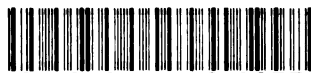


INFLUENCE OF PROGRAM CONTENT ON THE
DECISION OF GIRLS,
AGE 14, 15, AND 16, TO RE-ENROLL IN 4H
CLUB WORK

Thesis for the Degree of M. S.
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By

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CHAPTER I

INTRODUCTION

4H Club Organization

4H club work is the largest out of school program for youth in the United States. In 1954 there were 2,104,787 boys and girls enrolled as 4H club members. The 4H clubs are an integral part of the national system of cooperative extension work in agriculture and home-making, in which the United States Department of Agriculture, the state land grant colleges, and the counties participate.

4H clubs are organized groups of young people, ranging in age from 10 to 21 years. Their activities are under the guidance of cooperative extension workers and of local volunteer leaders trained by them. In 1954 there were 88,093 of these organized groups of young people under the guidance of 255,731 volunteer leaders. It is calculated that 65 percent of the rural youth in the United States have been 4H club members since the official beginning of 4H club work in 1914.¹

Objectives

The effectiveness of the 4H club program cannot be measured by statistics alone. The real values of 4H clubs are determined through its influences on the lives of boys and girls. The 4H club program

¹ Extension Work with Young People. Federal Extension Service 4H-15 (2-56), Washington, D. C. 1956.

is planned to give training that helps members develop into desirable and mature personalities, responsible family members, and competent, self-reliant, intelligent and useful citizens. It is designed to help them build wholesome attitudes toward work, toward their homes and their communities. It affords them opportunities to live, work, share and play with others and thus learn to know democracy by living it at home and in the community.

The Purpose of the Study

Although membership in the 4H club program is expanding, the program is still far from the goal of reaching all the youth that needs the experience to be gained through 4H work. A problem of major concern to the persons engaged in 4H Extension work is the fact that a large number of 4H members do not re-enroll at the age of 14, and 15. From the annual report of the Federal Extension Service it was found that about 65 percent of the members are under fourteen years of age. Each year about one of every three members does not re-enroll. Those enrolled remain as members an average of 2.7 years.

4H leaders have felt it was important for a larger number of this age group to continue in the 4H club program which has much to offer in personal and vocational development. A number of studies have been made to find some reasons for the facts about re-enrollment. The various factors studied in relation to the problem have included age, participation, and recognition of the club member, project, peer group, leader and member relations, community organization, and home

background. In the completed studies very little information was found on the factor of program content in the club program.

It has been observed during 13 years association with Iowa 4H clubs that those members who lost interest in the program content were more likely to drop-out. Clubs in which more members remained for a longer time seemed to have a program that met the changing interests of the older member. Apparently the re-enrollment of the 14, 15, and 16 year old member was related to his continuing interest in the club program. A study was needed to determine the relationship of re-enrollment of girls, age 14, 15, and 16 years to the program content of the 4H club.

This study was planned on the assumption that the program content influences the decision of the club member to re-enroll. The study was designed to find:

1. What program content girls are interested in.
2. What program content girls have done.
3. If more of the girls who re-enroll are interested in the home economics projects.
4. If more of the girls who re-enroll are interested in the related projects and club activities.
5. If more of the girls who re-enroll have done the projects and activities.

Review of Drop-out Studies

Several studies have been made concerning the problem of re-enrollment, but very little information was found related to program content. Studies have been made on age, participation and recognition

of the club member, project, peer group influence, leader and member relations, community organization and home background.

Studies related to the individual. Several studies reported on the relationship of age of the member at the first enrollment.²⁻⁹

The percent of drop-outs increased as the age of the member at the time of the first enrollment increased. Leaders in 4H might ask if

² R. C. Clark and J. H. Copp. A Study of Factors Associated with Continuing Enrollment in 4H Club Work, 1953. College of Agriculture, University of Wisconsin. From a Summary of the Wisconsin 4-H Drop-Out Study. University of Wisconsin. Pp. 1-4.

³ Lucinda Crile. The Relationship of Age and Other Factors to Enrollment and Continuation in 4-H Club Work. Extension Service circular 231. Washington, D. C.: United States Department of Agriculture, 1935, p. 14.

⁴ Frank Graham. "A Study of the Tenure of Missouri 4H Members." Unpublished Master's thesis, University of Missouri, Columbia, Missouri, 1954, p. 34-37.

⁵ S. I. Harman. A Study of Some of the Factors Associated with Re-enrollment of First Year 4-H Club Members in Harrison County, West Virginia. Essay (M.S.) Cornell University, 1951. Summarized in Review of Extension Studies. Extension Service circular 474. Washington, D. C. United States Department of Agriculture, 1951, pp. 13-15.

⁶ Laurel K. Sabrosky. Improving 4H Clubs. Extension Service P.A. 111, Washington, D. C. United States Department of Agriculture, 1950, pp. 3 and 4.

⁷ Laurel K. Sabrosky. Meeting the Basic Needs of First-Year 4-H Club Members. Extension Service PA 203, Washington, D. C., United States Department of Agriculture, 1952, p. 6.

⁸ A. Sandstead. Factors Affecting 4-H Club Re-enrollment in Colorado. Thesis (M. Ed.). Colorado Agricultural College, 1952. Mimeographed Summary. Colorado Agricultural Extension Service, Fort Collins, Colorado.

⁹ Western Region 4-H Study Committee. Tables of Data from Western Region 4-H Club Study of First Year Members, 1949. Extension Service 378 (4-50). Washington, D. C. United States Department of Agriculture, 1950, p. 12.

club work as it is set up for the first year member is more satisfying to the ten and eleven year old than to the older boy and girl. If so, consideration should be given to adjusting the subject matter project work to the maturity of the member. Opportunity should be provided for the older first year member to assume greater responsibility.

The amount of member participation in the 4H program was associated with re-enrollment in several studies.¹⁰⁻¹⁸ The members who did not re-enroll had been less active in club work the year before they

¹⁰ Clark, loc. cit.

¹¹ Graham, loc. cit.

¹² Harman, loc. cit.

¹³ Sabrosky, 4H Studies and Training. Talk presented at the "annual" Wisconsin Agricultural Extension Conference, September 24, 1953. Extension Service 1263 (12-53). Washington, D. C. United States Department of Agriculture, 1953, p. 2.

¹⁴ Sabrosky, Going Up? Higher 4H Enrollment. Extension Service 257 (3-50) Washington, D. C. United States Department of Agriculture, 1950, p. 2.

¹⁵ Sandstead, loc. cit.

¹⁶ D. O. Schrupp. Identifying Activities of Montana 4-H Beef Club Boys, sixteen to twenty-one years of age, which are related to behavior patterns and needs of youth. Thesis (M.A.) George Washington University, 1950. Summarized in Review of Extension Studies. Extension Service Circular 471. Washington, D. C. United States Department of Agriculture, 1951, pp. 14-16.

¹⁷ Western Region 4-H Study Committee, loc. cit.

¹⁸ M. L. Howes. Some Factors Involved in the Non-re-enrollment of First-year 4-H Club Boys in Baltimore, Harford, Howard and Montgomery Counties, Maryland. Thesis (M.A.) University of Maryland, 1952. Summarized in Review of Extension Studies. Extension Circular 486, Washington, D. C. United States Department of Agriculture, 1953, p. 27.

dropped out than those re-enrolling had been. Members who participated in 4H events and activities in the first year of enrollment tended to stay in club work longer than those who did not participate. These studies indicated that leaders need to encourage, invite and plan for wide participation of members in 4H activities. The opportunity for participation was related to the finding that as the size of the club increased, the percent of the first year club members who dropped-out increased.^{19,20} The studies did not agree on factors regarding the pattern of participation in organizations other than 4H.²¹⁻²³

The recognition received by the member was related to the decision to re-enroll.²⁴⁻²⁶ The members who re-enrolled had generally received more recognition for their activities than the drop-outs had received. The studies emphasized that recognition is essential for all members

¹⁹ Harman, loc. cit.

²⁰ Western Region 4-H Study Committee, op. cit., p. 13.

²¹ Clark, loc. cit.

²² Sandstead, loc. cit.

²³ Graham, loc. cit.

²⁴ Laurel K. Sabrosky. Factors Which Contribute Toward Successful 4H Club Work in Counties and Communities in Twelve Southern States and Puerto Rico. United States Extension Service 1952. Summarized in Review of Extension Studies. Extension Service Circular 486, 1953, p. 28.

²⁵ Sabrosky, Going Up? Higher 4H Enrollment, loc. cit.

²⁶ Sabrosky, Meeting the Basic Needs of First Year 4-H Members, op. cit., p. 9.

²⁷ Harman, loc. cit.

²⁸ Schrupp, loc. cit.

and should be awarded on talent, industry and leadership as well as on projects.

Many studies reported that completion of the project tended to encourage re-enrollment.²⁹⁻⁴⁰ Three times as many of the first year members who completed projects re-enrolled. The older the first year members were, the smaller the proportion who completed the project. From the annual report of the Federal Extension Service it was found

²⁹ R. A. Turner and Barnard Joy. Tentative Conclusions from Study of Local 4-H Club Programs in Iowa, Nebraska, North Dakota and South Dakota. Extension Service 1012-41. Washington, D. C. United States Department of Agriculture, 1941, p. 1.

³⁰ Sabrosky, Data Relating to Individual 4-H Club Project Enrollment and Re-enrollment. Extension Service Circular 898 (9-50) Washington, D. C. United States Department of Agriculture, 1950, p. 1-4.

³¹ Sabrosky, 4H Studies and Training, loc. cit.

³² Sabrosky, Improving 4H Clubs, loc. cit.

³³ Sabrosky, Meeting the Basic Needs of First Year 4H Club Members, op. cit., p. 7.

³⁴ Harman, loc. cit.

³⁵ Sandstead, loc. cit.

³⁶ Edna Troth. "Views of Junior Leaders Concerning Satisfactions to be Found in 4-H Club Membership." Unpublished Master's Thesis, Purdue University, Lafayette, Indiana, 1949, pp. 84-86.

³⁷ Howes, loc. cit.

³⁸ W. F. Porter, Jr. and C. C. Anderson. Comparisons of School and non-school 4H Clubs in West Virginia. West Virginia Agricultural College Extension. Miscellaneous Publication No. 11. Morgantown, West Virginia, 1952. Summarized in Review of Extension Studies. Extension Service Circular 486, 1953, pp. 38-40.

³⁹ Schrupp, loc. cit.

⁴⁰ Western Region 4-H Study Committee, loc. cit.

that in the United States in 1954 seventy-nine percent of the 4H members completed projects. Sixty-eight and three-tenths percent of the members enrolled in 1953 re-enrolled.

Three studies reported that first year members who carried certain projects had a greater tendency to re-enroll.⁴¹⁻⁴³

The personal satisfaction the club member received from his project work was one of the factors influencing the decision on re-enrollment.⁴⁴ Persons in charge of the 4H club program need to consider if the variety of projects offered is adequate to fit the assorted home facilities, age and interests of members.

Studies related to the individual within the group. Several studies were concerned with factors within the club which contributed to higher re-enrollment. Such factors were a balanced program for every club meeting, a variety of local and county activities and the active participation of each member. All activities, events and meetings should grow out of local conditions and needs. The variety of interests of different age groups in the club must be recognized.⁴⁵⁻⁴⁸

⁴¹Harman, loc. cit.

⁴²Sabrosky, loc. cit.

⁴³Western Region 4-H Study Committee, op. cit., p. 14.

⁴⁴Sabrosky, Meeting the Basic Needs of First Year 4-H Club Members, op. cit., p. 9.

⁴⁵Schrupp, loc. cit.

⁴⁶Porter, loc. cit.

⁴⁷Turner, loc. cit.

⁴⁸Sabrosky, Going Up? Higher 4H Enrollment, op. cit., p. 1.

⁴⁹Sabrosky, Improving 4H Clubs, loc. cit.

The studies supported the fact that a person is more likely to continue as a group member if his best friends are members of that group.⁵⁰⁻⁵⁶

A number of studies indicated the importance of the leader displaying interest and attention to the individual. It was important for the leader to give personal assistance with the project. Leaders who attended training schools were more likely to be leaders of the more productive clubs with members of longer enrollment records.⁵⁷⁻⁶⁵

⁵⁰Clark, loc. cit.

⁵¹Graham, loc. cit.

⁵²Howes, loc. cit.

⁵³Sabrosky, 4H Studies and Training, op. cit., pp. 5 and 6.

⁵⁴Sabrosky, Meeting the Basic Needs of First Year 4-H Club Members, op. cit., p. 4.

⁵⁵Boy Scouts of America, Research and Statistical Service. Straight from the Boys on Why Scouts Drop Out. New York: Boy Scouts of America, 1944, p. 10.

⁵⁶Holding Power Committee of Grand Rapids Board of Education. Report on Holding Power in the Grand Rapids, Michigan Public Schools K-14. Grand Rapids, Michigan, May 1953, p. 14.

⁵⁷Clark, loc. cit.

⁵⁸Graham, loc. cit.

⁵⁹Harman, loc. cit.

⁶⁰Howes, loc. cit.

⁶¹Porter, loc. cit.

⁶²Sabrosky, ibid.

⁶³Sandstead, loc. cit.

⁶⁴W. L. Slocum. Second year re-enrollments in 4-H Clubs in Whitman County, Washington. Washington Agricultural Experiment Station C. 171. Pullman, 1951. Summarized in Review of Extension Studies. Extension Service Circular 480, 1952, p. 5.

⁶⁵A 4H Club Cooperative Study. A Study of How to Get Parent Cooperation in 4-H Club Work, Maine, Massachusetts, New Hampshire and Ohio, 1947. Extension Service Circular 450 (280 (3-48)). Washington, D. C. United States Department of Agriculture, 1948, pp. 2 and 3.

Studies related to the community and home background. Sponsorship of club work by local organizations helped establish the status of club work in the community. Local sponsorship also had a positive effect on re-enrollment. A 4H club sponsored by an active community group tended to hold its older members longer.⁶⁶⁻⁶⁸

Various aspects of the member's home background in relation to re-enrollment were explored in several studies. Members whose parents were members of farm and home organizations tended to stay in club work longer. The more formal education the parents had received, the larger was the percentage of 4H club members.⁶⁹⁻⁷² Members whose parents were interested and participated in the 4H club program tended to remain in club work for a longer time. A member was more likely to drop-out if his brothers and sisters had dropped-out.⁷³⁻⁷⁵ Members who dropped-out were more often from the more disadvantaged, poorer homes, than those

⁶⁶ Sabrosky, Improving 4H Clubs, loc. cit.

⁶⁷ Porter, loc. cit.

⁶⁸ Turner, loc. cit.

⁶⁹ Clark, loc. cit.

⁷⁰ Crile, op. cit., p. 22.

⁷¹ Howes, loc. cit.

⁷² Graham, loc. cit.

⁷³ Harman, loc. cit.

⁷⁴ Sandstead, loc. cit.

⁷⁵ A 4H Club Cooperative Study, loc. cit.

who re-enrolled. The difference in club enrollment based on types of farm was not significant. The size of the farm was not an important factor in relation to enrollment.^{76,77}

Factors beyond the control of the organization. Factors beyond the control of the organization such as the member moving away or working, and the club disbanding account for 35 percent of the annual 4H membership turnover. But 65 percent of the drop-out loss is caused by interrelated factors which are, in part, controllable.

Factors within the control of the organization. It is with the 65 percent drop-out loss that the persons working with 4H clubs should be concerned. Leaders in the organization need to evaluate the program, note the controllable factors needing adjustment, find the causes and determine ways and means of making effective adjustments. The adjustments will be effective if a positive change results in the re-enrollment behavior. The purpose of this study was to examine program content to see what information might be discovered which would result in a positive change in the re-enrollment behavior.

Procedure of the Study

To test the assumption that program content influences the decision of the members to remain in 4H club work, data were obtained through interviews with girls who had re-enrolled and girls who had

⁷⁶ Chas. P. Loomis and others. Rural Social Systems and Adult Education. The Michigan State College Press, 1953, p. 78.

⁷⁷ Crile, loc. cit.

dropped-out of 4H clubs. The procedure followed is summarized in this section.

Development of the interest list. One way of studying the effect of program content on the decision to re-enroll was to ask girls what they were interested in learning about and doing and what they had done. Several methods were used to develop a list which would include a variety of activities and interests pertinent both to the 4H program and the teen-age girl. Reviews were made of previous studies related to teen age interests, publications used in 4H clubs and schools, interest tests, and books on adolescent needs and interests. Teen-age girls in Dallas County, Iowa were asked what things they liked to do and learn about in a variety of situations. The list of items was pre-tested in Clinton County, Michigan in March, 1955. The final list of 62 items included ten items in each of the three major home economics projects in Iowa, clothing, food and nutrition, and home furnishing; fifteen items classified as organization activities; and seventeen items classified as related projects and activities. The list of items is included in the Appendix on pages 95 and 96.

Development of the questionnaire. From the list a questionnaire was developed during the winter quarter, 1955, at Michigan State University. The final pre-test was made in Marshall County, Iowa in November, 1955. The questionnaire had two parts. Part one was a two page folder with five pockets for holding the 62 cards on which were typed the interest items. The instructions asked the girl to decide as she read each card whether she was interested in learning about or

doing whatever was on the card. As the decision was made she placed the card in one of two pockets which were marked with "Interested in learning about or doing" or "Not interested in learning about or doing." The girl then read each card in the "Interested" pocket and decided if she "had done" or "had not done" each item. The same procedure was followed for the cards in the "Not interested" pocket. At the close of the interview all 62 cards had been placed in one of four pockets, "Interested-have done" or "Interested-have not done" or "Not interested-have done" or "Not interested-have not done."

The second part of the questionnaire was the section on which the girl being interviewed supplied the personal data such as age, years in club work, etc. A copy of the questionnaire and instructions for using it may be found on pages 102-114 in the Appendix.

Selection of the counties. The study was conducted in nine Iowa counties, Pocahontas, Chickasaw, Buchanan, Calhoun, Scott, Tama, Lee, Marion and Appanoose. These counties were selected to secure a variety of the three major home economics projects, representation of the three supervisory areas, and the assistance of county extension home economists. Figure 1 is a map of Iowa showing the location and projects of each county in the study.

The girls 4H program in each Iowa county revolves around a three year rotation of home economics projects. The county each year plans the major program around either clothing, food and nutrition or home furnishings. Each project receives major emphasis in one-third of the counties every year. Girls are urged to carry practices learned

each year into the next year. This makes it possible to carry out work started in a particular project and at the same time become acquainted in other phases of home economics. The girl may also participate in any of the related projects and activities. In the selection of the nine counties three each were selected who had clothing, food and nutrition, and home furnishings as the major project in 1955.

The state was divided into three areas following the lines of the extension supervisory districts. Three counties, each one having a different home economics project, were selected in each one-third of the state.

Selection of the sample. The sample was selected in the nine counties from girls who met these qualifications:

1. Had been enrolled in an home economics 4H club for the year, 1954-1955.
2. Was 13, 14 or 15 years old by January 1, 1955.
3. Had re-enrolled for the 4H club year 1955-1956 or
Had dropped out during the 4H club year 1954-1955 and/or
Had not re-enrolled for the 4H club year 1955-1956.
4. Was attending a local school.

In November, 1955 the nine home economists supplied the lists of names of girls who met the requirements. A total of 666 names of girls who had re-enrolled and of 195 names of girls who had dropped-out was available. Random sample tables were used to draw the sample. The sample was composed of twenty percent or 133 of the girls who had re-enrolled and seventy-five percent or 146 of the girls who had dropped-out.

Completed interviews were obtained from 107 girls who had re-enrolled and from 105 girls who had dropped-out. The incompleeted interviews were for girls who had moved or were not in school the day of the interview. The summary of the sample is on page 94 in the Appendix.

Training the interviewers. The nine county extension home economists who were selected to interview the girls attended a training meeting during the annual extension conference in December, 1955. Information about the study and principles of interviewing were discussed. Each interviewer gave an interview after seeing one demonstrated. A copy of the material used in the interview training is in the Appendix, pages 98-105.

Actual interviewing. The 288 contacts were made by interviewers during January, 1956. The nine county extension home economists made 238 contacts ranging from 11 to 46 per county. The writer made 50 contacts in three counties. The interviews were conducted in schools with girls in the re-enroll and drop-out sample being interviewed at the same time. The number interviewed in one school varied from one to ten girls. A copy of the questionnaire is on pages 106-110 in the Appendix.

Analysis of data. The data were tabulated and analyzed in February, 1956. The statistical analysis included the chi square test and the analysis of variance test. The chi square test was applied to each of the 62 items to find the significant difference in the interest and in the experience of the girls in the re-enroll and

drop-out sample. The analysis of variance test was applied to the group of items in each of the five program areas. The significant difference was found in the interest and in the experience in each group of items for the girls in the re-enroll and drop-out sample. The difference found in the tests was considered very significant at the one percent level, significant at the five percent level, and a trend at over the five percent level.

General Characteristics of the Girls Studied

A description of the general characteristics for the girls in the study is presented in terms of age, residence, family financial support, school grade, semesters of school home economics, years of 4H club membership and years a record book was turned in. Data are reported from the interviews with 107 girls in the re-enroll group and 105 girls in the drop-out group.

Personal characteristics of the girls studied. Personal characteristics analyzed included the age, residence and family financial support for each girl. The study was limited to girls who were 14, 15 and 16 years old by January 1, 1956. 4H clubs have much to offer this age girl in personal and vocational development. Yet, only one-third of the present membership are 14 years old and over. This age group was selected for the study in an attempt to find why more of these girls do not remain as members.

The age of the girls in this study did not seem to be related to re-enrollment. About 80 percent of all the girls interviewed were 14 and 15 years old. In both the re-enroll and drop-out group, about

40 percent of the girls were 14 years old. Nearly one-half of the girls in the re-enroll group and one-third of the girls in the drop-out group were 15 years old. In Table I the age of the girls in the study is given.

TABLE I
AGE OF 212 GIRLS IN THE STUDY -- IN PERCENT

Age in Years	Percent		
	Re-enroll 107 Girls	Drop-out 105 Girls	Total 212 Girls
14	39	37	38
15	47	36	42
16	14	27	20
Total	100	100	100

The girls interviewed were asked if they lived on a farm or in a town. Table II shows that three-fourths of the girls in the study lived on farms. But there was a difference in the percent of girls re-enrolling and dropping-out who lived on farms. About 85 percent of the girls in the re-enroll group and 70 percent of the girls in the drop-out group lived on farms. The residence of the girl may be related to re-enrollment but additional study is needed to determine the relationship.

The girls' reply concerning the occupation of the person contributing the family financial support was either full time farmer, part time farmer, or other than farmer. Table III shows that about 60

TABLE II
RESIDENCE REPORTED BY 212 GIRLS -- IN PERCENT

Residence	Percent		Total 212 Girls
	Re-enroll 107 Girls	Drop-out 105 Girls	
Farm	85	68	76
Town	15	32	24
Total	100	100	100

percent of the girls interviewed replied full time farmer and about 25 percent other than farmer. About two-thirds of the girls in the re-enroll sample and one-half of the girls in the drop-out sample replied full time farmer. While one-sixth of the girls re-enrolling and one-third of the girls dropping-out indicated the family support was other than farmer. The occupation of the person contributing the family financial support may be related to re-enrollment but additional study needs to be made concerning the relationship.

Characteristics of the girls studied related to school. Each girl was asked to indicate her school grade and how many semesters of home economics she had taken. It can be noted in Table IV that the girls in the study were in grades 7 to 12 in school. Seventy-two percent of the girls were in the ninth and tenth grades.

In the drop-out group of girls 40 percent were in the ninth grade, 30 percent were in the tenth grade and 20 percent were in the eleventh grade. The larger percent of the girls in the re-enroll group were

TABLE III
OCCUPATION OF PERSON CONTRIBUTING FAMILY FINANCIAL SUPPORT
REPORTED BY 212 GIRLS -- IN PERCENT

Occupation	Percent		Total 212 Girls
	Re-enroll 107 Girls	Drop-out 105 Girls	
Full time farmer	69	49	59
Part time farmer	14	15	14
Other than farmer	17	36	27
Total	100	100	100

TABLE IV
SCHOOL GRADE REPORTED BY 212 GIRLS -- IN PERCENT

Grade	Percent		Total 212 Girls
	Re-enroll 107 Girls	Drop-out 105 Girls	
7	1	2	1
8	12	6	9
9	32	40	36
10	42	31	36
11	13	20	17
12	--	2	1
Total	100	100	100

also in the ninth and tenth grades. In this study the grade in school does not seem to be related to re-enrollment.

Little difference was shown in the enrollment in school home economics classes by the girls in the re-enroll and drop-out group. Enrollment of the 212 girls in the home economics classes ranged from no home economics to six semesters. Twenty-two percent of the girls interviewed had taken no home economics in school; while 42 percent of the girls in the study had taken two semesters of home economics in school as shown in Table V.

TABLE V
SEMESTERS OF HOME ECONOMICS IN SCHOOL REPORTED BY
212 GIRLS -- IN PERCENT

Semesters	Percent		Total 212 Girls
	Re-enroll 107 Girls	Drop-out 105 Girls	
None	23	20	22
1	9	14	12
2	45	40	42
3	5	6	5
4	15	19	17
5	2	--	1
6	1	1	1
Total	100	100	100

Characteristics of the girls studied related to 4H. Information obtained about the 4H history of the girls in the study included the number of years of membership and the years for which a record book was turned in. The girls in the study had been 4H members from one to seven years as shown in Table VI. As might be expected for this age group, 14, 15 and 16 years, the largest percent of the girls in this study were in the third, fourth or fifth year of membership. Over 50 percent of the girls in the re-enroll group were in either the fourth or fifth year of membership, compared with 40 percent of the girls in the drop-out group. One-half of the girls in the drop-out group and one-third of the girls in the re-enroll group had been members three years or less. In this study the girls in the re-enroll group had been club members for a longer time than the girls in the drop-out group.

TABLE VI

YEARS OF 4H CLUB MEMBERSHIP REPORTED BY 212 GIRLS -- IN PERCENT

Years	Percent		
	Re-enroll 107 Girls	Drop-out 105 Girls	Total 212 Girls
1	9	12	10
2	10	19	15
3	13	21	17
4	26	21	24
5	26	19	23
6	13	6	9
7	3	2	2
Total	100	100	100

A summary was made of the years that each girl in the study had turned in a 4H record book. The turning in of a record book was the only universal measure of completion that could be determined for this group of girls who had been enrolled in various projects for different lengths of time. Analysis of Table VII reveals that 151 of the 212 girls in this study turned in a record book for every year of membership. It may be seen in Table VIII that a larger number of the girls in the re-enroll group turned in a record book for every year of membership. This measure of completion was reported by eighty-eight of the 107 girls in the re-enroll group and by sixty-three of the 105 girls in the drop-out group. The smaller number of girls in the drop-out group who turned in a record book may be an indication of less interest on their part.

Summary of the General Characteristics of the Girls Studied

In summary the review of the general characteristics of the 212 girls in the study showed no outstanding differences between the girls who re-enrolled and dropped-out. The girls studied were similar in terms of age, school grade, and semesters of home economics. Eighty percent of the girls in the re-enroll and drop-out group were 14 and 15 years of age. The girls were in grades 7 to 12 in school. About 70 percent of the girls who re-enrolled and dropped-out were in either the ninth or tenth grade in school. Similar enrollment in school home economics classes was reported by the girls in the study. Twenty-two percent of the girls had taken no home economics and about 50 percent had taken two semesters of home economics in school.

TABLE VII
THE NUMBER OF 4H RECORD BOOKS TURNED IN AND YEARS OF
4H MEMBERSHIP REPORTED BY 212 GIRLS

Number of 4H Record Books Turned In	Number of Years of 4H Membership						
	1	2	3	4	5	6	7
7							3
6						11	2
5					32	5	
4				41	12	3	
3			26	8	4		
2		22	9	1			
1	16	8	1				
0	6	1			1		
Total girls enrolled in each year	22	31	36	50	49	19	5

Note: This table should be read as follows: In the second year of 4H membership, 31 girls were enrolled. Of these girls, one turned in no record book in her two years of club work. Eight girls each turned in one record book in their two years of club work, and 22 girls turned in a record book for both years of membership.

TABLE VIII

THE NUMBER OF 4H RECORD BOOKS TURNED IN AND YEARS OF 4H MEMBERSHIP
REPORTED BY GIRLS IN THE RE-ENROLL GROUP AND IN
THE DROP-OUT GROUP

Number of 4H Record Books Turned In	Number of years of 4H Membership											
	1		2		3		4		5		6	
	Re	Dr	Re	Dr	Re	Dr	Re	Dr	Re	Dr	Re	Dr
7											2	1
6											9	2
5									24	8	2	3
4							25	16	2	10	2	1
3					11	15	3	5	3	1		
2			8	14	2	7	1					
1	9	7	3	5	1							
0		6		1					1			
Total girls enrolled in each year	9	13	11	20	14	22	28	22	29	20	13	6
											3	2

Note: This table should be read as follows: In the second year of membership of the drop-outs, 20 girls were enrolled. Of these girls one turned in no record book in her two years of club work. Five girls each turned in one record book in their two years of club work, and 14 girls turned in a record book for both years of membership.

Differences in characteristics between the girls who re-enrolled and who dropped-out were noted, but were not outstanding in residence, occupation of the person contributing the family financial support, number of years of 4H club membership and the years a record book was turned in. While three-fourths of all the girls studied lived on farms, there was a difference in the number of girls re-enrolling and dropping-out who lived on farms. Eighty-five percent of the girls who re-enrolled and seventy percent of the girls who dropped-out lived on farms. There may be a relationship between the residence of the girls and the tendency to drop-out, but further study is needed to determine the relationship.

A similar situation existed with another characteristic of the girls studied. It was found that the occupation of the person contributing the family financial support may be related to the number of girls who dropped-out but additional study needs to be made concerning the relationship. In summary over two-thirds of the girls in the re-enroll group and one-half of the girls in the drop-out group indicated the family support was full time farmer. One-sixth of the girls re-enrolling and one-third of the girls dropping-out indicated the family support was other than farmer.

The girls who re-enrolled had been club members for a longer time than the girls who dropped-out. Fifty-two percent of the girls in the re-enroll group were in either the fourth or fifth year of club work, compared with 40 percent of the girls in the drop-out group.

One-third of the girls who re-enrolled and one-half of the girls who dropped-out were members three years or less.

A difference was also reported by the girls in the two groups in the years in which a record book was turned in. A greater number of the girls in the re-enroll group had turned in a record book for every year of membership. This measure of completion was reported by eighty-eight of the 107 girls in the re-enroll group and by sixty-three of the 105 girls in the drop-out group.

CHAPTER II

INTEREST EXPRESSED IN PROGRAM CONTENT

Introduction

To test the assumption that program content influences the decision of the 4H member to re-enroll it was necessary to find what girls were interested in. In this chapter the program content in which the girls in the study expressed interest will be discussed. When the girls were asked what they were interested in, the word "interest" was interpreted as "something which is of concern to the girl, and which engages the attention of the girl." The program content in which the girl expressed interest, could provide knowledge, understanding, or skill, or any combination of these.

The girls in the study were asked to indicate their interest in program content in three areas, home economics, related projects and activities, and organization activities.

The content of the home economics program over which the girls were questioned included those things which center around the unit formed by a family living together. The home economics program content was further divided into food and nutrition, clothing and home furnishings. From each of those projects a list was made of subjects which are or could be in the 4H girls program.

In general the program content in the three home economics projects covered the basic principles which provide knowledge, skill and

understanding needed for satisfaction in everyday living. The program content included food selection, preparation and preservation, clothing selection, care and construction, home furnishings selection, care and use. Program topics of similar content which were included in all three areas of home economics were related to buymanship, time and energy management and money management.

The program content of the related projects and activities included one topic related to each of the non-home economics projects and activities which are in the present 4H club program. Four program topics concerned with the social behavior of the girl at home and in public and one topic on care of children were added to this group.

All the program topics classified as organization activities could be achieved only through an organization. The activities included relate to business meetings, club program presentations, project events, and recreation. Participation of the girl in these activities may be as part of a group or as an individual within the group.

This chapter is a discussion of the interest expressed by the girls in the program content in the three groups of 4H projects and activities.

Interest in Program Content of the Food and Nutrition Project

The 212 girls in the study said they were interested in most of the program content in the food and nutrition project. The largest percent of girls were interested in food preparation and preservation, and meal planning and serving. The selection of foods needed for

health by 83 percent of the girls in the study indicated considerable interest in personal and family health. About 70 percent of the girls said they were interested in buymanship and money management related to food. Table IX shows the percent of the girls who expressed interest in the program content of the food and nutrition project.

Several factors may enter in the selection of the program content in food and nutrition by the girls in the study. For some of the girls learning the skill may be an enjoyable new experience. The girls may understand the importance of nutrition for attractive appearance and for healthy families. The girl may be realizing she will need the knowledge and skill involved in the food and nutrition project for use in the future. The selection may be an indication of the interest of this age girl in things which can be used as a means to a social end. For example, the girls interest in serving food on different occasions may not be in the actual process of serving food, but in the opportunity she is afforded for entertaining friends by the process of serving the food.

What does this information mean to the persons concerned with the girls 4H program? Since a high percent of the girls in this study were interested in planning, preparing and serving food and meals, it seems advisable that this part of the program be emphasized. Program content could be included for this age girl in the more advanced units of planning, preparing and serving food and of entertaining graciously. The study of nutrition should be continued and coordinated with other food projects. The inclusion of food preservation is

TABLE IX
PERCENT OF 212 GIRLS EXPRESSING INTEREST IN THE PROGRAM CONTENT
OF THE FOOD AND NUTRITION PROJECT

Program Content of the Food and Nutrition Project	Percent
Prepare foods	94
Plan food and meals for different occasions	90
How to serve food on different occasions	89
What foods are needed for health	83
How to manage time and energy while preparing and serving meals	80
What to look for in buying foods	74
Can food	73
Freeze food	72
What to look for in selecting china, silver, and table linen	69
How to plan a budget for buying food	65

justified by the interest expressed by three-fourths of the girls in canning and freezing. However, the continuing changes in food processing habits of families need to be recognized by persons planning the projects. It is suggested that more be included in the program for the older girl on time and energy management in food preparation. Also, projects on buymanship, particularly in the area of spending the food budget, selecting food and selecting table service seem pertinent for this age girl.

Interest in Program Content of the Clothing Project

A very high percentage of the girls in this study were interested in the program content of the clothing project. The girls were almost unanimous in their interest in personal and clothing grooming. The desire of this age group to be attractively and appropriately dressed is shown by the fact that 95 percent of the girls studied wanted to learn how to select clothes and accessories for different occasions. The creative satisfaction in making clothes and the financial saving in sewing could be reasons for the selection of clothing construction by 94 percent of the girls interviewed. About 85 percent of this group were interested in planning clothing needs and in principles of buying clothing. The percentage of girls who expressed interest in the program content of the clothing project is shown in Table X.

The very high percentage of the girls who were interested in nearly all of the program content of the clothing project emphasizes the desire of this age group to be well groomed, attractively and

TABLE X
PERCENT OF 212 GIRLS EXPRESSING INTEREST IN THE
PROGRAM CONTENT OF THE CLOTHING PROJECT

Program Content of the Clothing Project	Percent
How to be well groomed	99
What to wear for different occasions	97
What clothes to select for myself (color, design)	96
What accessories to select to complete a costume	94
Make clothing	94
How to sew	93
How to take care of clothes as press, mend	91
What to look for when buying clothes (quality, construction)	89
Plan my clothing needs for a year	83
Keep a record of all money spent for my clothes	61

appropriately dressed. Based on the interest expressed by these girls, the inclusion of program content involving selecting and constructing clothing, planning of clothing needs, grooming of the individual and care of clothing will be popular with girls in this study.

Interest in the Program Content of the Home Furnishings Project

The girls in the study were interested in the program content of the home furnishings project which dealt with the basic principles of interior decoration. The girls said they were interested in planning, selecting and arranging home furnishings. Interest was expressed by 88 percent of the girls in caring for the home and by 77 percent of the girls in time and energy management. About two-thirds of the girls questioned were interested in making home furnishings and finishing furniture. Nearly 70 percent of the girls expressed interest in the principles of buying home furnishings and equipment.

The interest of the girls interviewed in the program content in home furnishings may be caused by several factors. The girl may be interested in an attractive home in which to entertain friends. The help the girl is expected to give in housework could create interest in care of the home and in time and energy management in house work. The girls recognition of her need as a future homemaker for knowledge in home decoration may have been expressed in the interest in the principles of planning, selecting and using home furnishings. (See Table XI).

TABLE XI
PERCENT OF 212 GIRLS EXPRESSING INTEREST IN THE PROGRAM
CONTENT OF THE HOME FURNISHING PROJECT

Program Content of the Home Furnishing Project	Percent
How to arrange furniture and accessories	88
How to care for a house as clean	88
What to consider in selection of home furnishings (color, design, type)	84
Decorate a room including planning, selecting, making and arranging	82
How to manage time and energy when caring for a home	77
How to select and use household equipment	71
Make furnishings for the home	67
What to look for in selecting home furnishings (quality, construction)	64
How to finish wood as furniture and floors	56
How to make a budget for buying furniture and equipment for the home	54

The study of home furnishings is important for this age group as about one-half of these girls will be married homemakers by the time they are 20 years old. One of the first concerns, then, will be an attractive place to live. Recognizing that fact and the fact that 85 percent of the girls in this study were interested in caring for, and in planning, selecting and arranging of home furnishings, persons making program plans might include more for this age group on those four subjects. It also seems advisable to include more in the program for the older girl on buying home furnishings and equipment and on managing money for that purpose. Making home furnishings and finishing furniture might be included as special projects for those two out of three girls who expressed interest.

Interest in the Related Projects and Activities

The girls in this study displayed a wide variety of interest in the related projects and activities. As stated previously one program topic for each of the related projects and activities in the present LH program was included in the list of program subjects. The variety of program content selected by the girls indicated that girls in this age range have interest in many different projects. Very few of these projects appealed to all the girls, but all the projects appealed to some in the group. However, nearly all the girls were interested in the program content related to social relations and behavior. About 96 percent of the girls were interested in what to do and say on a date, in what to do and say in public, in entertaining people at home, and in how to dance.

The interest of this group of girls in family care was shown in the selection of care of children by 96 percent and of home nursing by 90 percent. Projects which were selected by the smallest percentage of girls were care of livestock and care of chickens. The percentage of the girls expressing interest in all of the related projects and activities is shown in Table XII.

Program planning with the related projects and activities offers a challenge. The variation in selection of these projects and activities by the girls in this study pointed up the individual interest of girls in this age range. These girls were interested in program content related to self improvement, creative activities, hobbies, and natural environment. To meet these individual interests, persons planning programs will need to provide an assortment of related projects and activities from which the girl may choose. Since nearly all the girls were interested in social behavior at home and in public, it would seem advisable to include more in this area in the program. Since care of children was another project in which most of the girls were interested, it seems desirable to include more on that subject in the program.

Interest in the Organization Activities

The framework of the organization is the vehicle for the fifteen program suggestions classified as organization activities. The girl could participate in these activities as part of the group and as an individual within the group.

TABLE XII
PERCENT OF 212 GIRLS EXPRESSING INTEREST IN THE
RELATED PROJECTS AND ACTIVITIES

Related Project and Activity	Percent
How to take care of children	96
What to do and say on a date	96
Entertain people in my home	96
How to dance	96
What to do and say in public	93
How to nurse the sick at home	86
Beautify the house yard	82
Write to pen pals overseas	80
How to prevent accidents at home	80
Read books	76
Remove fire hazards in the home	73
Take part in outdoor nature activities	69
Take part in music study	66
Keep informed on current world affairs	62
Raise a vegetable garden	53
Take care of livestock	37
Take care of chickens	24

Most of the girls in the study were interested in the recreational activities. The activities involving recreational leadership were selected by a smaller percentage of these girls than the activities requiring recreational participation, as shown in Table XIII.

The desire of this age person to be an accepted part of a group was shown when 91 percent of the girls said they were interested in helping other club members and in working with others in a club or group.

About 80 percent of the girls were interested in the club events such as camping, dress revue, and better grooming contest. Three out of four girls interviewed were interested in the activities related to business meetings, as being an officer and taking part in a meeting. About two-thirds of the girls expressed interest in the club program activities, such as leading discussion, giving demonstrations, and presenting a talk.

The number of girls who were interested in personal expense account record keeping and picture recognition study indicates that these two items are ones of concern to some girls, but not all girls. These activities satisfy the need of some girls just as the related projects and activities do.

In making program plans, it must be remembered that the organization itself is the means for providing the program content in this area. Using the interest expressed by the girls as a guide, persons planning programs should provide as many opportunities as possible for the girls to participate in individual and group activities within

TABLE XIII
PERCENT OF 212 GIRLS EXPRESSING INTEREST IN THE
ORGANIZATION ACTIVITIES

Organization Activity	Percent
Go to parties	94
Help other club members	91
How to work with others in a club or group	91
Plan parties for a group	88
Go to camp	84
Take part in a grooming contest	80
Model in a dress revue	78
How to take part in a business meeting	76
Be an officer of an organization	75
Lead recreation	70
Give a demonstration	64
Keep record of personal expenses	62
Lead a discussion in a club or group	61
Give a talk before a group	61
Take part in picture recognition study	35

the club. The girls in this study were interested in activities related to recreation, project events, club program, and business meetings.

The club itself can be a laboratory for helping girls learn to get along with other persons. Girls are provided unlimited opportunity for this through the procedure of business meetings, work on committees and programs, and cooperation on events. To meet the concern expressed by nearly all the girls it would seem desirable to provide information on understanding self and others, and working in a group.

CHAPTER III

EXPERIENCE AND INTEREST RELATED TO PROGRAM CONTENT

In the preceding chapter the interests expressed by the 212 girls in the study were discussed to find what program content girls were interested in. No attempt was made to relate the girls interest to the experience they might have had in the program content. In this chapter the experience which the girls in the study expressed in the program content will be discussed. The relationship of the girls experiences and interests will be explored.

It was pointed out in Chapter II that the girl could obtain knowledge, understanding, and skill from the contents of the program. Also in Chapter II the word "interest" was interpreted as meaning "something which is of concern to the girl and which engages her attention." The word "experience" is interpreted as "the doing of something, either physical or mental." The "doing" might be in the form of physical action, such as doing a skill, and in the form of mental achievement such as acquiring knowledge and understanding. The experience itself may have been any one of, or any combination of, acquiring knowledge and understanding and doing a skill.

The girls who were interviewed reported a variety of situations involving their experiences and interests. The girls told what projects they had taken and were interested in. They also told what projects they had not taken and were interested in. The situations reported

by the girls were classified as those with:

1. Similar interest and experience. In this case the percentage of girls expressing interest in the project was about the same as the percentage of girls who said they had taken the project.
2. More experience and less interest. In this situation the percentage of girls who said they had taken the project was larger than the percentage of girls who said they were interested in the project.
3. Less experience and more interest. In this case the percentage of girls who said they had taken the project was smaller than the percentage of girls who said they were interested in the project.

Experience and Interest in Program Content of the Home Economics Projects

In the study the 212 girls were asked what they had done in the program content of the home economics projects. Nearly all the girls replied they had taken projects which included skills frequently used in homemaking. And nearly all the girls replied they were interested in those same projects. These projects included food preparation, canning and freezing food, selecting food for health, making clothes, care of clothing, personal grooming and care of the house. Two home furnishings projects in which the percent of girls who were interested and who had taken the project were somewhat similar, but in which the percents were not high were making home furnishings and finishing furniture.

A smaller percentage of the girls interviewed indicated experience in the program content of all three home economics projects which covered selection and buymanship principles, time and energy management,

and money management. The projects in which the smallest percentage of girls expressed experience were money management and time and energy management. The percentage of girls expressing interest was larger than the percentage of girls expressing experience for all the program content related to selection and buymanship principles, time and energy management and money management.

The percentage of girls who expressed experience and interest in the program content of the home economics projects may be seen in Tables XIV, XV, and XVI for food and nutrition, clothing, and home furnishings, respectively.

In analyzing the situation to find some implications for the girls 4H club program these factors are noted. The program content in which similar percentages of girls expressed experience and interest were home economics projects which involved skills frequently used in homemaking. It must be recognized that some of the projects in which a smaller percentage of girls expressed experience were used in doing the projects in which a larger percentage of girls expressed experience. For instance, in making clothes, the girl first had to consider style of garment, color and design, and use of the finished garment, before she actually constructed the garment. Yet a smaller percentage of girls indicated experience in those three subjects than in making clothes.

The home economics projects in which the percentage of girls who said that had taken the project was less than the percentage of girls who were interested may be projects which the girls have had little

TABLE XIV
EXPERIENCE AND INTEREST IN PROGRAM CONTENT IN FOOD AND NUTRITION
PROJECT EXPRESSED BY 212 GIRLS, IN PERCENT

Program Content of the Food and Nutrition Project	Percent Expressing	
	Experience	Interest
Prepare foods	97	94
What foods are needed for health	81	83
Can food	75	73
Freeze food	65	72
Plan food and meals for different occasions	57	90
What to look for in buying foods	47	74
How to serve food on different occasions	43	74
How to manage time and energy while preparing and serving meals	39	80
How to plan a budget for buying food	16	65
What to look for in selecting china, silver and table linen	13	69

TABLE XV
EXPERIENCE AND INTEREST IN PROGRAM CONTENT IN CLOTHING PROJECT
EXPRESSED BY 212 GIRLS, IN PERCENT

Program Content of the Clothing Project	Percent Expressing	
	Experience	Interest
How to sew	90	93
How to take care of clothes (press, mend, etc.)	90	91
How to be well groomed	89	99
Make clothing	88	94
What to wear for different occasions	78	97
What clothes to select for myself (color, design)	76	96
What accessories to select to complete a costume	71	94
What to look for when buying clothes (quality, construction)	61	89
Plan my clothing needs for a year	42	83
Keep record of all money spent for my clothes	33	61

TABLE XVI
EXPERIENCE AND INTEREST IN PROGRAM CONTENT IN HOME FURNISHINGS
PROJECT EXPRESSED BY 212 GIRLS, IN PERCENT

Program Content of the Home Furnishings Project	Percent Expressing	
	Experience	Interest
How to care for a house as clean	90	88
How to arrange furniture and accessories	56	88
Make furnishings for the home	45	67
How to finish wood as furniture and floors	44	56
What to consider in selection of home furnishings (color, design)	39	84
How to select and use household equipment	37	71
Decorate a room including planning, selecting, making and arranging	33	82
How to manage time and energy when caring for a home	32	77
What to look for in selecting home furnishings (quality, construction)	25	64
How to make a budget for buying furniture and equipment for the home	7	54

opportunity or need to do. The program content referred to includes selection and buymanship principles, time and energy management, and money management. Some of the program content which has received less emphasis in the Iowa 4H club program can be identified as home economics projects in which a smaller percentage of girls expressed experience.

Using the expressions of 212 girls as a guide, it seems logical to make these suggestions for the program content of the home economics projects. Continue to emphasize the home economics projects which involve skills frequently used in homemaking. Such projects are preparation and preservation of food, construction and care of clothing, personal grooming, care of the home, and making home furnishings. Include in the home economics program more of the projects in which more girls expressed interest and fewer girls expressed experience. The subjects in this category are related to selecting and buying homemaking articles, to money management, and to time and energy management.

Experiences and Interest in the Related Projects and Activities

The 212 girls interviewed indicated that few of the related projects and activities had been taken by all of the girls, but all of the related projects and activities had been carried by some of the group. The girls were more selective in their choice of these projects and activities. The one activity which nearly all the girls said they had experienced was reading books. The girls experience in this was obviously the result of school work.

A smaller percentage of the girls in the study said they had experience in the activities related to social behavior, but nearly all the girls said they were interested in those activities. About three-fourths of the girls had taken care of children while nearly all the girls were interested in this.

Three projects in which a smaller percentage of girls expressed interest and in which a larger percentage of girls said they had experience were projects with which farm girls are often expected to help. And seventy-five percent of the girls in this study reside on farms. Those projects were vegetable gardening, and care of livestock and chickens.

The percentage of girls who had studied music, kept informed on current world affairs, and taken part in outdoor nature activities was nearly the same as the percentage of girls who were interested in these activities. These activities could all be carried as an individual outside an organization. The percentage of the 212 girls who said they had taken the related projects and activities and the percentage of girls who were interested is given in Table XVII.

The relatively high percentage of girls who said they were interested in most of the related projects and activities and the smaller percentage of girls who had undertaken most of the activities points up the need to provide opportunity for more girls to participate in these. These findings indicate the importance of including in the 4H club program a variety of related projects and activities from which the girls may choose. But just including the projects will not

TABLE XVII
EXPERIENCE AND INTEREST IN RELATED PROJECTS AND ACTIVITIES
EXPRESSED BY 212 GIRLS, IN PERCENT

Related Projects and Activities	Percent Expressing	
	Experience	Interest
Read books	93	76
How to take care of children	77	96
Entertain people in my home	77	96
How to dance	73	96
Take care of chickens	70	24
Raise a vegetable garden	67	53
Take part in outdoor nature activities	67	69
Keep informed on current world affairs	67	62
Take part in music study	66	66
Beautify the house yard	58	82
Take care of livestock	56	37
What to do and say on a date	55	96
How to prevent accidents at home	52	80
What to do and say in public	52	93
Remove fire hazards in the home	51	73
How to nurse the sick at home	42	86
Write to pen pals overseas	33	80

provide all the solution. The question could be asked how many of the 4H girls and the 4H leaders advising the girls are familiar with the possibilities for participation in the related projects and activities. Some means of acquainting the leaders and girls with the possibilities in each project and activity is necessary.

Since the girls were nearly unanimous in their expression of interest in activities concerned with social behavior and child care, it would seem logical to enlarge the program content in those two areas for this age girl.

Experience and Interest in the Organization Activities

The variations in the experiences and interests expressed by the 212 girls in the organization activities indicates that the girls participation had been both limited and encouraged by the club. The interest and initiative of the individual also seemed to have a bearing on the participation in the club activities.

Activities which the highest percentage of girls said they had undertaken and were also interested in, required voluntary association with people. The activities were going to parties and working with others. Other activities in which similar percentages of girls in this study expressed experience and interest required the girl to work with people in a leadership role. Such activities were being an officer, participating in a business meeting, leading recreation, and leading discussion. As shown in Table XVIII.

Activities in which a smaller percentage of girls said they had participated but a larger percentage of girls said they were

TABLE XVIII
EXPERIENCE AND INTEREST IN ORGANIZATION ACTIVITIES
EXPRESSED BY 212 GIRLS, IN PERCENT

Organization Activities	Percent Expressing	
	Experience	Interest
Give a demonstration	95	64
Go to parties	94	94
Give a talk before a group	92	61
How to work with others in a club or group	87	91
How to take part in a business meeting	76	76
Be an officer of an organization	76	75
Help other club members	71	91
Take part in picture recognition study	65	35
Go to camp	62	84
Plan parties for a group	61	88
Lead recreation	60	70
Lead a discussion in a club or group	56	61
Keep record of personal expenses	55	62
Take part in a grooming contest	55	80
Model in a dress revue	34	78

interested were activities in which participation has often been limited by the club. These activities are examples, camping, dress revue, grooming contest, party planning, and helping other club members.

The club goals seemed to provide part of the incentive for the girls participation in some activities. In Iowa 4H club work it has been a goal for each member to give a talk and a demonstration in her club each year. About 95 percent of the girls in this study said they had given demonstrations and talks. About 65 percent of the girls said they were interested in these two program activities. The picture recognition study was another activity in which a larger percentage of the girls expressed experience and a smaller percentage of the girls said they were interested. This activity has usually been one of the goals in the home furnishings project. Before any suggestions are recommended about the requirement of demonstrations and talks in the club program, the writer feels more facts are needed. In this study the girls were not asked "why" they were or were not interested. Many factors are involved in the girls expression of interest in these activities.

What recommendations for the club program can be implied from the statements of the 212 girls concerning their interest and participation? One most important suggestion is again recommended. Persons planning club programs need to provide as many different opportunities as possible for the club member to take part in activities. First, the opportunity itself must be available, and second, the member must

be encouraged to use the available opportunity. Club program plans should include many activities in recreation, project events, business meetings and club programs.

CHAPTER IV

INTEREST AND EXPERIENCE IN PROGRAM CONTENT EXPRESSED BY GIRLS RE-ENROLLING AND DROPPING-OUT

In the two preceding chapters the interest and experience reported by the 212 girls in the study were discussed to find what program content these girls were interested in and what projects these girls had taken. In this chapter the interests and the experiences expressed by the girls who re-enrolled and who dropped-out will be discussed. The interests will be compared to see, first, if more of the girls who re-enrolled were interested in the home economics projects, and second, if more of the girls who re-enrolled were interested in the related projects and club activities. The experiences will then be compared to see if more of the girls who re-enrolled had taken the projects and activities.

The comparisons will be made of the percentages of the girls in the re-enroll group and in the drop-out group who, first, expressed interest, and second, expressed experience in the home economics projects, related projects and activities and organization activities. The statistical analysis of the number of girls expressing interest in each item and for each group of items will be reported. Similar analysis will be reported for the experience expressed by the girls. The difference found in each analysis between the number of girls in the re-enroll group and the drop-out group will be reported as very

significant, significant, or a trend. A description of the statistical analysis may be found in Chapter I. The results of the chi square analysis are reported with each item on the appropriate table. The analysis of variance test results for each group of items may be found on page 109 of the Appendix.

Interest in Program Content of Food and Nutrition Project Expressed by Girls Re-enrolling and Dropping-out

The difference between the number of girls in the re-enroll group and in the drop-out group who were interested in the program content of the food and nutrition project was not significant. Although the difference between the girls in the two groups was not significant, differences were noted. However, no regular pattern of selection of projects by the girls in either group was evident. Slightly more of the girls in the drop-out group were interested in preparing and canning foods, in time and energy management, and in budgeting for buying food. A few more of the girls re-enrolling expressed interest in serving food, foods for health, freezing food and buymanship principles. A similar percentage of girls in both groups were interested in meal planning, and in selection of table service. The percent of girls in the re-enroll and drop-out group interested in the food and nutrition project is shown in Table XIX.

It can be concluded that there was no significant difference in the number of girls in the re-enroll and drop-out group who were interested in the program content of the food and nutrition project.

TABLE XIX

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING INTEREST
IN THE PROGRAM CONTENT OF THE FOOD AND NUTRITION PROJECT

Program Content of the Food and Nutrition Project	Percent		Chi Square ¹
	Re-enroll	Drop-out	
Prepare foods	93	94*	.0630*
Plan food and meals for different occasions	90	90	.0428
How to serve food on different occasions	90	88	.0371
What foods are needed for health	86	81	.9720
How to manage time and energy while preparing and serving meals	77	83*	1.2687*
Freeze food	77	68	2.1450
What to look for in buying foods	76	72	.3040
Can food	73	74*	.0731*
What to look for in selecting china, silver and table linen	69	69	.0085
How to plan a budget for buying food	60	70*	1.9378*

*

Numbers are larger for the drop-out group.

¹Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

This can be interpreted to mean that in this study the present program content of the food and nutrition projects was not a significant factor in re-enrollment.

Interest in Program Content in the Clothing Project Expressed by Girls Re-enrolling and Dropping-out

No significant difference was found in the number of girls in the re-enroll and drop-out group who expressed interest in the clothing project. Trends of difference between the girls in the two groups were noted. A few more of the girls in the re-enroll group were interested in selecting accessories, planning clothing needs, making clothes, personal and clothing grooming. While a few more of the girls dropping-out were interested in clothing buymanship principles.

In the analysis of variance test no significant difference was found. But a trend was shown indicating that the girls in the re-enroll group had slightly more interest in all the clothing items than the girls in the drop-out group. In Table XX the percentage of girls in both groups who were interested in the program content of the clothing project may be seen.

The conclusion can be made that there was no significant difference in the number of girls in the re-enroll group and drop-out group who were interested in the clothing project. In this study the present program content of the clothing project was not a significant factor in re-enrollment.

TABLE XX

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING INTEREST
IN THE PROGRAM CONTENT OF THE CLOTHING PROJECT

Program Content of the Clothing Project	Percent		Chi Square ¹
	Re-enroll	Drop-out	
How to be well groomed	100	98	---
What to wear for different occasions	97	97	.0005
What accessories to select to complete a costume	97	93	1.7196
What clothes to select for myself (color, design)	96	96	.0381
Make clothing	96	93	.8934
How to sew	95	93	.3951
How to take care of clothes (press, mend)	92	90	.0687
What to look for when buying clothes (quality, construction)	86	91*	1.5663*
Plan my clothing needs for a year	84	81	.3672
Keep a record of all money spent for my clothing	64	58	.0031

* Numbers are larger for the drop-out group.

¹Chi square numbers underlined once are significant at five percent level.

Chi Square numbers underlined twice are significant at one percent level.

Interest in Program Content in the Home Furnishings Project
Expressed by Girls Re-enrolling and Dropping-out

The difference in the number of girls re-enrolling and dropping-out who said they were interested in the program content of the home furnishings project was not significant. There was a very significant difference in the number of girls who were interested in selection of home furnishings with more of the girls who dropped-out expressing that interest. A few more of the girls who dropped-out were interested in caring for a house, decorating a room, selecting household equipment and budgeting for buying furniture. Finishing furniture, making home furnishings, and arranging furniture were of interest to slightly more of the girls in the re-enroll group. The percentage of girls in the re-enroll and drop-out group interested in the home furnishings project is shown in Table XXI.

Even though the difference in the number of girls in both groups who were interested in home furnishings was not significant, persons planning home furnishings programs might consider the small differences as a guide. It seems including more in the program related to selection and buymanship of home furnishings and equipment would interest more of the girls who dropped-out.

It can be concluded that there was no significant difference in the number of girls re-enrolling and dropping-out who were interested in the program content of the home furnishings project. It was found in this study that the present program content of the home furnishing project was not a significant factor in re-enrollment.

TABLE XXI

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING INTEREST
IN THE PROGRAM CONTENT OF THE HOME FURNISHINGS PROJECT

Program Content of the Home Furnishings Project	Percent		Chi Square ¹
	Re-enroll	Drop-out	
How to arrange furniture and accessories	91	86	1.2432
How to care for a house as clean	85	90*	1.4518*
What to consider in selection of home furnishings (color, design, type)	84	84	.0036
Decorate a room including planning, selecting, making and arranging	82	83*	.0073*
How to manage time and energy when caring for a home	79	77	.0569
How to select and use household equipment	70	73*	.3215*
Make furnishings for the home	68	65	.2852
How to finish wood as furniture and floors	61	50	2.2655
What to look for in selecting home furnishings (quality, construction)	56	72*	<u>6.1271*</u>
How to make a budget for buying furniture and equipment for the home	53	55*	.0826*

*

Numbers are larger for the drop-out group.

¹Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

Interest in Related Projects and Activities Expressed by Girls Re-enrolling and Dropping-out.

A significant difference was found in the number of girls re-enrolling and dropping-out who were interested in the related projects and activities. More of the girls who re-enrolled were interested. In the statistical analysis significant differences were found in the number of girls who expressed interest in three of the activities. More girls who dropped out were interested in care of children, while more of the girls in the re-enroll group were interested in reading books and care of livestock.

No regular pattern of interest could be discerned for the girls in either group. Again, it seems that the interest expressed by the girls in the related projects and activities is one of individual choice. Of all the girls who re-enrolled a greater number expressed interest in all of the activities concerned with social behavior. More of the girls in the re-enroll group were interested in reading books, current world affairs, livestock and chicken care. While more of the girls in the drop-out group were interested in care of children, vegetable gardening and fire prevention in the home. The percentage of the girls re-enrolling and dropping-out who were interested in the related projects and activities is shown in Table XXII.

The conclusion can be made that more of the girls who re-enrolled were interested in the related projects and activities. In this study the interest in the present program content of the related projects and activities was a significant factor in re-enrollment. This means

TABLE XXII

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING INTEREST
IN THE RELATED PROJECTS AND ACTIVITIES

Related Projects and Activities	Percent		Chi Square ¹
	Re-enroll	Drop-out	
Entertain people in my home	100	93	---
What to do and say on a date	98	94	2.1577
How to dance	96	95	.1365
What to do and say in public	95	91	1.2650
How to take care of children	93	99*	<u>4.5599*</u>
How to nurse the sick at home	86	86	.0031
Read books	85	65	<u>8.9310</u>
Beautify the house yard	84	80	.6091
Write to pen pals overseas	81	79	.1705
How to prevent accidents at home	80	79	.0576
Take part in outdoor nature activities	72	66	.9650
Remove fire hazards in the home	72	74*	.1454*
Take part in music study	69	62	1.2352
Keep informed on current world affairs	67	58	2.0739
Take care of livestock	45	30	<u>5.3315</u>
Raise a vegetable garden	35	50*	.6673*
Take care of chickens	28	20	1.8728

* Numbers are larger for the drop-out group.

¹ Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

that the girls in this study who dropped-out may have been influenced to do so, because the related projects and activities in the present program did not interest them. The lack of interest might be in the subject itself. Or the girl may not have been interested because she did not realize the possibilities of the project. This study provided very little indication of other projects the girls who dropped-out might be interested in. The one project in which a significant difference was found with more of the girls in the drop-out group expressing interest was, care of children. It is suggested that further study be done in this area.

Persons in charge of 4H club programs should include these and additional related projects and activities. The club member and her leader need the opportunity to become acquainted with the possibilities in each related project and activity.

Interest in Organization Activities Expressed by Girls Re-enrolling and Dropping-out

Very significant differences were found in the number of girls in the re-enroll group and the number of girls in the drop-out group who were interested in the organization activities. More of the girls who re-enrolled were interested in 12 of the 15 organization activities. In Table XXIII the statistical differences in the number of the girls re-enrolling and dropping-out who expressed interest in the organization activities may be noted.

Very significant differences were found in the number of girls who said they were interested in being an officer, taking part in

TABLE XXIII

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING INTEREST
IN THE ORGANIZATION ACTIVITIES

Organization Activities	Percent		Chi Square ¹
	Re-enroll	Drop-out	
Help other club members	97	84	<u>11.1154</u>
How to work with others in a club or group	96	89	<u>8.2026</u>
Go to parties	96	96	.0007
Go to camp	91	78	<u>6.3598</u>
How to take part in a business meeting	88	65	<u>14.9291</u>
Be an officer of an organization	88	64	<u>16.5536</u>
Plan parties for a group	87	89*	.1347*
Take part in a grooming contest	87	73	<u>6.1542</u>
Model in a dress revue	83	73	3.0227
Give a demonstration	77	51	<u>16.2982</u>
Keep record of personal expenses	74	50	<u>12.3034</u>
Lead recreation	74	67	1.3026
Lead a discussion in a club or group	70	51	<u>7.7498</u>
Give a talk before a group	68	53	<u>4.9327</u>
Take part in picture recognition study	42	28	<u>4.8613</u>

* Numbers are larger for the drop-out group.

¹ Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

business meetings, giving a demonstration, leading discussion, helping other club members, working with others and keeping personal expense records. All of these activities except the last one, involve the girl in a leadership role. Significant differences were found in the number of girls who said they were interested in camping, grooming contests, dress revue, picture recognition study, and giving a talk. The only group of activities in which similar numbers of girls in both groups expressed interest was in the recreational area. Those activities were going to parties, planning parties, and leading recreation.

It can be concluded that more of the girls who re-enrolled were interested in the organization activities. In this study the interest in the organization activities was a very significant factor in relation to re-enrollment.

What does this mean to the 4H club program? Why were more of the girls who re-enrolled interested in 12 of the 15 organization activities? Are the girls who re-enrolled interested in a different type of activity? Have the girls who re-enrolled had more satisfying experiences in the club, thus influencing their expression of interest? These questions will need to be considered as program suggestions are made.

Experience in Program Content of the Food and Nutrition Project Expressed by Girls Re-enrolling and Dropping-out

In the program content of the food and nutrition project the difference in the number of girls re-enrolling and dropping-out who

expressed experience was not significant. There was a significant difference between the number of girls in the two groups who had canned and frozen food. More girls who re-enrolled had carried those projects. Of the girls interviewed, more who dropped-out had experience in planning food budgets, selecting table service, and selecting food for health. Even though the difference was not significant more of the girls who re-enrolled had taken all the other food and nutrition projects. In Table XXIV the percentage of girls in the re-enroll and drop-out group who expressed experience in the program content of the food and nutrition project is given.

The conclusion can be made that there was no significant difference in the number of girls in the re-enroll and drop-out groups who had taken the food and nutrition projects. More girls who re-enrolled had canned and frozen food. In general in this study the experience of the club member in the food and nutrition project was not a significant factor in re-enrollment.

Experiences in Program Content of the Clothing Project Expressed by Girls Re-enrolling and Dropping-out

Although no significant difference was found in the number of girls re-enrolling and dropping-out who expressed experience in the clothing project, a larger number of girls in the drop-out group indicated experience in five of the clothing topics. The clothing topics in which more of the girls who dropped-out expressed experience were in the area of planning, selecting and buying clothing, and personal grooming. Clothing construction was one project which more

TABLE XXIV

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING EXPERIENCE
IN THE PROGRAM CONTENT OF THE FOOD AND NUTRITION PROJECT

Program Content of the Food and Nutrition Project	Percent		Chi Square ¹
	Re-enroll	Drop-out	
Prepare foods	97	96	1.679
Can food	84	68	<u>7.6870</u>
What foods are needed for health	80	82*	.0811*
Freeze food	72	58	<u>4.4852</u>
Plan food and meals for different occasions	62	51	2.5249
What to look for in buying foods	50	45	.4840
How to serve food on different occasions	46	40	.6292
How to manage time and energy while preparing and serving meals	42	36	.7653
How to plan a budget for buying food	11	20*	3.0116*
What to look for in selecting china, silver and table linen	11	14*	.3281*

*

Numbers are larger for the drop-out group.

¹Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

girls who re-enrolled had done. The percentage of girls in both groups expressing experience in the clothing project is shown in Table XXV.

It can be concluded that there was no significant difference in the number of girls re-enrolling and dropping-out who had taken the clothing project. More of the girls who re-enrolled had made clothes. In this study the experience of the girls in the clothing project was not a significant factor in re-enrollment.

Experience in Program Content of the Home Furnishings Project
Expressed by Girls Re-enrolling and Dropping-out

Of the girls re-enrolling and dropping-out the difference in the number who said they had experience in the topics in the home furnishings project was not significant. However, more girls in the re-enroll group had made home furnishings and decorated a room. A few more girls in the re-enroll group expressed experience in all the home furnishings program content. The experience expressed by the girls in the re-enroll and the drop-out group in the home furnishings program content is shown in Table XXVI.

The conclusion can be made that the difference in the number of girls re-enrolling and dropping-out who had taken the home furnishings project was not significant. More girls who re-enrolled had made home furnishings and decorated a room. The experience of the girls interviewed for this study was not a significant factor in re-enrollment.

TABLE XXV

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING EXPERIENCE
IN THE PROGRAM CONTENT OF THE CLOTHING PROJECT

Program Content of the Clothing Project	Percent		Chi Square ¹
	Re-enroll	Drop-out	
How to sew	95	86	<u>5.9781</u>
Make clothing	94	82	<u><u>7.8091</u></u>
How to take care of clothes (press, mend)	92	89	.5080
How to be well groomed	89	90*	.0298*
What to wear for different occasions	77	80*	.3530*
What clothes to select for myself (color, design)	74	78*	.5272*
What accessories to select to complete a costume	73	70	.1215
What to look for when buying clothes (quality, construction)	58	65*	1.0386*
Plan my clothing needs for a year	45	55*	.7350*
Keep a record of all money spent for my clothes	34	32	.0382

*

Numbers are larger for the drop-out group.

¹Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

TABLE XXVI

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING EXPERIENCE
IN THE PROGRAM CONTENT OF THE HOME FURNISHINGS PROJECT

Program Content of the Home Furnishings Project	Percent		Chi Square ¹
	Re-enroll	Drop-out	
How to care for a house as clean	90	90	.0758
How to arrange furniture and accessories	59	52	.9065
Make furnishings for the home	54	36	<u>6.9415</u>
How to finish wood as furniture and floors	49	39	1.9630
What to consider in selection of home furnishing (color, design)	40	38	.0973
Decorate a room including planning, selecting, making, and arranging	39	26	<u>4.2331</u>
How to select and use household equipment	38	36	.0540
How to manage time and energy when caring for a home	34	30	.2442
What to look for in selecting home furnishings (quality, construction)	25	24	.0580
How to make a budget for buying furniture and equipment for the home	7	6	.2668

¹ Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

Experiences in Related Projects and Activities Expressed by Girls
Re-enrolling and Dropping-out

No significant difference was found in the number of girls in the re-enroll and drop-out group who expressed experience in the related projects and activities. Again no pattern was found in the type of related project carried by girls in either group. In the activities related to social behavior more of the girls dropping-out had experience in entertaining people at home, and in dating behavior, while more of the girls re-enrolling knew how to dance and what to do and say in public. Of the girls in the drop-out group more had experience in care of children, nursing the sick at home, outdoor nature activities, and beautifying the house yard. More of the girls in the re-enroll group had read books, kept informed on current events, removed home fire hazards, and cared for livestock. In Table XXVII the percentage of girls in both groups who expressed experience in the related projects and activities is given.

The conclusion can be made that there was little difference in the number of girls re-enrolling and dropping-out who expressed experience in the related projects and activities as a whole. The experiences of the girls in this study in the related projects and activities were not a significant factor in re-enrollment. But there was a difference in the number of girls who had taken some of the related projects and activities. Both groups showed more girls expressing experience in some of the related projects and activities. It seems essential for the LM club leaders to keep the way open for

TABLE XXVII

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING EXPERIENCE
IN THE RELATED PROJECTS AND ACTIVITIES

Related Projects and Activities	Percent		Chi Square ¹
	Re-enroll	Drop-out	
Read books	96	90	3.6592
How to take care of children	77	78*	.0644*
Entertain people in my home	75	79*	.3838*
How to dance	75	70	.4908
Keep informed on current world affairs	74	61	<u>4.2102</u>
Take care of chickens	73	67	.9761
Raise a vegetable garden	72	63	2.0013
Take part in music study	67	64	.2843
Take care of livestock	64	47	<u>6.8183</u>
Remove fire hazards in the home	60	42	<u>6.8008</u>
Take part in outdoor nature activities	58	77*	<u>8.8977*</u>
What to do and say in public	56	49	1.0622
Beautify the house yard	54	64*	2.0201*
How to prevent accidents at home	52	52	.0000
What to do and say on a date	48	63*	<u>4.9467*</u>
How to nurse the sick at home	38	47*	1.4823*
Write to pen pals overseas	33	32	.0026

* Numbers are larger for the drop-out group.

¹ Chi square numbers underlined once are significant at five percent level.

Chi square numbers underlined twice are significant at one percent level.

participation by the club member in whatever related project and activity she may choose.

Experiences in Organization Activities Expressed by Girls Re-enrolling and Dropping-out

In the re-enroll group the number of girls who expressed experience in the organization activities was significantly different from the number of girls in the drop-out group who expressed experience in those activities. The difference in experience was very significant between the number of girls in the two groups who had given a demonstration, modeled in a dress revue, been in a grooming contest, kept personal expense records, been in picture recognition study, taken part in a business meeting, and helped other club members.

While the difference was not significant more of the girls in the re-enroll group had given talks, lead a discussion, been an officer, gone to camp, and lead recreation. A few more of the girls who dropped-out said they had planned parties, gone to parties and knew how to work with others.

From these findings it can be concluded that more girls who re-enrolled had participated in the organization activities. Again the reasons for this can only be speculation. Did the girls in the re-enroll group who have participated in the activities receive more satisfaction from the experience? Are the girls in the re-enroll group interested in different activities? Regardless of the reason for more girls in the re-enroll group participating in the organization activities the fact that they did seems to have been a significant factor in their decision to re-enroll.

TABLE XXVIII

PERCENT OF GIRLS RE-ENROLLING AND DROPPING-OUT EXPRESSING EXPERIENCE
IN THE ORGANIZATION ACTIVITIES

Organization Activities	Percent		Chi Square ¹
	Re-enroll	Drop-out	
Give a demonstration	99	91	<u>6.9607</u>
Give a talk before a group	94	89	2.3112
Go to parties	93	94*	.0630*
How to work with others in a club or group	86	88*	.1240*
How to take part in a business meeting	84	69	<u>6.5505</u>
Be an officer of an organization	80	73	1.3903
Take part in picture recognition study	78	52	<u>14.7987</u>
Help other club members	78	65	<u>4.2420</u>
Go to camp	68	55	3.7854
Take part in a grooming contest	64	45	<u>8.3209</u>
Keep record of personal expenses	63	48	<u>4.8200</u>
Lead recreation	63	57	.6611
Plan parties for a group	60	62*	.0973*
Lead a discussion in a club or group	59	52	.9065
Model in a dress revue	46	23	<u>12.3496</u>

¹
Chi square numbers underlined once are significant at five percent level.
Chi square numbers underlined twice are significant at one percent level.

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this study was to determine the influence of program content on the decision of girls, age 14, 15, and 16, to re-enroll in 4H club work. The information supplied by the 212 girls was related to program content in five ways. First, the interest of the girls in program content was analyzed. Second, the projects and activities in which the girls had participated were identified. Third, the girls interest in relation to experience in program content was studied. Fourth, the differences in the girls in the re-enroll and drop-out group were analyzed in relation to interest in program content. Fifth, the differences in the two groups of girls in project participation were studied.

In this chapter the information given by the girls relative to program content is summarized. And finally, the implications of that information to the 4H program are considered.

What the Girls Said About the Home Economics Program Content

The girls in the study said the program content of the home economics project was not a significant factor in the re-enrollment of girls, age 14, 15, and 16. Similar numbers of girls in the re-enroll and drop-out groups expressed interest in the projects frequently used in everyday homemaking. A high percentage of the girls were interested

in these projects, planning, preparing and serving food, selecting and making clothes, personal grooming, clothing care, caring for the house, and planning, selecting and arranging home furnishings.

Nearly all the girls had experience in the projects used everyday in the home, such as, preparing food, care of the house, personal grooming, care of clothing, and making clothing. A greater proportion of the girls who re-enrolled had carried projects which could be exhibited at local, county and state achievement shows. Those projects were can food, freeze food, make clothing, make home furnishings, and decorate a room.

A larger number of the girls were interested than had taken the projects related to consumer buying, money management, and time and energy management in the three home economics programs. About three-fourths of the girls were interested in the standards to consider in buying food, clothing, and home furnishings. About one-half of the girls said they had experience in this area. Interest in planning budgets for buying food, clothing, and house furnishings and equipment was expressed by 60 percent of the girls. About 18 percent of the girls had experience in money management in the three projects. Nearly three out of four girls were interested in managing time and energy in food preparation and house care, while one out of three girls said she had experience in those projects.

While the difference was not significant, more girls in the drop-out group did express interest in projects related to time and energy

management in food preparation, caring for a house, selection and use of household equipment, budgeting for buying food, furniture, and clothing buying principles.

Suggestions for the Home Economics Program

In this study the interest of the girls in the program content of the home economics projects was not a significant factor in re-enrollment. It was also found that the experience of the girls in the home economics projects was not significantly related to re-enrollment. This can be interpreted to mean that the present program content in the home economics projects was not a determining factor in the re-enrollment of the girls in this study. However, from the expressions of the girls, certain suggestions can be made for the home economics program for the older girl. These include additions to and continuations of the present projects.

Since a high percentage of girls expressed interest in projects frequently used in homemaking, the emphasis on these projects should be continued. The more advanced units of the projects would satisfy the maturing interest of the older girl. The projects involve food selection, preparation, and preservation; clothing selection, care and construction; and home furnishings selection, care, and use.

For various reasons the 212 girls expressed more interest and less experience in several projects. Several trends were shown which indicated the 105 older girls who dropped-out had considerable interest in these same projects. Thus, it is suggested that more program content be included in these projects, time and energy management in

home furnishings and food preparation; care of the house; money management related to food, clothing, and home furnishings; buying and selecting food, table service, home furnishings and equipment.

What the Girls Said About the Non-Home Economics Projects

The girls in the study said their interest in the projects not dealing with home economics was a significant factor in relation to re-enrollment. A significant difference was shown with a larger number of girls who re-enrolled expressing interest. The girls interest in most of these projects was an individual concern. Interest in a variety of topics was indicated.

It was found that the experience of the girls in the non-home economics projects was not a significant factor in re-enrollment. A larger number of girls expressed interest in these topics than had carried them.

Nearly all the girls in the study were interested in the program in the social relations area, such as behavior on dates, in the home, and in public. But a smaller percentage of all the girls had participated in the social behavior activities. However, a larger percentage of the girls in the re-enroll group expressed interest in these activities.

A large proportion of the girls in both groups were interested in care of children, with 99 percent of the girls in the drop-out group expressing interest in this. Three-fourths of all the girls had experience in care of children.

More of the girls who re-enrolled were interested and had read books, and kept informed on current world affairs.

Projects in which the smallest percentage of girls expressed interest were care of livestock, care of chickens, and raising a vegetable garden. However, a larger percentage of girls said they had experience in these projects.

Suggestions for the Program Concerning the Non-Home Economics Projects

A significant difference was found in the number of girls who were interested in the projects not dealing with home economics, with more of the girls in the re-enroll group expressing interest. This means that the girls who dropped-out may have been influenced to do so, because they were not interested in those projects. The study also showed that the interest in the non-home economics projects varied with the individual. Very few of the topics appealed to all the girls. This age girl was more selective in her choice.

The experience of the girls in the non-home economics projects was not a significant factor in re-enrollment. The number of girls in both groups who expressed experience in these activities was similar.

Based on these findings the following suggestions are made for the program concerning the non-home economics projects. A variety of projects should be provided from which the girl may choose the ones in which she is interested. The projects in the present program should be continued. Opportunity needs to be provided for the girl and her

leader to become acquainted with the possibilities for participation in this part of the 4H program.

A very high percentage of the girls expressed interest in the care of children. It seems advisable to include a unit on care of children for this age girl.

Another activity in which nearly all the girls expressed interest was in the social relations area. It is suggested that more program helps be included on social behavior in the home and in public.

What the Girls Said About the Organization Activities

In this study the more significant findings about program content and re-enrollment were obtained from the girls expressions concerning the organization activities. The interest of the girls was a very significant factor in re-enrollment. More of the girls who re-enrolled were interested in 12 of the 15 organization activities. Likewise the participation of the girls in these activities was a very significant factor in re-enrollment.

The 15 organization activities were classified in five groups of similar content. The club events included camping, dress revue, grooming contest, picture recognition study, and personal expense record. Activities involved in a business meeting were participating as a member and as an officer. The club program activities included giving a demonstration, presenting a talk, and leading discussion. Going to parties, planning parties, and leading recreation were classified as recreation activities. Two other activities were working with other persons, and helping other club members.

About 80 percent of the girls said they were interested in the club events such as camping, dress revue and grooming contest. The smaller percent of girls who were interested in the picture recognition study and keeping personal expense records indicated that these two activities met the individual interest of some girls.

There was a significant difference in the number of the girls in the re-enroll group who expressed interest in all five of the club events. A larger number of all the girls were interested in camping, dress revue and grooming contest than had participated in the activities.

A very significant difference was found in the number of girls re-enrolling who expressed experience in all of the club events but camping. While more girls in the re-enroll group had gone camping the difference was not significant.

Participation in a business meeting as a member and as an officer was of interest to 75 percent of the girls in the study. However, a very significant difference was found in the number of girls in the re-enroll group who expressed interest in the two activities. A much larger number of girls in the re-enroll group had participated in a business meeting. More of the re-enroll group of girls also expressed experience in being an officer, although the difference was not significant.

Two-thirds of the girls said they were interested in the club program activities of leading a discussion, giving a demonstration, and presenting a talk. In these activities a significant difference

was found in the number of girls in the re-enroll group who were interested.

A much larger number of the girls in the re-enroll group, 99 percent, had given a demonstration.

While the difference was not significant, more of the girls re-enrolling had lead discussion and given talks.

The recreational activities were not a significant factor in re-enrollment in this study. The three activities in the recreational area were the only organization activities in which similar numbers of girls in the re-enroll and drop-out group were interested. A high percentage of all the girls were interested in going to parties, planning parties and leading recreation. However, more girls were interested in going to parties than in leading recreation.

Although the difference was not significant a few more of the girls re-enrolling had lead recreation. While a few more of the girls who dropped-out had planned parties, and gone to parties.

A significant difference was shown in the number of girls re-enrolling who were interested in getting along with others. A very significant difference was noted in the number of girls in the re-enroll group who said they had helped other girls in the club. A few more of the girls who dropped-out said they knew how to work with others.

Suggestions for the Program Concerning the Organization Activities

The interest of the girls in this study in the organization activities was a significant factor in re-enrollment. Thus, it is

logical to provide opportunities in the club program in which the 14, 15 and 16 year old girl may satisfy that interest. Likewise the participation of the girls in the organization activities was a significant factor in re-enrollment. These findings indicate that opportunity for participation by the girls in the organization activities is most essential as a means of keeping more girls in club work.

The number of girls in the study who were interested in the club events was larger than the number of girls who had participated in them. It is suggested that more girls be given the chance to take part in club events such as camping, dress revue, and grooming contests. This might mean a change in rules which limit the number of girls who can take part in these events.

A similar number of girls in both groups had participated in business meetings as an officer and a member. But a larger percentage of girls who re-enrolled were interested in being an officer. It seems the experience of being an officer must have been more satisfying to the girls who re-enrolled. It is suggested that additional helps be given the member and the officer on procedure in a business meeting.

A much larger number of girls in the re-enroll group expressed interest in the club program activities of leading discussion, presenting talks, and giving demonstrations. Also, more of the girls in the re-enroll group had participated in these activities. It is suggested that the local club program be planned to allow more girls to lead discussions, present talks, and give demonstrations. To help

the girl have a more satisfying experience it would seem desirable to give the girl more help in methods used in giving talks, discussions and demonstrations.

The recreational activities were not a significant factor in re-enrollment in this study. However, a high proportion of all the girls were interested in going to parties, planning parties, and leading recreation. It is suggested that the recreation activities be continued as an integral part of the girls 4H program.

More of the girls in the re-enroll group were interested in helping other club members. A much larger number of girls re-enrolling had helped other members. It is suggested that the older girl be provided with the opportunity to help other girls in the club. This age girl can assist younger members with many things such as record books, demonstrations, talks, officer training, recreation, projects, etc.

It is obviously necessary to continue the organization activities through which the girl has a chance to work with others. The club itself is a laboratory for this. The size of the club is a factor in this. The larger the club the less opportunity the girl has to participate.

The inclusion of subject matter in the area of understanding self and others, and in working with others is recommended for the older girl. An expansion of the type of program which has been given at leadership camp is recommended.

Concluding Statement

It was found that the activities in the club, other than those related to home economics, were a most significant factor in determining re-enrollment of the 14, 15, and 16 year old girl. There was a significant difference shown in the interest of the girls who re-enrolled in the activities of the club organization. Another very significant factor in re-enrollment was the participation by a larger number of girls in the re-enroll group in the organization activities.

The organization activities in which more girls who re-enrolled were interested required the girl to participate as an individual and as part of a group within the club. The activities were helping other club members, working with others, being an officer, taking part in a business meeting, giving a demonstration, leading discussion, giving a talk, going to camp, taking part in a grooming contest, modeling in a dress revue, keeping personal expense records, and taking part in picture recognition study.

A larger number of the girls re-enrolling had participated in these activities, helping other club members, taking part in a business meeting, giving a demonstration, taking part in a grooming contest, keeping personal expense records, and taking part in picture recognition study.

Based on the expressions of the girls, these suggestions are made concerning the organization activities in the 4H club program. It is evident that one means of keeping the interest of the older girl is to provide the opportunity to do the activity in which the interest

was expressed. In planning local club programs, arrange for more girls to give demonstrations, give talks, lead discussions, lead recreation, and help other club members. Include in the club program more events and activities in which an increased number of girls may participate such as camping, dress revue, grooming contests, picture recognition study and parties. Continue the organization activities through which the girl has a chance to work with others, to plan parties, to participate in a business meeting and to be an officer. Provide help in methods for giving talks, leading discussions, giving demonstrations, leading recreation, and being an officer.

Other suggestions for the club program are to include a variety of the non-home economics projects from which the girl may choose the ones in which she is interested. Add a unit on care of children. Include more program content on social behavior at home and in public. Include more program content on understanding self and others and on working with others.

In this study it was found that the program content of the home economics projects was not a significant factor in the decision of the older girl to re-enroll in club work. Similar numbers of girls in the re-enroll and drop-out group were interested in the food and nutrition, clothing, and home furnishings projects related to the family in the home. Also, the number of girls who had participated in the home economics projects was similar.

The older girls who had re-enrolled and dropped-out said they were interested in the homemaking projects used in everyday living.

The projects include planning, preparing and serving food, selecting and making clothes, personal grooming, clothing care, caring for the house, and planning, selecting, and arranging home furnishings. They said they had experience in the projects frequently used in homemaking as preparing food, care of clothing, care of the house, making clothing, and personal grooming. More of the girls who re-enrolled had taken the projects from which exhibits can be made at 4H achievement shows.

A large number of the girls indicated they were interested in, but had not taken projects related to consumer buying, time and energy management, and money management in all three home economics programs. While no significant difference was found, several trends were noted which indicated the older girls who dropped-out had considerable interest in the projects just mentioned.

From these findings the following suggestions are made for the home economics program content for the 14, 15, and 16 year old girl. Continue to emphasize the home economics projects frequently used in homemaking. Provide more advanced units of the projects involving food selection, preparation, and preservation; clothing selection, care, and construction; and home furnishings selection, care, and use. Include more program content related to time and energy management in home furnishings and food preparation; care of the house, money management related to food, clothing, and home furnishings; selecting and buying food, table service, home furnishings and equipment.

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APPENDIX

SUMMARY OF THE SAMPLE FROM NINE COUNTIES IN IOWA

	Re-enroll			Drop-out		
	Total in Sample List	Number Drawn in Sample	Completed Interviews	Total in Sample List	Number Drawn in Sample	Completed Interviews
<u>Food and Nutrition Counties</u>						
Lee	76	11	11	15	10	10
Calhoun	39	8	8	11	8	7
Pocahontas	<u>129</u>	<u>31</u>	<u>14</u>	<u>38</u>	<u>30</u>	<u>11</u>
Total	244	50	33	64	48	28
<u>Home Furnishings Counties</u>						
Buchanan	80	15	12	38	25	22
Tama	64	10	8	13	12	9
Appanoose	<u>42</u>	<u>12</u>	<u>9</u>	<u>10</u>	<u>9</u>	<u>9</u>
Total	186	37	29	61	46	40
<u>Clothing Counties</u>						
Marion	54	9	9	26	19	18
Scott	114	27	27	19	15	9
Chickasaw	<u>68</u>	<u>10</u>	<u>9</u>	<u>25</u>	<u>18</u>	<u>10</u>
Total	236	46	45	70	52	37
Grand total	666	133	107	195	146	105

LIST OF ITEMS IN WHICH THE GIRLS INTERVIEWED
INDICATED THEIR INTEREST AND EXPERIENCE

I. HOME ECONOMICS PROJECTS

A. Food and Nutrition

What foods are needed for health
Can food
Prepare foods
Freeze food
Plan food and meals for different occasions
How to manage time and energy while preparing and serving meals
How to plan a budget for buying food
What to look for in selecting china, silver and table linen
How to serve food on different occasions
What to look for in buying foods as quality, size, etc.

B. Home Furnishings

What to look for in selecting home furnishings as construction, quality, etc.
What to consider in selection of home furnishings as color, design, type, etc.
How to make a budget for buying furnishings and equipment for the home
How to arrange furniture and accessories
How to select and use household equipment
Make furnishings for the home
How to manage time and energy when caring for a home
How to finish wood as furniture and floors
How to care for a house as clean, etc.
Decorate a room including planning, selecting, making, and arranging

C. Clothing

Plan my clothing needs for a year
What to look for when buying clothes as construction, quality, etc.
What clothes to select for myself as color, design, etc.
What accessories to select to complete a costume
What to wear for different occasions
Keep a record of all money spent for my clothes
How to take care of clothes as press, mend, etc.
How to sew
Make clothing
How to be well groomed

II. RELATED PROJECTS AND ACTIVITIES

- Take care of chickens
- Take care of livestock
- How to prevent accidents at home
- Remove fire hazards in the home
- How to nurse the sick at home
- How to take care of children
- Raise a vegetable garden
- Beautify the house yard
- Take part in music study
- Take part in outdoor nature activities
- Read books
- Keep informed on current world affairs
- Write to pen pals overseas
- How to dance
- Entertain people in my home
- What to do and say on a date
- What to do and say in public

III. ORGANIZATION ACTIVITIES

- Go to parties
- How to take part in a business meeting
- Lead a discussion in a club or group
- Help other club members
- How to work with others in a club or group
- Take part in a grooming contest
- Model in a dress revue
- Give a demonstration
- Go to camp
- Be an officer of an organization
- Give a talk before a group
- Take part in picture recognition study
- Keep record of personal expenses
- Plan parties for a group
- Lead recreation

ANALYSIS OF VARIANCE TEST

Mean Scores on Interest

<u>Classification</u>	<u>Re-enroll</u>	<u>Drop-out</u>	<u>t</u>
Food and Nutrition	7.897	7.924	.087
Home Furnishings	7.234	7.276	.119
Clothing	9.028	8.829	1.074
Related Projects and Activities	13.009	12.248	2.159*
Organization Activities	12.112	10.133	4.870**

Mean Scores on Experience

<u>Classification</u>	<u>Re-enroll</u>	<u>Drop-out</u>	<u>t</u>
Food and nutrition	5.551	5.086	1.751
Home Furnishings	4.402	3.867	1.647
Clothing	7.318	7.057	.901
Related Projects and Activities	10.794	10.390	1.308
Organization Activities	11.150	9.571	4.079**

* Significant at 5% level

** Significant at 1% level

OUTLINE FOR INTERVIEW TRAINING OF COUNTY
EXTENSION HOME ECONOMISTS

1. Distribute and discuss information about:
 - A. General background and reasons for the study.
 - B. Purpose and objective.
 - C. Method of study, sample, interview plan.
 - D. Questionnaire and instructions for use.
2. Demonstration of interview with each county extension home economist being interviewed as the girls will be interviewed in the school.
3. Discuss and distribute information about:
 - A. Instructions on the questionnaire itself.
 - B. Specific interview procedure.
 - C. Recording the interview. Each person record their own for practice.
 - D. Interview procedure.
 - E. How to arrange for the interviews.
 - F. Sample lists of girls and schools for each county.
4. Discuss when in January in each county interviews are possible.
5. Each county extension home economist give one interview to one other county extension home economist. Discuss and answer questions.

INFORMATION USED IN TRAINING OF COUNTY EXTENSION HOME ECONOMISTS SELECTED TO INTERVIEW

REASONS FOR THE STUDY

Persons working with 4-H clubs have been increasingly concerned about the number of 4-H members who each year do not continue as 4-H members. Figures from the 1954 Iowa Extension Service annual report indicate an enrollment of 48,116 boys and girls in club work, with 83.5 percent completion and 76.0 percent re-enrollment.

Some of the studies which have been made concerning the problem of drop-outs have related the 4-H member to age, project, participation, recognition, club activities, peer group influence, leader and member relations, community organization and sociological factors of the member's home background. One area in which there did not seem to be much information concerning the drop-out problem, was in the area of 4-H program content.

This study was then planned around the drop-out problem and program content.

PURPOSE OF THE STUDY

It is hoped the study will provide some information on the relationship of the expressed interests and activities of girls, ages 14, 15 and 16 years, and the program content and activities of the Iowa 4-H girls' organization.

It is assumed that program content influences the decision to remain in 4-H club work. It is also assumed that each girl has similar knowledge of and equal opportunity for participation in the program area included in this study.

The study is designed to find similar and different interests relating to the girls' 4-H program content, expressed by girls who re-enroll and drop out, and to find similar and different activities in which the girls who re-enroll and who drop out participate.

OBJECTIVE

The over-all objective is to find why girls, ages 14-15-16 do not remain as members in 4-H club work.

METHOD OF STUDY

To secure the expression of interests and activities related to 4-H program content, 200 Iowa girls will be asked to express which of 62 items they are interested in learning about and doing, and which of these 62 items they have done.

The sample of about 200, is composed of 100 4-H home economics club members who re-enrolled and 100 4-H home economics club members who dropped out for the 4-H club year beginning October 1, 1955. The age of the 200 girls was either 14, 15, or 16 years by January 1, 1956. A total of 20 percent of all the girls re-enrolling and 75 percent of the girls who dropped out was selected by the use of random tables from lists from nine counties.

The nine Iowa counties from which the sample was selected are located three each in the north one-third, central one-third, and south one-third of the state. The major home economics projects of Clothing, Foods and Nutrition, and Home Furnishings were each carried by one county in each area of the state in the 4-H club year, 1954-55. All counties selected for the study have available the services of a county extension home economist.

The data will be collected through interviews of the re-enrollees and drop-outs. The interviews will be secured in one group, from the girls who are attending the same school. The county extension home economist and the graduate student will both secure interviews in each county in January.

GENERAL -

INTERVIEW PROCEDURE FOR THE NINE COUNTY EXTENSION HOME ECONOMISTS

Upon you, the interviewer, rests the responsibility of securing and recording information that is reliable and that can justify the study. Some of the guides to this interviewing situation are:

1. Be thoroughly familiar with the study, the purpose, the questionnaire and the instructions for use of the questionnaire.
2. The manner of the interviewer should be businesslike, frank and pleasant. The interviewer is taking the girl's time and the school's time and offering nothing tangible in return. But do not apologize, for people are flattered by being asked their opinions and enjoy telling them.

3. It is advisable for the interviewer to remind herself not to talk too much. There is danger of revealing your personal opinion and thus coloring the girl's responses.
4. The interviewer should be absolutely neutral, never indicate disbelief, disapproval or approval. Even voice inflection or facial expression may provide clues of action. Should the girl ask you what you think, answer that the girl's view is the important thing at the moment.
5. The girl should be satisfied that a harmless survey is being made, that there is nothing personal in this study, and that 200 girls in nine counties are giving this information.

HOW TO ARRANGE FOR THE INTERVIEWS

The interviews will be arranged for in January at a time which will be convenient for the county extension home economist. All interviews need to be completed and returned to Ames by January 25, 1956.

The appointments for the interviews can be made by telephone with the school superintendent or the person to whom he delegates such authority. The arrangements need to include:

1. The actual day and actual time of day considering the most convenient time for the functioning of the school. The length of time required for the interview is about 30 minutes.
2. The giving of the names of the girls in the sample to the school authority. Do not substitute girls in the sample. If a girl is not available for the interview on the day you are doing the interview, indicate the reason on her questionnaire.
3. The request for a room for the interview that is free from distractions, such as other students coming in and out, has table space or desk space adequate to allow each girl to respond without the influence of any other person.
4. A brief statement of the purpose of the study, and the name of the sponsor, Iowa State College Extension Service. It might be well to feature the teen-age girl interest angle rather than the 4-H angle. Use your own good judgment and knowledge of the attitude of the school authorities to 4-H and the Extension Service.

SPECIFIC INTERVIEW PROCEDURE

Arrangements:

It is advisable to be at the school ahead of the time agreed upon. Check on the room and the availability of the girls.

Supplies:

Have with you the needed supplies which are (1) pencils for each girl, (2) the list of names of girls to be interviewed with (3) the corresponding numbered questionnaires.

Questionnaire:

Each questionnaire has two parts. Part one is the card holding section and is numbered page 1, 2, 3. A set of 62 cards is used with each part one. The same part ones are used by the girls to be interviewed in the next school. Part two is the personal information section for each girl and is numbered page 4, 5, 6. On each part two is a number that corresponds with the sample number and name of the girl. A different part two must be fastened to a part one for each girl interviewed. This needs to be done before going to the school.

Check on Questionnaire:

Be sure each questionnaire is ready for use with part one, containing a complete set of cards which have been shuffled since the last interview and with part two, the numbered questionnaire for personal information.

Introduction:

When the girls are all seated, give the right questionnaire to the right girl. This can be assured if the "numbered questionnaires" are in the same order as the "numbered girls" on the sample list.

If a girl is not present for the interview be sure to remove the questionnaire numbered for her. Do not give that questionnaire to any other girl, but mark on that questionnaire the reason for her not being available.

The statement on the first of the questionnaire contains suggestions for points to be covered in explaining the purpose of the study. If you vary from this in what you say, be particularly careful not to set the stage for biased answers, that is the girl giving the answers she thinks you want.

Instructions to Girls:

Ask the girls to work without talking to each other.

Ask them to raise their hand when they have a question and you will respond to that individual.

Ask that they complete each section before going on to the next section. That is, complete Section one, Section two, Section three, Section four. A girl can go to the next section just as soon as she completes a section. The girls will work at varying speeds.

Ask the girls to raise their hands when they have finished the entire questionnaire. It is very important that you check each questionnaire for any questions not answered.

Ask the girls to remain quietly seated until all the girls have completed and you have checked all the questionnaires for completeness.

Check for Completeness:

Each questionnaire must be checked for any unanswered questions. A completed questionnaire will have cards in envelopes 3, 4, 5 and 6. All questions in Section four should have answers. If a question has not been answered, ask the girl if she would answer it as it is very important to have her own answer.

Answering the Questions:

If the girl asks what something means, try repeating the question, putting emphasis on the word or phrase which you suspect caused the trouble. If you do feel it necessary to explain, be very careful not to bias the response. If at all possible, avoid rewording the question. The interview is to secure information--not exchange information.

If the girl asks, "How did you get my name?", explain that girls are selected by the use of random sample tables, from all the girls in their county, who were 13, 14 or 15 years old and were in 4-H last year. Replying that the names were secured from the county extension home economist has satisfied some girls.

Another question asked has been, "Will the girls' 4-H program be changed after this is completed?" Reply that the information found will be a guide to the planning of the program.

Closing the Interview:

When all the girls have completed, collect the questionnaire, being careful not to spill the cards from the pockets.

It is important to leave the interviewees with a friendly feeling toward you and toward Iowa State College Extension Service. A few words of thanks to the girls at the close of the interview will make the girls feel that the information is appreciated and that they have made a contribution to something worthwhile.

You will certainly want to express thanks and appreciation to the school authority who cooperated in the arrangements for the interview.

RECORDING THE INFORMATION

As soon as possible after the interviews, record the placing of the 62 cards.

Where to Record:

Remove Part two, that is pages 4, 5, and 6 from Part one, the card holding section of the questionnaire. The form for the recording of the cards is on the back of page 6. In recording the information, write legibly with a #3 pencil.

How to Record:

On the back of each card is a number which corresponds to the numbers on the form on back of page 6. On the form, there are four possible places for recording the number of each card. Each card is recorded in only ONE place. The cards will be recorded in one of these four places.

INTERESTED		NOT INTERESTED	
HAVE	HAVE	HAVE	HAVE
DONE	NOT	DONE	NOT
	DONE		DONE
1			
2			
3			
4			

All the cards from one pocket must be recorded at one time. For example, all the cards from Pocket 3, INTERESTED--HAVE DONE are to be recorded in the column headed INTERESTED before any cards are removed from any other pocket.

HAVE
DONE

For each card mark / by the same number on the form that is on the back of the card. For example, if the first card you picked up from the cards from Pocket 3, had number 2 on the back, you would mark / by 2 under INTERESTED

HAVE
DONE

1
2 /
3

The cards will not be in numerical order, but can be recorded quite rapidly as they come.

Check and Recording:

The very life of the study depends upon the accuracy of the recording of the cards. After recording the cards from one pocket, count both the cards and the number of / to see if the number is the same. Write this number at the top of the column you are checking. Keep the cards from each pocket separate, even after you have recorded them.

The final check after all cards from all four pockets have been recorded is to see if each of the 62 numbers has a / after it in one of the four columns. Add the four totals you placed at the top of each column to see if the grand total is 62.

Completing the Recording:

When you are satisfied that all cards are recorded in the correct column, the four piles of cards may be mixed and shuffled thoroughly and replaced in Pocket 1 on page 1. The order of the cards must be different each time they are presented to a girl, so adequate shuffling is necessary.

Actual Recording:

1. Remove all the cards from Pocket 3, INTERESTED--HAVE DONE, and record them in the column similarly headed. Carefully check the recording of these cards.
2. Remove all the cards from Pocket 4, INTERESTED--HAVE NOT DONE, and record them in the column similarly headed. Carefully check the recording of these cards.
3. Remove all the cards from Pocket 5, NOT INTERESTED--HAVE DONE, and record them in the column similarly headed. Carefully check the recording of these cards.
4. Remove all the cards from Pocket 6, NOT INTERESTED--HAVE NOT DONE, and record them in the column similarly headed. Carefully check the recording of these cards.
5. Complete the final check of recording by (1) checking to see if each of the 62 numbers has a / after it, (2) adding the four totals written at the top of each column to see if the grand total is 62.
6. Shuffle the four piles of cards and place in Pocket 1.

THE INTERESTS AND ACTIVITIES OF TEEN AGE GIRLS IN IOWA

Iowa State College Extension Service is doing a survey to find what teen age girls in Iowa are interested in. The interests expressed by the 200 girls asked to participate in the survey will serve as a guide to persons working with programs for teen age girls.

We need your help. We would like your opinions about the things you like to do, and like to learn about. You can also help by telling some of the things you have done at home, in school, in clubs, with friends, and by yourself.

When your interests and activities are added to those of other girls in Iowa, persons working with girls can know more about what teen age girls are really interested in.

INSTRUCTIONS

No one you know, not even your teachers, will ever see what you have said.

This is not a test. There are no right or wrong answers (except for a few questions about your age, grade, etc.).

Different girls will have different interests and will have done different things. We want to know what your interests and activities are.

If you have questions at any time ask the person helping with this survey.

In this pocket are cards on which are some of the things girls have said they are interested in learning about and doing.

Will you take all the cards from this pocket, open the folder, and read SECTION 1.

FREEZE FOODS

Sample of Card Used

No. _____

_____SECTION FOUR

What are some of the other activities and interests that you are interested in learning about and doing, in addition to the ones you just went over?

The answers to these next questions will guide us in the use of the interests and activities you just expressed opinions about.

Most of the questions can be answered by circling or underlining the answer you choose. In those cases where you are asked to write out your own answer, space is provided for you to do so.

7. In what school grade are you? (Circle one)

- a. 12
- b. 11
- c. 10
- d. 9
- e. 8
- f. 7

8. In what grades in school have you taken a class in Home Economics? Include this year. (Circle the grade number if you had the class for both semesters as 10th. Underline the grade number if you had the class for one semester as 10th. Mark as many as apply or mark "none".)

12th 11th 10th 9th 8th 7th none

9. How old were you on your last birthday? (Circle one)

a. 12

b. 13

c. 14

d. 15

e. 16

10. In what month is your birthday? _____

11. Where is your home? (Circle one)

Farm Town

12. Which of these best describes the person who contributes most to the financial support of your family? (Underline one)

a. Full time farmer

b. Part time farmer

c. Other than farmer

13. In what county (or counties in case you moved) were you enrolled as a girls' 4-H club member this past year, 1955?

14. Are you enrolled in girls' 4-H work for this year, 1955-1956? (Circle one)

Yes No

15. If "yes" what is the main home economics project in your county? (Circle one)

Clothing

Food and Nutrition

Home Furnishing

16. The next question has three parts. All answers can be given by underlining some part of the table below. Read one part and answer it completely before you come back and do the next part.

Part 1. On the table below underline the figures for each year you have been a member of a girls' 4-H club.

Part 2. For each year you were a member, will you underline the one main home economics 4-H project you and your county worked on, that is, Clothing, or Food and Nutrition, or Home Furnishing?

Part 3. For each year that you turned in a girls' 4-H project record book, will you underline, YES?

Answer Part 1 first.

<u>Part 1</u>	<u>Part 2</u>	<u>Part 3</u>
Underline each year you have been a girls' 4-H club member.	Underline the one main project for each year you were a member.	Underline Yes for each year you turned in a girls' project record book.
1955 (year just completed)	Clothing Food and Nutrition Home Furnishing	YES
1954	Clothing Food and Nutrition Home Furnishing	YES
1953	Clothing Food and Nutrition Home Furnishing	YES
1952	Clothing Food and Nutrition Home Furnishing	YES
1951	Clothing Food and Nutrition Home Furnishing	YES
1950	Clothing Food and Nutrition Home Furnishing	YES
1949	Clothing Food and Nutrition Home Furnishing	YES
Please go to Part 2.	Please go to Part 3.	Please go on to question 17.

17. What have you liked most about Girls' 4-H Club Work?

Why have you liked it the most?

18. What have you liked least about Girls' 4-H Club Work?

Why have you liked it the least?

THANK YOU FOR ANSWERING THESE QUESTIONS AND FOR HELPING US WITH
THIS SURVEY OF INTERESTS AND ACTIVITIES OF IOWA TEEN AGE GIRLS.

INSTRUCTIONS ON THE QUESTIONNAIRE ITSELF

SECTION ONE: The girl should read the front page of the older, then take all the cards from the pocket on the outside of the folder, open the folder and read Section one. As she reads a card she is to decide whether she is interested or is not interested in the next year in "learning about" or "doing" whatever is on the card.

"Learning about" and "doing" are used together in this study in referring to the 62 interests and activities because the items differ in the ways their achievement seems feasible in the club program. "Learn about" applies to those interests and activities about which knowledge, fact and understanding may be acquired, mainly in a passive way. "Doing" includes physical activity and acquiring skill, in addition to "learning about."

Each card is put in either pocket 1 or pocket 2. When the cards are all in pockets 1 and 2, the girl goes on to Section two.

SECTION TWO: She should take all the cards from pocket 1. (Leave the cards in pocket 2 for now.) As the girl reads each card she decides whether she "have done" or "have not done" whatever is on the card.

"Have done" applies to those interests and activities which the individual has experienced, acquired, learned, performed, participated, expressed or obtained knowledge, fact, understanding, skill, or action. "have not done" applies to those interests and activities which the individual has not done.

As the girl decides about each card, it is placed in either pocket 3 or pocket 4. When these cards are all in pockets 3 and 4, the girl goes on to Section three.

SECTION THREE: The girl should take all the cards from pocket 2 and sort each card into either pocket 5 or pocket 6. As she reads each card, she decides whether she has done or has not done whatever is on the card. When all the cards from pocket 2 are in pockets 5 and 6, the girl should close the folder and start on the next page, Section four.

SECTION FOUR: The girl should write several other interests and activities (in addition to those 62 on the cards) in which she is interested in learning about or doing in the next year.

Question 7. The one grade in school in which the girl is enrolled at present is to be circled. Only one answer is possible.

Question 8. Every grade including this year in which the girl has been in a home economics class is to be marked one of two ways. If the girl was in the class both semesters of the one school year, the grade number is to be circled. If the girl was in the class just one semester (either one) of the one school year, the grade number is to be underlined. Each number marked is to be marked only one way. The total number of answers can vary from one to six or be marked none.

Question 9. The age of the girl on her last birthday should be circled. This will be different from her age as of last Jan. 1, 1955.

Question 10. The month the girl was born in should be written out.

Question 11. Farm or town should be circled for residence. "Town" means an incorporated center of population, of any size and any population. The key word is "incorporated." "Farm" means outside the boundaries of an incorporated center of population.

Question 12. The girl should underline the one answer which describes the person (father, mother or other) who contribute most to the financial support of the girl's family.

"Farmer" means a person engaged in farm operation and/or agricultural activities.

"Full time" means that the person who provides the major financial support of the family has farming as his only occupation.

"Part time" means that the person who provides the major financial support of the family spends part of the time farming and part of the time in an occupation other than farming.

"Other than farming" means that the person who provides the major financial support of the family has an occupation other than farming.

The place of residence does not enter in this question--only the occupation of the family wage earner.

Question 13. The name of the county, or counties in case the girl moved, in which the girl was enrolled in girls' 4-H club work for the past year, 1954-1955, should be written out. "Enrolled" means that an enrollment card was on file for that girl in the file of 4-H girl members in the county extension office.

Question 14. Either "YES" or "NO" should be circled. The girl is considered "enrolled" unless she has, in some way, informed the county extension office, that she is not a member this year, 1955-1956, after which her membership card is removed from the file.

Question 15. Only the girls marking "YES" in question 14 answer question 15. The one home economics project which is the main 4-H project in the county for 1955-1956 should be circled.

Question 16. There are three parts to be answered in sequence of part 1, part 2, part 3.

Part 1. Every year, including the year just completed, that the girl was a member of a girls' 4-H club should be circled. A "member" in this study means that an enrollment card for the girl was on file in the home economics club member file in the county extension office. How long the enrollment card was in the member file is not a factor in this question. The length of time during a year the girl was a member is not a factor. The factor involved is, "Was the girl enrolled as a member of a girls' 4-H club that year?" Membership in an agricultural club is not to be marked.

The figure listed for the year is for that part of the club year from January 1 on each year. The figure 1955 means the club year of October 1, 1954 to September 30, 1955. 1954 means the club year of October 1, 1953 to September 30, 1954. 1953 means the club year of October 1, 1952 to September 30, 1953. 1952 means the club year of October 1, 1951 to September 30, 1952. 1951 means the club year of October 1, 1950 to September 30, 1951. 1950 means the club year of October 1, 1949 to September 30, 1950. 1949 means the club year of October 1, 1948 to September 30, 1949.

The girl should work back from 1955, circling each year, until she comes to a year she was not a girls' 4-H club member. If she was a member for some year or years, then was not a member for some year or years, then was a member again, she should circle only and all the years she was a member.

She should then go on to part 2 of question 16.

Question 16. Part 2. For every year circled in Part 1, one of the three home economics projects should be circled. The one project to be circled is the home economics subject which the county had as the main project for that year. One home economics subject in Part 2 should be circled for every year that is circled in Part 1. (She should then go on to part 3 of question 16.)

Question 16. Part 3. "YES" should be circled for each year the girl turned in a girls' home economics project record book. "Turned in" means the record book was made available near the end of the 4-H club year to some person or for some event either in the local club or county.

Question 17. There are two open-end questions to be answered. The girl is to first write what she has liked most about girls' 4-H club work. The answer is unpredictable; it may be one or several things covering any area of girls' 4-H club work.

After she has written what she liked most she is to write "Why" she liked it the most. If the girl has a question concerning this, do not suggest any answers--just repeat the question.

Question 18. This question is like the preceding one, except the girl is to write what she liked "least" about girls' 4-H club work.

She then is to write "Why" she liked it the least.

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