill in the blanks to the left of the question with the appropriate number.

_____1. Immediately after you joined this 4-H club how many of its members did you meet for the first time?

_____2. Before you joined this 4-H club how many of the members did you know well and spend a lot of time with?

_____3. How many members did you know pretty well but did not spend a lot of time with?

_____4. How many members did you know before you joined but not as well as those mentioned above?

II. Number of other organizations you belong to in addition to your 4-H club. Please fill in the blank with the number of organizations.

_____1. School organizations (choir, glee club, math club, pep club, band, FHA, FFA, any others)

Check other organizations listed below of which you are now a member or have been a member during the past year.

_____1. Youth organization sponsored by your church

_____2. Other church group

_____3. Boy Scouts

_____4. Girl Scouts

_____5. Y.M.C.A.

_____6. Y.W.C.A.

_____7. Camp Fire Girls

If you belong to other clubs or organizations than those mentioned above, please list these below.

_____

_____

_____

III. Please check the following county-wide 4-H club activities in which you took part during the past year (May 1959-May 1960).

a.___Exhibit at spring achievement

b.___Exhibit at county fair

c.___Other activities, as demonstration contests, judging contests, style review and others in which you took part. If so, how many?_____

d.___Observance of 4-H club Sunday

e.___Attend 4-H club camp (as member or councilor)

f.___Activities during National 4-H Club Week

g.___4-H Talent and Fun Festival

h.___Fall achievement day

i.___County Dairy judging contest

j.___County Livestock judging contest

k.___Crops and vegetable judging school

l.___County Beef Club Organization school

m.___Tractor operators and plowing contest

n.___County 4-H rifle match

o.___Food preparation judging and training school

p.___Food preservation judging school

q.___Clothing judging school

r.___Junior 4-H members demonstration day

s. If you took part in other county wide events, please list.

_____

_____

_____

IV. Club and County-Wide activities in which your parents have taken part during the past year.

A. Please check yes or no to the following questions. If your answer is yes, circle the number to show the number of times.

Example:

Have your parents furnished transportation for you and other club members, either to or from a club meeting? If you checked yes, how many times? ✓ yes ___ no 1 2 (3) 4 5 over 5

1. Have your parents attended meetings of your 4-H club during the past 12 months? ___ yes ___ no If yes, how many times? 1 2 3 4 5 over 5

2. Did your parents take part in any of the meetings of your 4-H club, such as helping with recreation, helping plan any part of the club meeting, or any other club activities? ___ yes ___ no If yes, how many times? 1 2 3 4 5 over 5

3. Have your parents furnished transportation for you and other club members, either to or from a club meeting? ___ yes ___ no If you checked yes, how many times? 1 2 3 4 5 over 5

4. Do your parents help you get ready for your part in 4-H club meetings?
   (a) Have they helped you plan or prepare a demonstration which you have given at a club meeting? ___ yes ___ no If you checked yes, how many times? 1 2 3 4 5 over 5

   (b) Have your parents helped you get ready for your club duties as a club officer? ___ yes ___ no If yes, how many times? 1 2 3 4 5 over 5

   (c) Have your parents helped you prepare for your duties as chairman or member of a committee either, planning, recreationak, or other type of committee work? ___ yes ___ no If yes, how many times? 1 2 3 4 5 over 5

5. Have either or both of your parents served on a committee to help plan special activities for your club? ___ yes ___ no 1 2 3 4 5 over 5

page 4

B. County Wide activities which your parents have attended or taken part in during the past year.

Please check yes or no to answer the following questions. If your answer is yes circle the number to show the number of times.

1. Did your parents attend any county wide 4-H club activities (as fair, achievement days, Teen and talent and or others).
_____yes _____no How many times? 1 2 3 4 5 over 5

2. Have your parents helped you get ready for County Wide events, as leading a song, leading a game, presiding over a meeting preparing a project for exhibition and others? _____yes _____no
If yes, how many times? 1 2 3 4 5 over 5.

V. Please answer yes or no to the following questions.

_____ Did your parent help you select equipment for your project?

_____ Has your parent given you advice concerning your project ?

_____ Are either of your parents leaders of the 4-H club to which you belong?

VI.

_____ How many years have you been a 4-H club member?

B I B L I O G R A P H Y

BIBLIOGRAPHY

Public Documents

Coop, James H. and Clark, Robert C. Factors Associated with Reenrollment in 4-H Clubs. University of Wisconsin, Agricultural Experiment Station , Research Bulletin, 1956.

Federal Extension Service. Meeting the Basic Needs of First Year 4-H Club Members. U.S.D.A., P.A. 23, November, 1957.

Federal Extension Service. Parents and 4-H Club Work. U.S.D.A., P.A. 95, March, 1950.

Federal Extension Service. Improving 4-H Clubs. U.S.D.A., P.A. 11, April, 1950.

———. Four-H Club Work and High School Youth. A New England Cooperative Extension Publication,issued by the Extension Service, Massachusetts State College, 1947.

Hawes, M. L. "Some Factors Involved in Non-Reenrollment of First Year Club Members in Baltimore, Hartford, Howard and Montgomary Counties, Maryland". As summarized in Extension Service Review, 1953, M.A. Thesis at University of Maryland, 1952.

Henderson, John P. (ed.). Michigan Statistical Abstract. Michigan State University, Bureau of Business and Economic Research, 1958.

Joy, Benard D. Statistical Measurements of 4-H Club Work, with Special Reference to 1936. U.S.D.A., Extension Service Circular 270, October, 1937.

Shinn, Erwin H. A Study of a Group of 2,453 Former 4-H Club Members in Eleven States - 1940. U.S.D.A., Extension Service Circular 342, September, 1940.

Subcommittee on Scope and Responsibility, (Extension Committee on Organization and Policy). The Cooperative Extension Service Today. 1958.

Task Force Subcommittee (Extension Committee on Organization and Policy). A Guide to Extension Programs for the Future. 1959.

Wassuld, Amilie and Wilkinson, June. Michigan 4-H Leader's Guide. 4-H Club Bulletin 314A, Michigan State University, Cooperative Extension Service, 1959.

Books

Ahman, Stanley J., Neidt, Charles and Wert, James E. Statistical Methods in Educational and Psychological Research. New York: Appleton, Century, Crafts, Inc., 1954.

Breckenridge, Marion E. and Vincent, Lee E. Child Development. Philadelphia, London: W. B. Saunders Company, 1956.

Cole, Luella. Psychology of Adolescence. New York: Rhinehart and Company, 1954.

———. Group Work and Community Organization, 1956. Collection of Papers Presented at the 83rd.Annual Forum of the National Conference of Social Work, New York: Columbia University Press, 1956.

Hearne, Cannon Charles and Kelsey, David Lincoln. Cooperative Extension Work. New York: Comstock Publishing Associates, 1955.

Hurlock, Elizabeth B. Developmental Psychology. New York, Toronto, London: McGraw Hill Book Company, Inc., 1953.

Lee, Murray and MacLee, Doris. The Child and His Curriculum. New York, London: D. Appleton, Century and Company, 1940.

Martin, T. T. The 4-H Club Leader's Handbook. New York: Harper and Brothers, 1956.

Martin, William B. and Stendler, Cecelia Burns. Child Development. New York: Harcourt Brace and Company, 1953.

Unpublished Material

Aiton, E. W. "Background and Design for a Study of Vitality Factors In 4-H Club Programs". Unpublished Ph.D. dissertation, University of Maryland, 1956.

California Cooperative Extension Service. "4-H Club Ranks". University of California, September, 1958. (Mimeograph 4-H G.26.)

Clark, Robert C. (ed.). "Selected Readings on Effective Extension Work in 4-H Club and Y.M.W. Programs". May, 1955. (Mimeographed.)

Michigan Cooperative Extension Service. "4-H Club Enrollment Cards". Calhoun County, Michigan, 1958-59.

Minnesota Cooperative Extension Service. "Minnesota 4-H Club Facts and Trends, 1959 Program". State 4-H Club Office, University of Minnesota. (Mimeographed)

Minnesota Cooperative Extension Service. "Factors to Consider in Analyzing the County 4-H Club Program". University of Minnesota, April, 1958. (Mimeographed.)

Olson, Kenneth S. "The Relation of Selected Farmer's 4-H Experience to Their Adoption of Improved Farm Practices". Unpublished Ph.D. dissertation, University of Wisconsin, 1959.

Oregon Cooperative Extension Service. "Analyzing the County 4-H Club Program". Oregon State College, C-8937, April 6, 1960. (Mimeographed.)

"Report of National 4-H Evaluation Development Committee". January, 1959.

Other Sources

Baten, William D. Experiment Statistician, Michigan Agricultural Experiment Station.