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The Four-H Clubs as a Factor in Rural Socialization

Thesis for the Degree of M. S.

H. C. C. Willey

1928

The Four-H Clubs as a Factor in Rural Socialization

By

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A Thesis Submitted to the Committee on Advanced Degrees
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THESE

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Chapter I.

Introduction.

I. Purposes of this study.

The purposes of this study are as follows: (1) to study the process of socialization of 4-H^I and non 4-H boys and girls in twelve communities; (2) to determine the differences, if any, in the degree and nature of the socialization of parents of 4-H and non 4-H boys and girls in twelve communities; (3) to determine the differences, if any, in the degree and nature of the socialization of 4-H and non 4-H boys and girls in twelve communities; (4) to determine the differences, if any, in the socialization of the communities in which the boys and girls reside; and (5) to determine the causal factors of these differences.

2. How this study was conducted.

The survey method was used for the purpose of procuring the data on which this study is based. In the

I. The term "4-H" signifies the four things which must be trained by the boy and girl to insure success in club undertakings -- head, heart, hand, and health. The mind, or head, must be trained to think, plan, and reason; the heart to be kindly and sympathetic toward the work and toward associates, so that all may work together; the hands must be trained to be skilful; and the health must be improved and kept good for efficiency or enjoyment.

first place a schedule, or survey blank, was prepared for use in the field (see Appendix I for a copy of the schedule used). The schedule takes into consideration the whole family, because it is not possible to secure a proper understanding of the socialization of either a social group or an individual without taking into consideration the influences of other social groups which serve as the social setting as well as the historical background of the larger socializing process. In other words the socialization of the 4-H clubs is both an inter-group and an intra-group process, which finds realization in a larger social whole. Just as the individual finds opportunity for social expression in the family, the community serves as a Gestalt for the family. This brings us to the second consideration, namely, the selection of the communities for the purposes of the survey. Twelve rural communities in the State of Michigan were chosen (see Map I, page 29, for the geographical locations of the communities studied). The communities are listed by counties as follows: Calhoun County: Aboscota, Athens, Ceresco, East Le Roy, Homer, and Marengo; Livingston County: Cohoctah and Fowlerville; Washtenaw County: Delhi, Dixboro, North Webster, and Saline. These communities were selected after consultation with the various county club agents, and county agricultural agents supervising the club work in their respective counties. An effort was made to choose those communities which have the more active 4-H clubs, and also

the clubs which have had continuity for several years.

The third step in making the survey was to have the boys and girls properly supply the information desired in the schedules. Various methods were used in getting the schedules filled out. Part of the schedules were filled under the supervision of local club leaders, others by personal solicitations at local club meetings, and still others through personal visits at schools. After the schedules were secured from 4-H club members, an equal number was obtained from non 4-H boys and girls residing in the same geographical community as the 4-H club members and having a similar social environment such as churches and schools. The boys and girls supplying the information range from ten to sixteen years of age, which in general corresponds to the preadolescent period. Most of these boys and girls attend the junior high school. These young people furnished the information desired concerning their parents.

3. The meaning of the term "rural socialization."¹

We use the term "rural socialization" to indicate three aspects in the consensus of the members of the 4-H clubs. The first is the characteristic group feeling of the club

I. R.E. Park and E.W. Burgess, Introduction to the Science of Sociology, pp. 164, 165.

members called esprit de corps. The enthusiasm of the two sides in inter-tribal contests, the ecstasy of the council fire ceremonials, the fellowship existing between the members of the 4-H clubs, are all different manifestations of club spirit. "The second aspect of consensus has become familiar through the term 'morale'. Morale may be defined as the collective will. Like the will of the individual it represents an organization of behavior tendencies. The discipline of the individual, his subordination to the group, lies in his participation and reglementation in social activities. The third aspect of consensus which makes for unified behavior of the members of the group has been analyzed by Durkheim under the term 'collective representations'. Collective representations are the concepts which embody the objectives of group activity". The flag, cross, and crescent are examples of collective representations in general. The symbol of the 4-H clubs, regalia, projects, prizes are examples of collective representations as applied to the 4-H clubs.

Chapter II.

History of the Origin, Growth, and Present Status, of Collective Representations in Relation to the Four-H Clubs.

From the standpoint of chronological development of the collective representations of the 4-H clubs, the project comes first in order of origin. Before the project could be successfully innovated, however, it was necessary that the mores of parental rights concerning control of the earnings of boys and girls be broken down and new legal statutes embodying changed sentiments be adopted. Under the common law of England no provision was made for the emancipation of minors. Boys and girls were compelled to give all of their earnings to their parents. In the United States, law relative to the emancipation of minors have been enacted in comparatively recent years. Even today, if minors are not expressly emancipated, the parents are entitled to their earnings. Exceptions to this general statement are as follows: marriage of the minor, desertion by the father, or failure of the father to provide for the support of the minor. The law of parental rights is controlled by the states rather than by the federal government. No statutes were passed concerning the emancipation of minors in Michigan until 1883.¹ Under this law children who are apprenticed

1. See the Compiled Laws of the State of Michigan 1915, sections 11492-11518.

out are entitled to their earnings. The parent cannot claim the earnings of a minor after he has once given him permission to keep such funds. In 4-H club work it is still necessary to procure the consent of the parent or guardian so that the club member will have possession of whatever profits that may accrue as a result of his project work (see Appendix II for a copy of the livestock contract containing a quitclaim clause for signature of the parent or guardian).

The chief cause of rural emancipation is the migration of country boys and girls to the cities. As a matter of fact, the 4-H club movement was started as an effort to check the exodus of rural youth to the cities. The improvement of implements and machinery, the application of science to agriculture, and the psychological appeals of the city were influences which caused the migration of young men and young women to the cities. With the use of improved machinery the production per man was increased many fold. Consequently fewer people are needed on the farms for the production of agricultural commodities. Also, the application of science to agriculture increased the yield per acre. The psychological appeals of the cities attracted many. The city offered shorter hours of labor, and afforded opportunity for more attractive use of leisure time. Changed conditions in the social enviro-

onment have given rise to changed policies of the parents concerning their children. Better opportunity is given the child to have things of his own on the farm. More time is given for leisure activities. The parent now goes to the other extreme to keep the boys and girls on the farm.

I. Projects.

Of the various collective representations used in the 4-H clubs the project came first from the standpoint of historical origin. It was innovated in 1899 at Macoupin County, Illinois, by Will B. Otwell.¹ The sole project was corn growing, and the area of land devoted to the production of corn was limited to one ounce of seed. Five hundred boys and girls participated. Emphasis was placed on the exhibit rather than yield per acre, financial returns, or the educational value to be derived by the club member as a result of engaging in project work. Mr. Otwell desired to revive interest in a decadent farmers' institute, and his object in starting the work was to have a large display so as to attract the attention of the farmers and thereby secure attendance at the institute. From 1900 to 1905 the county superintendents of rural schools were the chief exponents of the project work undertaken on the farms by boys and girls. They were searching for a more satisfactory method of teaching agriculture than was afforded by

I. G.E. Farrell, "Boys' and Girls' 4-H Club Work Under the Smith-Lever Act, 1914-1924," miscellaneous circular, 1926, No. 85, United States Department of Agriculture, p. 11.

the rural schools. At this stage the projects were thought of in the light of contests -- production contests, net-profit contests, or exhibit contests. The designations above lead us to believe that the emphasis was placed on the competitive character of the undertaking. However, a very significant development of this period was the introduction of the demonstration method. The county superintendents of schools with an educational background sought aid from the agricultural experiment stations conducted in connection with the agricultural colleges. From these institutions the county superintendents of schools obtained the idea of the use of a check plot in connection with the project work of the club boys and girls. The word "demonstrations" was now used to designate the project work.^I The demonstration method, which has had much significance not only in the 4-H clubs but in the whole agricultural extension program, thus had its inception in the 4-H clubs.

Our deductions concerning the significant characteristics of the period from 1899 to 1905 follow: (I) Project work was first introduced as a means to an end and not as an end in itself. The objective was to secure attendance at a farmers' institute (Otwell). Later it became a method of teaching agriculture to the pupils of the rural schools. With changed

I. Ibid., page II.

leadership emphasis then shifted to the educational value of engaging in project work (county superintendents of schools). (2) We may call this the period of individualism, since there were no clubs or organizations of which the individuals were members. The emphasis was placed on the competitive character of the undertaking, such as production contests and net-profit contests. (3) The element of recognition: recognition given in the form of prizes signifies that the attitudes of parents are changing concerning the emancipation of minors. The project members may or may not have received the profits resulting from the project work. (4) The project as a collective representation of the group: a very small amount of land was devoted to the project work (limited to one ounce packages of seed); consequently it did not have the power to attract attention and hold interest that a larger project would have. (5) The appeal to interests: there was only one project to select from -- corn growing. (6) The method was tentative and inductive -- consequently little progress was made at first in standardization. With the advent of the demonstration method came the emphasis upon yield per acre and the appeal to the spectacular. In 1905 O.H. Benson, then county superintendent of schools in Wright County, Iowa, organized the project work on a local club basis. Each school had a regularly organized 4-H club. Dr. Seaman A. Knapp started club work in the Southern States as early as

1906. He organized the clubs on a county-wide basis. Under Dr. Knapp's supervision an improvement was made in the standardization of methods in corn growing. The amount of land devoted to the production of corn was increased to one acre.

When the Smith-Lever Act went into effect on July 1, 1914, increased impetus was given to the project work. It increased the number and variety of the projects in which the young people participated by adding to the earlier projects such others as baby-beef production, potato growing, meal preparation, hot school lunches, lamb feeding, and legume production. This gave a wider variety of projects from which a selection could be made and consequently a greater appeal to interests. The educational value of the project was stressed. During the war period emphasis was placed on food production and war service. The farm boys and girls made a real and substantial contribution to the food production of the Nation. More than a million boys and girls were enrolled. They produced food for the family, canned the surplus, collected peach pits for making carbon to use in soldiers' gas masks, and took the place on the farm of the older boys who were at the front. The fact that boys and girls were working for a common purpose, regardless of the project undertaken, had much to do with producing group unity. The interval 1919 to 1924 represents a time of readjustment to peace-time conditions.

2. The exhibit.

The exhibit originated the same year as the project, namely, 1899. Each project member made an exhibit of ten ears of corn. The first exhibit was held at the court house in Macoupin County, Illinois. Five hundred farmers attended. At the outset no attention was given to yield per acre, cost of production, the story of the club member, or the club member. The awards were based solely upon the exhibit consisting of ten ears of corn. In 1904 Mr. Otwell was made director of the Illinois exhibit at the Louisiana Purchase Exposition. He decided that the boy corn growers of Illinois should make the exhibit. Ten-ear exhibits secured from one thousand boys were arranged in the form of a pyramid.^I Under the leadership of Benson in 1905 exhibits were held under a large tent in each township in Wright County, Iowa. The event was made an all-day picnic gathering, with exhibits, demonstrations, and contests. Illustrated booklets were displayed. The work of Benson allowed greater opportunity for self-expression on the part of the club member than that of Otwell. It also added social significance, because a program was offered in addition to the exhibit of corn. The illustrated booklet was a decided contribution, since it required the club member to formulate in words his own experiences in club work.

I. D.J. Crosby, "Boys' Agricultural Clubs", yearbook, 1904, United States Department of Agriculture, p. 491.

Dr. Knapp required the club members to exhibit a record book containing yield and cost of production, an illustrated booklet, and the regulation exhibit of ten ears of corn.

During the period 1914 to 1917, the demonstration team was developed as a means of informing the people of the community regarding the practices followed and the results obtained. The social significance of the demonstration team is that it has given opportunity for many boys and girls to appear before audiences. It has also increased the social contacts of many boys and girls by bringing them in contact with other young people from various localities. A recent advancement over the demonstration team is to have boys and girls making products at the fairs. This plan was started at the Eastern States Exposition. Club members are requested to answer questions concerning the particular work in which they are engaged. Many thousands of club members are now housed at county fair grounds during the fair. This affords country boys and girls opportunity for social experiences. Judging contests were first introduced during the period 1914 to 1917. Four-H club members are now considered a part of the exhibit at the International. Livestock is not allowed to compete for prizes unless the club member is present to exhibit his animal. In the basis of awards, the skill with which the club member displays his ability as a herdsman counts as so many points. The emphasis has shifted from the

exhibit of corn at the start to the club member. This has resulted in bringing country boys and girls together and thereby enlarging their social experiences.

3. Prizes.

In 1899 Mr. Otwell awarded prizes on the basis of the exhibit, namely, ten ears of corn. Prizes included farming implements, household equipment, a bicycle, and cash awards. Dr. Knapp suggested that the basis of awarding prizes in the South should be as follows: yield, 30%; showing of profit, 30%; history, 20%; and exhibit, 20%. In addition to the class of prizes offered under Otwell, Dr. Knapp recommended prize trips to Washington. This was the beginning of many interesting trips to the Nation's Capitol, fairs, livestock shows, agricultural colleges, and other places. Scholarships to agricultural colleges were offered in lieu of money. Most of the club members accepted the scholarships in preference to cash. Prizes were offered and awards made in many cases for the best records as clubs. This aroused interest in group activities. Blue ribbons, certificates, and diplomas, were cherished as highly as awards of money. Other prizes consisted of regalia on which some uniform insignia could be placed, such as emblems, badges, and pennants. Dr. Knapp did much to standardize the basis of awarding prizes. As a matter of fact prizes are now offered in the 4-H clubs on practically the same basis as advocated by him. The

awarding of prizes to groups has sociological significance, because it basically recognizes the group as the determining factor in the success of the individual. It is an effort to teach the public that man is group made, and assists him in overcoming his individualism in thinking.

4. The insignia of the 4-H clubs.

The insignia of the 4-H clubs is a four-leaf clover containing a capital "H" on each leaflet. The clover leaf was first used as an emblem of the 4-H clubs by O.H. Benson in 1905. Labels stamped with three-leaf clovers were used to mark packages of seed corn offered for sale by 4-H club members. The clover signified the purpose for which the first clubs were organized, namely, soil conservation. At the present time the four-leaf clover stands for club work and not for soil conservation as the three-leaf clover did. The old saying that a person who finds a four-leaf clover will have "good luck" contains an element of truth. However, one does not usually find the clover by chance, but by observation. The reason why the boy or girl who finds a four-leaf clover has "good luck", as the saying goes, is that the individual is more observing than the others. In a like manner, the club member who succeeds in project work does not do so by "luck" but by observation, experience, and doing. The whole club idea is built on the principle of doing, or

learning through experience. About 1910 John L. Alexander, an author of one of the many editions of the Boy Scout Manuals and a leader of the young peoples' division of the International Sunday Schools, developed a four-fold life program. His idea is based upon Luke 2:52: "And Jesus grew in wisdom (mental), and in stature (physical), and in favor with God (religious), and man (social)." The term "4-H" signifies the four things which must be considered by the boy and girl to insure success in club undertakings, namely, head, heart, hand, and health. The mind or head of the boy and girl must be directed to think, plan, and reason; the heart to be kindly and sympathetic toward work and associates, so that all may work together; the hands must be trained to be skillful; and the health must be improved and maintained for efficiency and enjoyment.¹ The social significance of the symbol of the 4-H clubs is that it conveys to the mind a program of life that can be easily comprehended by the boy or girl. It is a recognized psychological fact that the mind of the child is more impressed by the simplest kind of image than by the most important principle. The real to the child is the imagined real, and the image impresses upon the child the effect of reality.

I. W.H. Kendrick, The Four-H Trail, p.2

Chapter III.

History of the Rise of Esprit de Corps and Morale in Relation to the Four-H Clubs.

The rise of esprit de corps and morale came as a later development of the 4-H clubs as compared with collective representations. It was not until ten years had elapsed after the organization of the first 4-H clubs that we find esprit de corps manifested to any extent. O.B. Martin relates the appearance of fifteen hundred corn club boys in overalls, and carrying corn stalks as walking sticks, at the Texas State Fair at Dallas, about 1909. However, this spirit seems to be of a spontaneous nature rather than planned by an adult leader. At the present time adult leaders of 4-H clubs deliberately plan to develop club spirit by introducing certain types of events that will produce the responses desired. When the Smith-Lever Act went into effect on July 1, 1914, a new form of adult leadership directed the programs of the 4-H clubs. Young men and women with an agricultural college background took positions as county agents and home demonstration workers. These leaders had experienced the methods used by colleges in arousing group spirit and consequently they introduced this class of events into the club movement.

I. Club meetings.

Club meetings came as a later development in the 4-H clubs, and were first inaugurated by Benson in 1905. Each school had an organized club and regular meetings were conducted under the supervision of rural school teachers. This event marks a very significant epoch in the 4-H club movement from the standpoint of the recognition of basic sociological principles. While the movement was initiated by adult leaders and must still be guided by them, it would have never gained much momentum or have had any permanency unless the club members had been given a measure of control or at least an active participation in its aims and purposes. Dr. Knapp organized the project members into groups so that more members could be reached by the project leaders. The county was selected as the unit of organization instead of the country school as Benson had planned. In 1923 the community became the accepted unit of club organization, and in most states boys and girls who enroll become members in what is called the 4-H community club regardless of the project undertaken. The other form of organization that is still in vogue in some states is known as the standard club. These standard clubs consist of five or more members, all of whom demonstrate the same practices centered about one activity as corn, poultry, or food work. These two forms of organization, or slight modifications of the same are typical of the 4-H

clubs today. The recognition of the community as the Gestalt for the club member has made it possible for boys and girls to participate in games and contests that a lack of numbers would not permit had a smaller unit been selected.

Coming together for club meetings has afforded many young people the opportunity to engage in activities which develop a consensus among the members of the group. Songs and yells are events in which all may participate and express their enthusiasm. Club members have developed hundreds of songs that have spread over the entire nation. During 1924 many of these songs were assembled in book form and thus made available for club meetings. It is not merely singing together that socializes, but also the enjoyment of the same type or types of amusement. These activities produce like mindedness. Expressed in other words we feel that we like persons not simply for the reason that they are like us, but also because they enjoy the same things that we do. Not only do such events as mentioned above build-up a consensus among the members of the group, but they serve in addition as elements in social control. Habit systems are formed in associations with others which govern the future conduct of the persons composing the group. This is a sociological fact which has not been given sufficient emphasis in the past. The

reason that many boys and girls are delinquent is because of a lack of opportunity to associate with other boys and girls in the proper social environmental conditions and in groups with high standards, thus developing habit systems which will govern their future behavior. Boys and girls, together with the group approval and disapproval, in the 4-H clubs have also learned to participate in wholesome games for the recreational advantages they afford. The selecting of the community as the Gestalt for the 4-H clubs has increased the number of members in the local clubs and thereby made it possible to divide the members of the club for competitive games such as baseball, football, and volley ball. Since the morale of the group is developed in conflict situations, we may logically expect that through participation in group contests the "staying" qualities of the individuals have been improved by such events. In other words, habit systems have been formed which will assist the individual in after life to tenaciously hold to a worth while task. These contests are not solely of an intra-group nature. In many counties the 4-H community clubs have a definite schedule of games with boys and girls in other communities.

2. Achievement days.

Achievement days in the 4-H clubs serve the same purpose as do graduation exercises for the college students. For many 4-H clubs an achievement day at the close of the club year in October or November is the gala annual event. Although all

club members cannot be winners in the contests, achievement day makes it possible for all to receive recognition for the completion of a definite undertaking. The day's program includes an inspirational talk, the reports of outstanding club members, and usually culminates with the awarding of 4-H emblems to each boy and girl completing his or her project work and making a complete report. A club member will often work a whole year on a project to receive recognition on this day. The prize may consist of simply a blue ribbon, a cup, or some other article which has little or no value to the outsider. However, it becomes desired because of the recognition that is given to the winner in the presentation address. The achievement day programs also provide for the participation of boys and girls in games, sports, and group singing. The ecstasy of the club member is often raised to a high point before the day's program is completed.

3. Trips.

Trips to agricultural colleges are as old as the club movement itself. Mr. Otwell had club members take trips to state colleges. In 1904 Mr. A.B. Graham took more than one hundred boys and girls along with their parents from Springfield Township, Ohio, to spend the day at the State University at Columbus. The accounts of these trips do not state on what basis the individuals were selected to make these trips, but it is assumed that all who had sufficient funds to provide for

the expenses of the trip were eligible. Under Dr. Knapp's system two club members from each state in the South (where the club work was carried on) attended the annual prize winners' course held at Washington, D. C. This represents the beginning of many interesting trips to the Nation's Capitol, to fairs, livestock shows, colleges, and other places. In recent years the club member is required to be present along with his exhibit at the fairs. Such trips have been helpful in enlarging the social consciousness of the individuals, increasing the number and variety of social contacts, and in the accumulation of new ideas.

4. Four-H camps.

Not any activity that has ever been introduced into the program of the 4-H clubs has afforded for the length of time held, better opportunity for the development of esprit de corps and morale by the participation of club members in group activities than the 4-H camps. The program, properly conducted, provides for continuous activity and doing things. The morning dip; setting-up exercises; fellowship at meal hours; class instruction in making things such as bird houses, baskets, and woven articles; the assembly hour; the time allotted for tribal and other group games; boating; bathing; the vesper service; and the council fire activities, are examples. Almost the whole gamut of events which provide the opportunity for the development of club spirit and collective will is represented.

Esprit de corps is evidenced by the ecstasy of the club members at the vesper services; and by the enthusiasm in participation in such group activities as songs, yells, and the winning of contests. Opportunity is afforded the boys and girls to participate in contests which assist the backward youth in overcoming shyness. He forgets his self-consciousness in participation. There is abundance of opportunity offered for participation in conflict situations.

For many years city boys and girls have been given the opportunity to camp in the open during the summer season. The club movement has been responsible for the extension of this ideal summer activity to rural boys and girls. The camp idea was first used by A.P. Grout in Winchester, Illinois, as early as 1902. However, it did not come into general use until the World War. In 1924, 1,774 Four-H camps were held with an attendance of 52,697 club boys and 61,273 club girls.

Chapter IV.

Relation of the Socialization of Four-H to Non Four-H Fathers.

Map I indicates the geographical locations of fathers grouped by communities. They reside in Calhoun, Livingston, and Washtenaw counties in the State of Michigan. In Calhoun County are Absecota, Athens, Ceresco, East Le Roy, Homer, and Marengo communities; in Livingston County, Cohoctah and Fowlerville communities; and in Washtenaw County, Delhi, Dixboro, North Webster, and Saline communities. These communities are selected as typical of the geographical area studied. Athens and Homer communities are characterized by having rather large trade areas comprising a township. The remainder of the communities have comparatively small community centers comprising what is commonly designated as rural villages. The fathers are grouped by communities, because we observed that there were differences in the results secured from the various communities. In endeavoring to account for these differences we gained the idea of treating the various communities as Gestalts for the groups and individuals studied in the various localities. In a like manner the results obtained for mothers, boys, and girls, are tabulated by communities. Schedules were secured from 4-H boys and girls, and then from non 4-H boys and girls residing in the same geographical areas and having similar social environment such as the school, church, and voluntary farmers' associations. In all of the communities studied the population

is largely native born, with normal age distribution, and normal marital status. There is no indication in any of these communities that age, sex distribution, or marital condition, is abnormal.

I. Total and average number of groups, (by communities) of which fathers are members.

Table I shows the total and average number of groups of which the fathers of 4-H and non 4-H boys and girls are members in each community. In these communities there are 179 fathers of 4-H club members and for comparison we studied 179 fathers of non 4-H boys and girls, thus making a total of 358 persons. Four-H fathers belong to a total of 536 groups and non 4-H fathers to 282 groups. Hence, the relation of the socialization of 4-H to non 4-H fathers may be expressed as the ratio of 2.3 to 1. In eleven of the twelve communities studied, 4-H fathers exceed non 4-H fathers in the number of groups of which a member. From Table I it will be noted that Homer Community is an exception; namely, the fathers of non 4-H boys and girls are affiliated with 2.1 groups as compared with 1.8 groups for fathers of 4-H club members. This exception may be accounted for by the fact that there are more organizations at Homer than in the other communities studied.

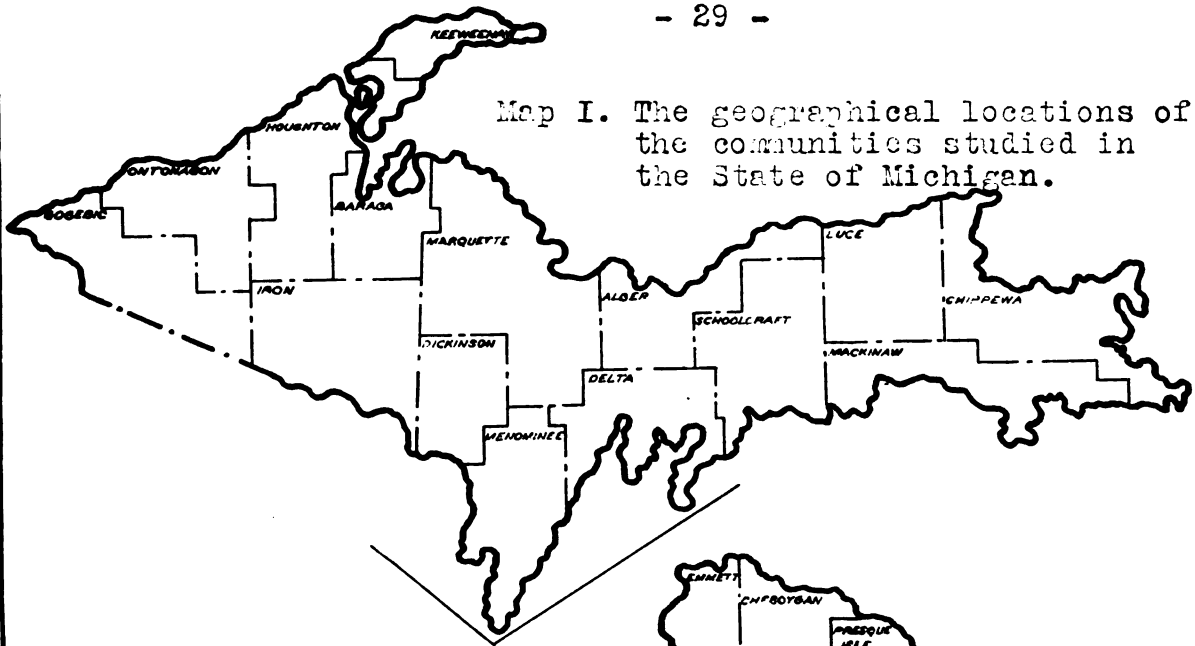
2. Nationality.

There is a total of 165 native born fathers of 4-H club members which was compared with a total 167 native born fathers of non 4-H club members (Table II). The corresponding number of foreign born fathers is 14 and 12, respectively. Therefore, the community differences in this respect are not material. We conclude from the above stated figures that the nationality of fathers is not a determining factor affecting the relation of the socialization of 4-H and non 4-H fathers in this study.

3. Time spent in school.

Table III shows the total and average number of years attendance in school for the twelve communities for fathers. The average attendance in school for twelve communities is 8.4 years for 4-H fathers and 7.6 years for non 4-H fathers. Therefore, the relation of the socialization of 4-H to non 4-H fathers, as regards number of years spent in school, may be expressed by the ratio of 1.1 to 1. In the communities of Homer and North Webster the attendance in school for non 4-H fathers exceeds that of 4-H fathers (as shown in Table III). We account for these two exceptions on the basis that the number of years spent in school is not a complete index of the socialization of the individual. Other factors are to be considered in addition to school attendance. However,

Map I. The geographical locations of the communities studied in the State of Michigan.



1. Abscota.
2. Athens.
3. Ceresco.
4. Cohoctah.
5. Delhi.
6. Dixboro.
7. E. Le Roy.
8. Fowlerville.
9. Homer.
10. Marengo.
11. North Webster.
12. Saline.

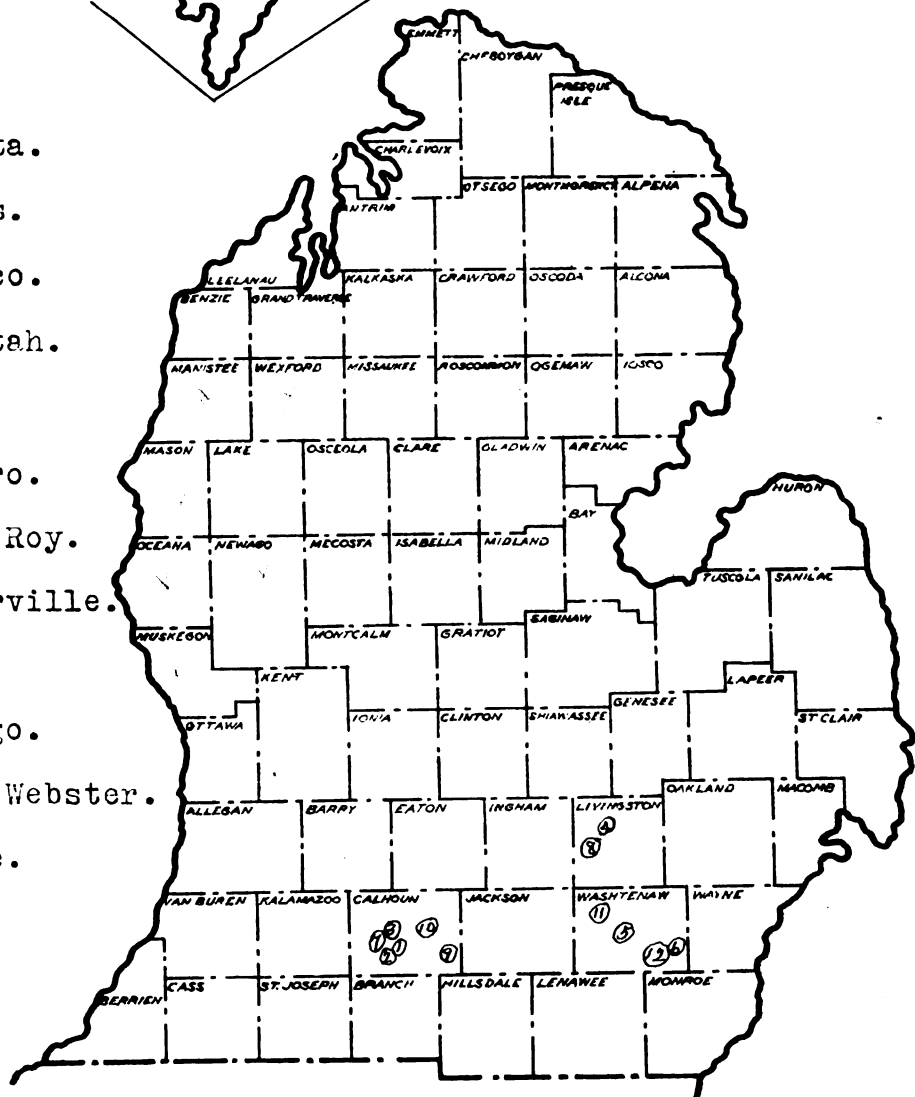


Table I. - Total and average number of groups (by communities) of which fathers are members.

| Community | Persons* | Number of groups : with which fathers of 4-H club : members are affiliated | | Number of groups : with which fathers of non 4-H : club members are affiliated | |
|----------------|----------|--|---------|--|---------|
| | | Total | Average | Total | Average |
| Abscota | 14 | 25 | 1.8 | 11 | 0.9 |
| Athens | 8 | 26 | 3.3 | 13 | 1.6 |
| Ceresco | 11 | 41 | 3.6 | 9 | 0.8 |
| Cohoctah | 19 | 105 | 5.5 | 29 | 1.5 |
| Delhi | 5 | 9 | 1.8 | 6 | 1.2 |
| Dixboro | 15 | 56 | 3.8 | 38 | 2.5 |
| E. Le Roy | 5 | 15 | 3.0 | 5 | 1.0 |
| Fowlerville | 17 | 35 | 2.1 | 20 | 1.2 |
| Homer | 48 | 86 | 1.8 | 99 | 2.1 |
| Marengo | 5 | 7 | 1.4 | 2 | 0.4 |
| No. Webster | 12 | 66 | 5.5 | 20 | 1.7 |
| Saline | 20 | 65 | 3.3 | 30 | 1.5 |
| 12 communities | 179 | 536 | 36.9 | 282 | 16.4 |
| Per person | | | 3.1 | | 1.4 |

*The number of persons stated is the same for fathers of 4-H club members as for fathers of non 4-H club members.

Table II. - Number (by communities) of native and foreign born fathers.

| Community | Parsons* | Number of fathers of 4-H club members who are native and foreign-born | | Number of fathers of non 4-H club members who are native and foreign-born | |
|--------------------|----------|---|--------------|---|--------------|
| | | Native born | Foreign born | Native born | Foreign born |
| Aboscota | 14 | 14 | 0 | 14 | 0 |
| Athens | 8 | 8 | 0 | 8 | 0 |
| Ceresco | 11 | 10 | 1 | 10 | 1 |
| Cohoctah | 19 | 18 | 1 | 19 | 0 |
| Delhi | 5 | 5 | 0 | 5 | 0 |
| Dixboro | 15 | 13 | 2 | 12 | 3 |
| E. Le Roy | 5 | 5 | 0 | 5 | 0 |
| Fowlerville | 17 | 14 | 3 | 16 | 1 |
| Homer | 48 | 47 | 1 | 47 | 1 |
| Marengo | 5 | 5 | 0 | 5 | 0 |
| No. Webster | 12 | 9 | 3 | 8 | 4 |
| Saline | 20 | 17 | 3 | 18 | 2 |
| Twelve communities | 179 | 165 | 14 | 167 | 12 |

*The number of persons stated is the same for fathers of 4-H club members as for fathers of non 4-H club members.

Table III. - Total and average number (by communities)
of years attendance in school for fathers.

| Community | Persons* | Years attendance in school for fathers of 4-H club members | | Years attendance in school for fathers of non 4-H club members | |
|----------------|----------|--|-------|--|---------|
| | | Total | Aver. | Total | Average |
| Abscota | 14 | 104 | 7.4 | 105 | 6.9 |
| Athens | 8 | 72 | 9.0 | 77 | 5.2 |
| Ceresco | 11 | 102 | 9.3 | 76 | 7.5 |
| Cohoctah | 19 | 185 | 9.7 | 140 | 9.6 |
| Delhi | 5 | 40 | 8.0 | 26 | 7.4 |
| Dixboro | 15 | 132 | 8.8 | 116 | 6.9 |
| E. Le Roy | 5 | 40 | 8.0 | 40 | 6.0 |
| Fowlerville | 17 | 140 | 8.2 | 118 | 7.7 |
| Homer | 48 | 411 | 8.6 | 414 | 8.9 |
| Marengo | 5 | 40 | 8.0 | 33 | 8.0 |
| No. Webster | 12 | 90 | 7.5 | 107 | 8.6 |
| Saline | 20 | 168 | 8.4 | 156 | 7.8 |
| 12 communities | 179 | 1524 | 100.9 | 1408 | 90.5 |
| Per person | | | 8.4 | | 7.6 |

*The number of persons stated is the same for fathers of 4-H club members as for fathers of non 4-H club members.

Table IV. - The average number (by communities)
of years a resident for 4-H and non 4-H fathers.

| Community | Persons* | Average number of years a resi- dent in community for fathers of 4-H club members | Average number of years a resident in community for fathers of non 4-H club members |
|-------------------------|----------|---|---|
| Abscota | 14 | 25 | 37 |
| Athens | 8 | 23 | 23 |
| Ceresco | 11 | 29 | 17 |
| Cohoctah | 19 | 33 | 36 |
| Delhi | 5 | 5 | 5 |
| Dixboro | 15 | 26 | 21 |
| E. Le Roy | 5 | 28 | 33 |
| Fowlerville | 17 | 25 | 15 |
| Homer | 48 | 26 | 27 |
| Marengo | 5 | 13 | 13 |
| No. Webster | 12 | 39 | 18 |
| Saline | 20 | 18 | 33 |
| Twelve com- munities | 179 | 290 | 263 |
| Per person | | 24 | 23 |

*Persons is the same for both 4-H and non 4-H fathers.

school attendance is an indication that a larger number of social contacts have been made.

4. Number of years residence in community.

Table IV shows the average number of years that 4-H and non 4-H fathers have resided in the community. Four-H fathers have resided in the community for an average of twenty-four years as compared with twenty-three years for non 4-H fathers. In six communities non 4-H fathers exceed 4-H fathers in the number of years residing in the community. In five communities 4-H fathers exceed non 4-H fathers in the number of years that they lived in the community. Therefore, there is very little difference in the number of years that 4-H fathers have resided in the communities as compared with non 4-H fathers.

Chapter V.

Relation of the Socialization of Four-H to Non Four-H Mothers.

I. Total and average number of groups (by communities)
of which mothers are members.

Table V shows the total and average number of groups of which the mothers of 4-H and non 4-H boys and girls are members in each community. In these communities there are 179 mothers of 4-H club members and for comparison we studied 179 mothers of non 4-H boys and girls, thus making a total of 358 persons. Four-H mothers are affiliated with 362 groups and non 4-H mothers with 292 groups. Hence, the relation of the socialization of 4-H to non 4-H mothers, according to the average number of groups of which a member, may be expressed as the ratio of 1.6 to 1. In ten of the twelve communities studied, 4-H mothers exceed non 4-H mothers in the total number of groups of which a member (Table V). At Ceresco 4-H and non 4-H mothers belong to the same number of groups. At Dixboro non 4-H mothers are affiliated with more groups than 4-H mothers. Not all of the sons and daughters of the more highly socialized mothers belong to the 4-H clubs. The schedules show that there are other groups in the communities studied in which the boys and girls find opportunity for social expression. Both mothers and fathers of 4-H club members exceed the mothers and fathers of non 4-H boys and girls in the total number of groups of which a member. Therefore,

we conclude that the degree of socialization of 4-H mothers and fathers is greater than that of non 4-H mothers and fathers.

2. Nationality.

There is a total of 161 native-born mothers of 4-H club members which was compared with a total of 163 native-born mothers of non 4-H boys and girls (Table VI), and the number who are native and foreign-born is 18 and 16, respectively. In four communities the number of foreign-born non 4-H mothers exceeds the number of foreign-born 4-H mothers, and in four communities the order is reversed. We conclude from the figures given above that the nationality of the mothers is not a determining factor affecting the relation of the socialization of mothers.

3. Time spent in school.

Table VII shows the total and average number of years attendance in school for mothers. Four-H mothers attended school for an average of 9.3 years as compared with 8.5 years for non 4-H mothers. In nine of the twelve communities studied, the number of years attendance in school for 4-H mothers exceeds that of non 4-H mothers. Community exceptions are as follows: Abseota, Cohoctah, and Saline (Table VII). The number of years spent in school is not a complete index

Table V. - Total and average number of groups (by communities) of which mothers are members.

| Community | Persons* | Number of groups mothers of 4-H club members be- long to | | Number of groups mothers of non 4-H club members belong to | |
|---------------------|----------|---|----------|---|----------|
| | | Totals | Averages | Totals | Averages |
| Absecon | 14 | 30 | 2.1 | 9 | 0.7 |
| Athens | 8 | 26 | 3.3 | 14 | 1.8 |
| Ceresco | 11 | 13 | 1.2 | 13 | 1.2 |
| Cohoctah | 19 | 52 | 2.7 | 36 | 1.9 |
| Delhi | 5 | 10 | 2.0 | 4 | 0.8 |
| Dixboro | 15 | 35 | 2.3 | 38 | 2.5 |
| E. Le Roy | 5 | 10 | 2.0 | 6 | 1.2 |
| Fowlerville | 17 | 16 | 1.0 | 12 | 0.7 |
| Homer | 43 | 69 | 1.5 | 55 | 1.2 |
| Marengo | 5 | 5 | 1.0 | 1 | 0.2 |
| No. Webster | 12 | 53 | 4.4 | 15 | 1.3 |
| Saline | 20 | 43 | 2.2 | 29 | 1.5 |
| 12 communi- ties | 179 | 582 | 25.7 | 232 | 18.0 |
| Per person | | | 2.2 | | 1.3 |

*The number of persons stated is the same for mothers of 4-H club members as for mothers of non 4-H club members.

2. Nationality

Table VI. - Number (by communities) of native and foreign-born mothers.

| Community | Persons* | Number of mothers of 4-H club mem- bers who are na- tive and foreign- born | | Number of mothers of non 4-H club members who are native and foreign- born | |
|------------------------|----------|--|-----------------|--|-----------------|
| | | Native born | Foreign born | Native born | Foreign born |
| Abscota | 14 | 14 | 0 | 13 | 1 |
| Athens | 8 | 8 | 0 | 8 | 0 |
| Ceresco | 11 | 11 | 0 | 11 | 0 |
| Cohoctah | 19 | 18 | 1 | 19 | 0 |
| Delhi | 5 | 5 | 0 | 5 | 0 |
| Dixboro | 15 | 15 | 0 | 14 | 1 |
| East Le Roy | 5 | 5 | 0 | 5 | 0 |
| Fowlerville | 17 | 12 | 5 | 16 | 1 |
| Homer | 48 | 48 | 0 | 45 | 3 |
| Marengo | 5 | 4 | 1 | 3 | 2 |
| No. Webster | 12 | 7 | 5 | 8 | 4 |
| Saline | 20 | 14 | 6 | 16 | 4 |
| Twelve Communities: | 179 | 161 | 18 | 163 | 16 |

*Persons is the same for both 4-H and non 4-H mothers.

Table VII. - Total and average number (by communities)
of years attendance in school for mothers.

| Community | Persons* | Years attendance in school for mothers of 4-H club members | | Years attendance in school for mothers of non 4- H club members | |
|---------------------|----------|---|---------|--|---------|
| | | Total | Average | Total | Average |
| Absecon | 14 | 104 | 7.4 | 114 | 7.5 |
| Atlantic | 8 | 72 | 9.0 | 82 | 8.6 |
| Ceresco | 11 | 98 | 8.9 | 83 | 8.1 |
| Cohoctah | 19 | 165 | 8.7 | 165 | 10.3 |
| Delhi | 5 | 53 | 10.6 | 43 | 8.7 |
| Dixboro | 15 | 132 | 8.8 | 125 | 8.5 |
| E. Le Roy | 5 | 48 | 9.8 | 45 | 5.8 |
| Fowlerville | 17 | 137 | 9.2 | 145 | 8.3 |
| Homer | 48 | 464 | 9.7 | 438 | 8.0 |
| Marengo | 5 | 48 | 9.8 | 29 | 8.6 |
| No. Webster | 12 | 121 | 10.0 | 96 | 9.1 |
| Saline | 20 | 185 | 9.3 | 199 | 9.9 |
| 12 communi- ties | 179 | 1647 | 111.2 | 1562 | 101.4 |
| Per person | | | 9.3 | | 8.5 |

*The number of persons stated is the same for mothers of 4-H club members as for mothers of non 4-H club members.

Table VIII. - The average number (by communities) of years a resident for 4-H and non 4-H mothers.

| Community | Persons* | Average number of years a resident in community for mothers of 4-H club members | Average number of years a resident in community for mothers of non 4-H club members |
|---------------------|----------|---|---|
| Abbeots | 14 | 25 | 31 |
| Athens | 8 | 20 | 18 |
| Ceresco | 11 | 19 | 21 |
| Colchester | 19 | 31 | 28 |
| Delhi | 5 | 10 | 12 |
| Dixboro | 15 | 23 | 16 |
| East Le Roy | 5 | 29 | 22 |
| Fowlerville | 17 | 14 | 14 |
| Homer | 48 | 24 | 23 |
| Marango | 5 | 12 | 13 |
| No. Webster | 12 | 25 | 17 |
| Saline | 20 | 17 | 17 |
| Twelve Communities: | 179 | 249 | 232 |
| Per person | | 21 | 19 |

*The number of persons is the same for mothers of 4-H sons and daughters as for mothers of non 4-H sons and daughters.

of the socialization of the person. Other factors such as average number of groups of which a member have to be considered.

4. Number of years a resident in community.

The difference between the number of years a resident in the community for 4-H and non 4-H mothers is not sufficient to affect the relation of the socialization of 4-H to non 4-H mothers as shown by Table VIII. The average number of years a resident in community for 4-H mothers is 21 years, and 19 years for non 4-H mothers. In six communities 4-H mothers exceed non 4-H mothers in the total number of years a resident, and in four communities the order is reversed (Table VIII). In two communities there is no difference.

Chapter VI.

Relation of the Socialization of Four-H to Non Four-H Sons and Daughters.

Four-H and non 4-H boys and girls are grouped by communities for the same reason that fathers are grouped by communities, namely, to account for the differences of the socialization of groups under varying social environmental conditions. We would naturally expect boys and girls residing in the same social environmental conditions to respond similarly as a group to certain classes of stimuli. However, boys and girls in the different communities do not have the same social environment and consequently we discover differences in responses due to these causes. Factors such as the number and types of social organizations (both youth and adult), the number of years that the organization has been in operation in the community, attendance at meetings, and the type and continuity of the leadership -- all have an influence upon the socialization of the individuals comprising the community.

I. Total and average number of groups of which a member by communities.

Table IX shows the total and average number of groups of which a member by communities for sons and daughters. In all communities studied 4-H exceed non 4-H sons and daughters in the total number of groups of which a member. The former belong to a total of 528 groups and the latter to 238 groups.

Hence, the relation of the socialization of 4-H to non 4-H sons and daughters may be expressed by the ratio of 2.2 to 1. Not only 4-H boys and girls exceed non 4-H boys and girls in the average number of groups of which a member, but the parents as well exceed non 4-H parents in the same. The findings of this study indicate the direct influence in socialization that parents have upon boys and girls.

2. Number of years a resident in community.

There is very little difference between the number of years a resident in community for 4-H and non 4-H boys and girls (Table X). Consequently, it does not have much influence on the socialization of boys and girls in this study. Four-H boys and girls have resided in community for an average of 11 years as compared with 9 years for non 4-H boys and girls. Community comparisons of 4-H and non 4-H boys and girls show that in nine communities 4-H boys and girls have resided in community more years, in one community a year less, and in two communities the number of years is the same.

3. Brothers and sisters.

Four-H club members have an average of 3.1 brothers and sisters, as compared with 3.9 brothers and sisters for non 4-H boys and girls (Table XI). The figures given above indicate that 4-H boys and girls have fewer brothers and sisters than non 4-H boys and girls. This difference may

be accounted for on the basis of higher standards of 4-H parents. It has previously been demonstrated that 4-H parents belong to more groups and spend more years in school than non 4-H parents. Consequently, the former have higher standards than the latter. Higher standards serve as a positive check on the number of children that the parents will rear. Non 4-H club members also have a larger number of older brothers and sisters than 4-H boys and girls (Table XII). We account for this difference on the basis of possible earlier marriage of non 4-H parents.

4. The distribution of ages of 4-H and non 4-H boys and girls.

Figure I shows a frequency histogram and polygon of the distribution of ages of 358 boys and girls (179 4-H and 179 non 4-H boys and girls). Below the diagram, three columns of figures are shown that represent the ages of the boys and girls, the corresponding number of persons for each age grouping, and the per cent of the total number of individuals for each age grouping. The young people range in age from nine to twenty years. Since approximately ninety per cent range from ten to sixteen years, we have taken this grouping as more accurately displaying the range of ages. Figure I shows that the number of persons increases each year from nine to fourteen years of age with the exception of the thirteen year grouping. From ten to fourteen years is commonly designated

as the "gang" age. This is the period of preadolescence when boys and girls are most active in joining voluntary youth movements such as Boy Scouts, Girl Scouts, Camp Fire Girls, and the 4-H clubs. Furfey^I has made a study of the age distribution of one hundred and four Boy Scouts, which he designates as an experimental group. The data was secured from two clubs, a troop of Scouts for the older boys and a pack of Wolf Cubs for boys under twelve who were not permitted to enter scouting by the rules of the Boy Scouts of America. It was found that below a certain age the boys would not join and after a certain age they automatically lost interest. The leaders endeavored to keep the clubs purely preadolescent by encouraging the activities which appealed to the majority of the boys. The number of boys enrolled increases with one exception for each successive year commencing with nine and continuing to fourteen. After the boys become fourteen and one half years of age nearly one half drop out of the Scouts. Furfey accounts for this on the basis of the approach of puberty. A comparison of the findings of Furfey as shown by his study with the age distribution of 4-H club members reveals a very close relationship; namely, the number of boys and girls enrolled increases each year until the fourteenth year is attained and then the club members

I. P.H. Furfey, The Gang Age, pp. 1 to 16.

Table IX. - Total and average number of groups (by communities) of which sons and daughters are members.

| Community | Persons* | Number of groups 4-H club members belong to | | Number of groups non 4-H club mem- bers belong to | |
|------------------------|----------|---|---------|---|---------|
| | | Total | Average | Total | Average |
| Abscota | 14 | 45 | 3.2 | 12 | 0.8 |
| Athens | 8 | 30 | 3.8 | 17 | 2.1 |
| Ceresco | 11 | 34 | 3.1 | 8 | 0.7 |
| Cohoctah | 19 | 54 | 2.8 | 18 | 1.0 |
| Delhi | 5 | 12 | 2.4 | 5 | 1.0 |
| Dixboro | 15 | 49 | 3.3 | 21 | 1.4 |
| E. Le Roy | 5 | 13 | 2.6 | 10 | 2.0 |
| Fowlerville | 17 | 33 | 1.9 | 10 | 0.6 |
| Homer | 48 | 146 | 3.1 | 89 | 1.9 |
| Marengo | 5 | 16 | 3.2 | 5 | 1.0 |
| No. Webster | 12 | 30 | 2.5 | 15 | 1.3 |
| Saline | 20 | 66 | 3.3 | 28 | 1.4 |
| Twelve Communities: | 179 | 528 | 35.2 | 238 | 15.2 |
| Per person | | | 2.9 | | 1.3 |

*The number of persons stated is the same for 4-H and non 4-H club members.

Table K. - The average number (by communities) of years a resident for 4-H and non 4-H boys and girls.

| Community | Persons* | Average number of years a resident in community for 4-H club members | Average number of years a resident in community for non 4-H club members |
|--------------------|----------|--|--|
| Aboscota | 14 | 9 | 10 |
| Athens | 8 | 12 | 11 |
| Ceresco | 11 | 12 | 6 |
| Cohoetah | 19 | 12 | 9 |
| Delhi | 5 | 7 | 5 |
| Dixboro | 15 | 12 | 9 |
| East Le Roy | 5 | 12 | 12 |
| Fowlerville | 17 | 9 | 7 |
| Homer | 48 | 12 | 12 |
| Marango | 5 | 6 | 5 |
| No. Webster | 12 | 14 | 9 |
| Saline | 20 | 8 | 7 |
| Twelve Communities | 179 | 125 | 102 |
| Per person | | 11 | 9 |

*The number of persons stated is the same for 4-H club members as for non 4-H club members.

3. Brothers and sisters.

Table XI. - Average number (by communities) of brothers and sisters for 4-H and non 4-H boys and girls.

| Community | Persons* | Average number of brothers and sisters of 4-H club members | Average number of brothers and sisters of non 4-H boys and girls |
|---------------------|----------|--|--|
| Aboscote | 14 | 1.8 | 2.6 |
| Athens | 8 | 3.4 | 2.3 |
| Ceresco | 11 | 2.2 | 4.3 |
| Coloetan | 19 | 3.4 | 2.9 |
| Delhi | 5 | 3.0 | 3.2 |
| Dixboro | 15 | 5.1 | 3.2 |
| East Le Roy | 5 | 2.0 | 4.0 |
| Fowlerville | 17 | 4.1 | 3.5 |
| Homer | 48 | 3.6 | 3.1 |
| Marengo | 5 | 2.2 | 7.4 |
| No. Webster | 12 | 2.9 | 6.3 |
| Saline | 20 | 3.7 | 4.8 |
| Twelve Communities: | 179 | 37.4 | 47.6 |
| Per person | | 3.1 | 3.9 |

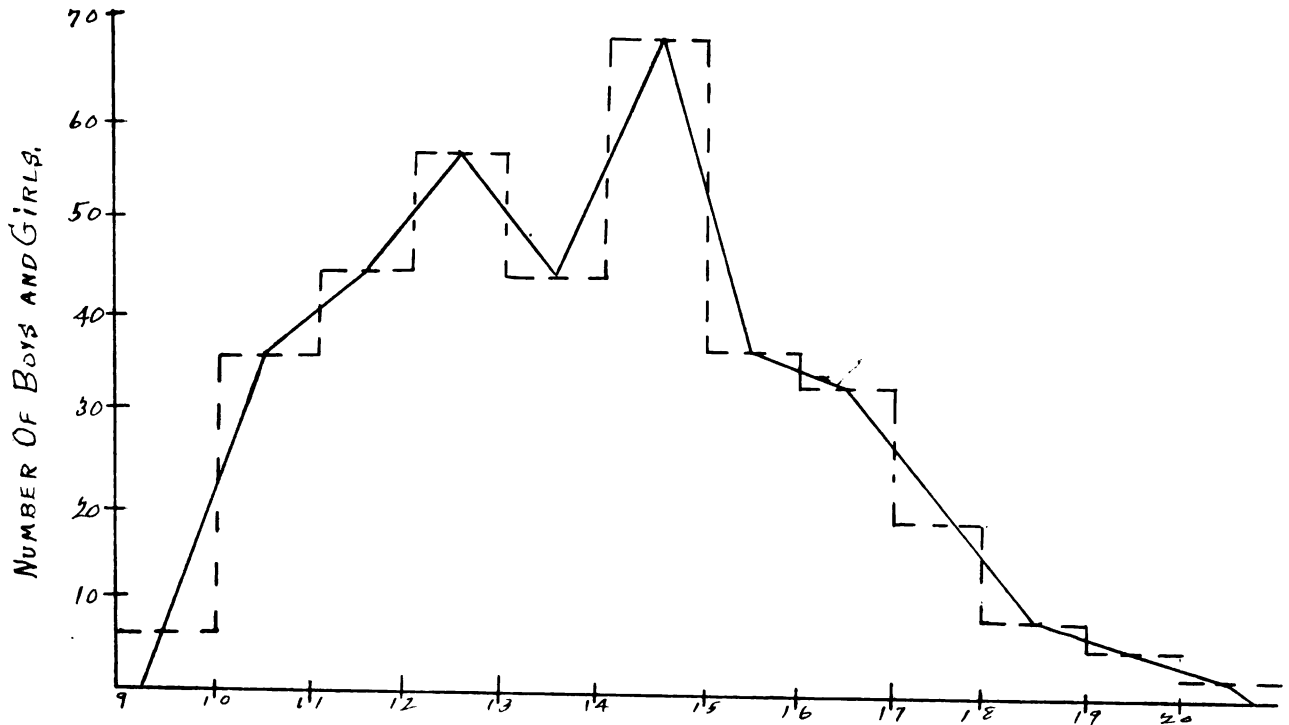
*The number of persons as stated is the same for 4-H as for non 4-H boys and girls.

Table XII. - Average number (by communities) of older brothers and sisters of 4-H and non 4-H boys and girls.

| Community | Persons* | Average number of: older brothers and sisters of 4- H club members | Average number of: older brothers and sisters of non 4-H boys and girls |
|------------------------|----------|---|---|
| Abscota | 14 | 0.7 | 1.6 |
| Athens | 8 | 2.3 | 1.0 |
| Ceresco | 11 | 0.9 | 3.0 |
| Cohoctah | 19 | 1.2 | 1.5 |
| Delhi | 5 | 1.2 | 1.6 |
| Dixboro | 15 | 2.7 | 1.9 |
| East Le Roy | 5 | 0.8 | 2.4 |
| Fowlerville | 17 | 1.3 | 1.4 |
| Homer | 48 | 1.4 | 1.3 |
| Marango | 5 | 0.6 | 3.8 |
| No. Webster | 12 | 1.5 | 3.3 |
| Saline | 20 | 1.7 | 2.8 |
| Twelve Communities: | 179 | 16.3 | 25.6 |
| Per person | | 1.4 | 2.1 |

*The number of persons as stated is the same for 4-H as for non 4-H boys and girls.

Figure I. Frequency histogram and polygon of the distribution of ages of 358 boys and girls (179 4-H and 179 non 4-H).



AGES OF BOYS AND GIRLS IN YEARS.

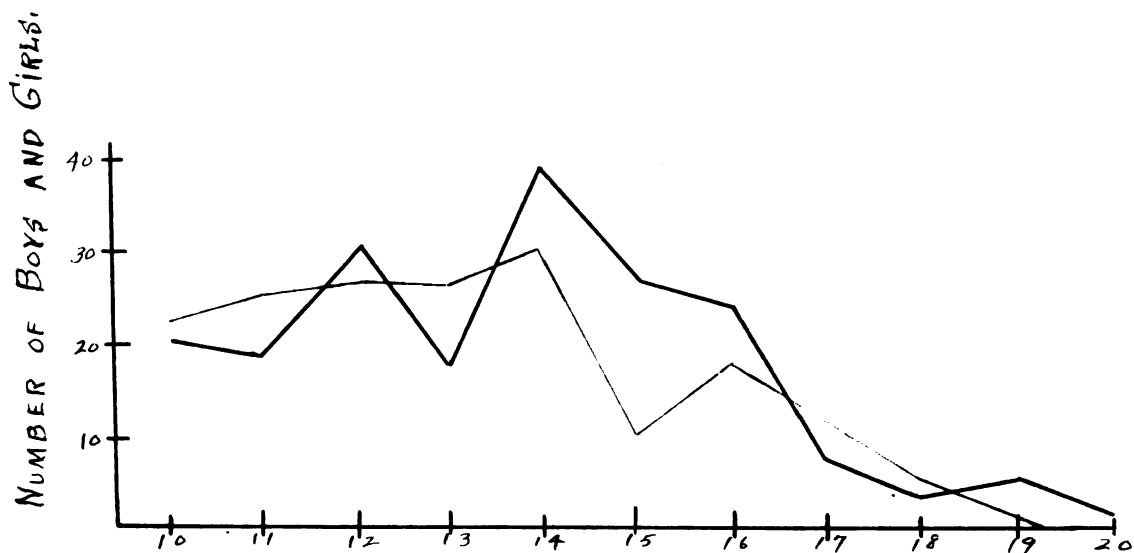
| Ages of boys & girls | Number of persons | Per cent of total number of persons |
|-------------------------|----------------------|--|
| 9 | 7 | 1.9 |
| 10 | 36 | 10.0 |
| 11 | 45 | 12.5 |
| 12 | 57 | 15.9 |
| 13 | 44 | 12.2 |
| 14 | 69 | 19.2 |
| 15 | 36 | 10.0 |
| 16 | 32 | 8.9 |
| 17 | 18 | 5.0 |
| 18 | 8 | 2.2 |
| 19 | 5 | 1.3 |
| 20 | 1 | 0.9 |

Totals

358 Persons

100.0 %

Figure II The distribution of the ages of 4-H club members as compared with non 4-H boys and girls.



AGE OF BOYS AND GIRLS IN YEARS:

— Polygon showing age distribution of non 4-H boys and girls.

— Polygon showing age distribution of 4-H club members.

Four-H Club Members.

Non 4-H boys and girls.

| Ages of boys and girls | Number of Persons | Ages of boys and girls | Number of Persons |
|------------------------|-------------------|------------------------|-------------------|
| 10 | 20 | 10 | 23 |
| 11 | 19 | 11 | 26 |
| 12 | 30 | 12 | 27 |
| 13 | 17 | 13 | 27 |
| 14 | 38 | 14 | 31 |
| 15 | 26 | 15 | 10 |
| 16 | 14 | 16 | 18 |
| 17 | 7 | 17 | 11 |
| 18 | 3 | 18 | 5 |
| 19 | 4 | 19 | 1 |
| 20 | 1 | | |

Totals 179 Persons

179 Persons.

diminish in numbers.

Figure II shows the distribution of the ages of 4-H club members and non 4-H boys and girls. The lines in black ink designate the number of 4-H club members corresponding to the ages stated on the horizontal scale. The lines in red ink portray the same for non 4-H boys and girls. At the bottom of the page the ages of both 4-H and non 4-H boys and girls are tabulated and the corresponding number of persons for each age grouping is stated. The number of 4-H and non 4-H boys and girls for each age grouping from ten to fourteen tends upward. After fourteen years of age the number of 4-H and non 4-H boys and girls decreases in number for each age grouping with one exception for both 4-H and non 4-H boys and girls. We conclude from the above that we are justified in treating the ages of 4-H and non 4-H boys and girls together.

Chapter VII.

Relation of the Socialization of Communities to the 4-H Clubs.

I. The relation of the socialization of communities according to the average number of groups in communities.

Table XIII shows the relation of the socialization of communities according to the average number of groups of which a member. The total number of persons taken into consideration is 1074, which includes both 4-H and non 4-H parents, plus 4-H and non 4-H boys and girls by communities. The lowest average number of groups of which a member is found in Marengo Community, namely, 1.2 groups. By dividing the average number of groups for each community by 1.2, we have the relation of the socialization of communities expressed in arithmetical terms as community indices. The results of the computations are found in the last column of the table referred to above under the column heading "community indices", as follows:

| Community | Community Indices |
|--------------------|-------------------|
| North Webster..... | 2.3 |
| Athens..... | 2.2 |
| Cohoctah..... | 2.2 |
| Dixboro..... | 2.2 |
| Saline..... | 2.1 |
| Homer..... | 1.8 |

| | |
|------------------|-----|
| East Le Roy..... | 1.6 |
| Ceresco..... | 1.5 |
| Abscota..... | 1.3 |
| Delhi..... | 1.3 |
| Marengo..... | 1.0 |
| Fowlerville..... | 1.0 |

From the above indices we infer that there is a difference in the socialization of communities. Our problem now is to compare the ranking of communities according to the average number of groups of which a member with the ranking of communities according to the affiliation of persons with four or more groups.

2. The relation of the socialization of communities according to the affiliation of persons with four or more groups.

Table XIV shows the relation of the socialization of communities according to the affiliation of persons with four or more groups. In the last column of this table the per cent of persons affiliated with four or more groups is stated by communities as follows:

| Community | Per cent of persons affiliated with four or more groups |
|--------------------|---|
| North Webster..... | 33.3 |
| Athens..... | 27.1 |
| Cohoctah..... | 22.8 |

Nixboro

Table XIII. - The relation of the socialization of communities according to the average number of groups of which both 4-H and non 4-H fathers, mothers, boys, and girls are members.

| Community | Persons* | Number of groups fathers, mothers, sons, and daughters belong to | | Community Indices |
|-----------------------|----------|---|---------|----------------------|
| | | Total | Average | |
| No. Webster | 72 | 199 | 2.76 | 2.3 |
| Athens | 48 | 126 | 2.62 | 2.2 |
| Cohoctah | 114 | 294 | 2.57 | 2.2 |
| Dixboro | 90 | 257 | 2.63 | 2.2 |
| Saline | 120 | 261 | 2.17 | 2.1 |
| Homer | 288 | 544 | 1.88 | 1.8 |
| East Le Roy | 30 | 59 | 1.96 | 1.6 |
| Ceresco | 66 | 118 | 1.79 | 1.5 |
| Absecota | 84 | 132 | 1.57 | 1.3 |
| Delhi | 30 | 46 | 1.53 | 1.3 |
| Marengo | 30 | 36 | 1.20 | 1.0 |
| Fowlerville | 102 | 126 | 1.23 | 1.0 |
| Twelve Communities | 1074 | 2178 | 23.91 | |
| Per person | | | 2.00 | |

*Persons includes 4-H and non 4-H fathers, mothers, sons and daughters.

Table XIV. - The relation of the socialization of communities according to the affiliation of persons with four or more groups.

| Community | Persons* | The affiliation of persons with four or more groups | |
|---------------------|----------|---|----------|
| | | Persons | Per cent |
| No. Webster | 72 | 24 | 33.3 |
| Athens | 48 | 13 | 27.1 |
| Cohoctah | 114 | 26 | 22.8 |
| Dixboro | 90 | 20 | 22.2 |
| Homer | 288 | 45 | 15.6 |
| Saline | 120 | 17 | 14.1 |
| East Le Roy | 30 | 4 | 13.3 |
| Abscota | 84 | 8 | 9.5 |
| Ceresco | 66 | 6 | 9.1 |
| Marango | 30 | 2 | 6.7 |
| Fowlerville | 102 | 5 | 4.9 |
| Delhi | 30 | 0 | 0.0 |
| Twelve Communities: | 1074 | | 100.0 |

*Persons includes 4-H and non 4-H fathers, mothers, sons, and daughters.

| | |
|------------------|------|
| Homer..... | 15.6 |
| Saline..... | 14.1 |
| East Le Roy..... | 13.3 |
| Abscota..... | 9.5 |
| Ceresco..... | 9.1 |
| Marengo..... | 6.7 |
| Fowlerville..... | 4.9 |
| Delhi..... | 0.0 |

A study of the ranking of communities according to community indices as compared with the per cent affiliated with four or more groups shows a positive relationship.

Our problem is to account for these differences in the socialization of communities. Why do some communities rank higher or lower in the average number of groups affiliated with? Unfortunately, we do not have the data available to account for these differences in this study. The next step would be a study of the functioning of the rural social organizations that are operating in these communities. If we had information concerning the number of meetings held per year for each organized group in the community, the length of time that the meetings last, and the average attendance at these meetings, we would be in better position to solve the problem. Our hypothesis is that the differences in the socialization of communities may be explained on the basis of the nature and duration of the stimuli (the stimuli in this case being the rural social organizations of the community). However, this is a matter of future investigation.

Chapter VIII.

Summary and Conclusions.

I. Summary.

The subject matter of this thesis logically comes under two parts or headings. Part I (Chapters I, II, and III) deals with the introduction, collective representations, esprit de corps, and morale. In this part we are concerned with the study of the 4-H clubs as a factor in rural socialization as an intra-group process. The three aspects of viewing socialization as an intra-group process are collective representations, esprit de corps, and morale. We have described the manner in which the 4-H clubs develop a consensus or we-feeling within the group by the use of collective representations, and by the introduction and participation of boys and girls in such events as will develop esprit de corps and morale. Part I is historical in method and treats of the origin, growth, and present status of social forms. Part II deals chiefly with socialization as an inter-group process. Certain relationships are demonstrated to exist between the socialization of 4-H and non 4-H parents, and 4-H and non 4-H boys and girls. Also, the difference in the socialization of communities in relation to the 4-H clubs. This part deals with the tabulation of data obtained in the survey conducted in connection with this study.

2. Conclusions.

(1) The socialization of boys and girls is both an intra-group and inter-group process which combined together is a whole -- the larger socializing process.

(2) A study of the history of the 4-H club movement reveals the fact that there has been more emphasis placed on the group than on the individual in each successive period in its development. This means that the opportunities for giving training in building habits collectively has been improved.

(3) Four-H parents are more highly socialized than non 4-H parents as indicated by the number of organizations of which a member. The former not only are affiliated with more organizations but spend more years in school. Community exceptions are due to the fact that not all of the sons and daughters of the more highly socialized parents belong to the 4-H clubs. There are other youth agencies located in rural communities which supply the needs of boys and girls of the preadolescent age (ten to sixteen years, inclusive) for socialized activities such as the Boy Scouts, Girl Scouts, and Camp Fire Girls. The parents of boys and girls affiliated with such groups are included in this study.

(4) In all communities studied 4-H boys and girls are more highly socialized than non 4-H boys and girls as indicated by the number of organizations of which a member.

(5) There is a difference in the socialization of com-

munities according to the average number of groups of which a member. We do not have data available to account for these differences. The next step in further survey would be a study of the functioning of meetings of the rural social organizations that are located in these communities.

A STUDY OF GROUP MEMBERSHIP

Each of us lives his life in association with others. This association takes the form of different kinds of groups beginning with the family. This study is being made to determine in what groups we live, how we influence these groups, how they influence us, and how groups influence each other.

DIRECTIONS:

1. Use Pencil. Fill every Blank, otherwise the schedule becomes useless.
2. Draw a line under those organizations (or groups) of which you are at present a member.
3. Make a circle around those in which you are at present an officer.
4. Draw an X thru those in which you once held an office.
5. Give the information for each of the three members of the family.
6. Write in the names of any other organizations not listed, to which you belong

SON OR DAUGHTER: MEMBER OF THE FOLLOWING GROUPS, ORGANIZATIONS, SOCIETIES, CLUBS, ETC.

Name..... Grade in school now.....; when leaving school..... Age..... Number of years in community..... Number of brothers and sisters..... How many are older than you?.....

Fraternal (Secret): DeMolay.....

Fraternal (Greek Letter): Phi Beta Kappa, Phi Kappa Phi, Alpha Zeta, Tau Beta Pi, Beta Theta Pi, Delta Kappa Epsilon, Kappa Sigma, Phi Delta Theta, Phi Gamma Delta, Sigma Alpha, Epsilon, Pi Beta Phi, Kappa Kappa Gamma, Kappa Alpha Theta, Delta Delta Delta.....

Educational: Junior Grange, 4-H Clubs, High School Agr. Club, Literary Club, Discussion Group, Debating, Boy Scouts, Girl Scouts, Camp Fire Girls, Cosmopolitan.....

Economic: Junior Chamber of Commerce.....

Civic: Audubon.....

Church: Adventist, Baptist, Christian, Church of Christ Scientist, Congregational, Eastern Orthodox, Disciples of Christ, Friends, Evangelical, Synod of N. Amer., Evangelical, Jewish, Latter Day Saints, Lutheran, Mennonite, Methodist Episcopal, Presbyterian, Prot. Episcopal, Reformed, Roman Catholic, United Brethren, Unitarian, United Evangelical, Universalist.....

Other Religious: Girl Reserves, Hi-Y, Young People's Soc., Sunday School, Y. M. C. A., Y. W. C. A., Home Mission. Soc., Foreign Mission. Society.....

Recreational and Athletic: Country Club, Rifle, Golf, Bowling, Baseball, Football, Basket Ball, Volley Ball, Hockey, Tennis, Track.....

Art: Dramatic, Orchestra, Band, Choral, Glee Club, Quartet.....

Gang: Of what gang or gangs, if any, are you a member?.....

County: Summer Camp.....

State: Summer Camp.....

National: Natl. Student Fed. of U. S. A.....

International: Student Volunteer Movement for Foreign Missions.....

Others:.....

SON: I have been a member of 4-H Clubs..... years; of Boy Scouts..... years; of Hi-Y..... years; of High School Agr. Club..... years. Prizes won in any of these groups.....

DAUGHTER: I have been a member of 4-H Clubs..... years; of Girl Scouts..... years; of Girl Reserves..... years; of Camp Fire Girls..... years; of High School Agr. Club..... years. Prizes won in any of these groups.....

LEADER OR ADVISER IN JUVENILE ORGANIZATION: Name of Group.....

FATHER: MEMBER OF THE FOLLOWING GROUPS, ORGANIZATIONS, SOCIETIES, CLUBS, ETC.

Name..... Address..... Nationality..... Age..... Grade when leaving school..... Number of years in this community..... Owner or Renter..... Principal Occupation.....

If a farmer, size of farm..... acres. Type of farming.....

Fraternal (Secret): Mason, Knights Templar, Shriner, Elk, Odd Fellow, Encampment, Maccabee, Moose, Modern Woodman, Woodman of World, United Woodman, Red Men, Knights of Pythias, Knights of Columbus, Forester, Yeoman, B'nai B'rith, Mystic Workers, Ben Hur, Gleaner, U. C. T.....

Fraternal (Greek Letter): Phi Beta Kappa, Phi Kappa Phi, Alpha Zeta, Tau Beta Pi, Beta Theta Pi, Delta Kappa Epsilon, Kappa Sigma, Phi Delta Theta, Phi Gamma Delta, Sigma Alpha Epsilon.....

Educational: Grange, Farmers' Club, Parent-Teachers' Association.....

Economic: Chamber of Commerce, Farmers' Cooperatives such as Elevator, Milk Producer, Fruit, Potato, Live Stock.....

Professional or Specialty: Dairy Breeders, Cow Testing, Beef Cattle, Crop Improvement, Poultry, Grocer, Labor Union.....

Patriotic: G. A. R., Amer. Legion, Veterans of Foreign Wars, Veterans of Span.-Amer. War.....

Civic: Rotary, Kiwanis, Lions, Exchange, Isaak Walton League, Improvement Assn.....

Church: Adventist, Baptist, Christian, Church of Christ Scientist, Congregational, Eastern Orthodox, Disciples of Christ, Friends, Evangelical Synod of N. Amer., Evangelical, Jewish, Latter Day Saints, Lutheran, Mennonite, Methodist Episcopal, Presbyterian, Prot. Episcopal, Reformed, Roman Catholic, United Brethren, Unitarian, United Evangelical, Universalist.....

Other Religious: Young People's Soc., Sunday School, Y. M. C. A., Home Missionary Soc., Foreign Mission. Soc.....

Recreation: Country Club, Rifle, Golf, Bowling, Baseball, Football, Basket Ball, Volley Ball, Tennis, Card Club, Bridge Club.....

Art: Dramatic, Orchestra, Band, Choral, Glee Club, Quartet.....

County: Pomona Grange, Farm Bureau, Dairy Breeders, Cow Testing, Beef Cattle, Crop Improvement, Poultry, Bankers, Bar, Teachers, Ministers, Historical, Red Cross.....

State: Dairy Breeders, Beef Cattle, Crop Improvement, Poultry, Horse, Sheep, Bankers, Teachers.....

National: N. E. A., Amer. Country Life Assn., Amer. Farm Economics Assn., Amer. Horticultural Soc., Amer. Automobile Assn., Amer. Institute of Banking, Natl. Assn. of Retail Druggists, Natl. Assn. of Credit Men, Natl. Assn. of Retail Grocers.....

International: Internatl. Country Life Assn., World Agr. Society, World Institute of Agr.....

Others:.....

Leader or Adviser in Juvenile Organizations: Boy Scouts, 4-H Club, Hi-Y Club, DeMolay.....

MOTHER: MEMBER OF THE FOLLOWING GROUPS, ORGANIZATIONS, SOCIETIES, CLUBS, ETC.

Nationality..... Age..... Grade when leaving school..... Number years in this community.....

Fraternal (Secret): Eastern Star, Rebekah, Royal Neighbor, Maccabee, Pythian, Pocahontas, White Shrine.....

Sorority (Greek Letter): Pi Beta Phi, Kappa Gamma, Kappa Alpha Theta, Delta Delta Delta.....

Educational: Grange, Farmers' Club, Parent-Teachers' Association, Women's Clubs, Child Study, League of Women Voters, P. E. O.....

Economic: Farmers' Cooperatives such as Poultry, Fruit.....

Professional and Specialty: Bus. and Prof. Women, Home Demonstration Club.....

Patriotic: W. R. C., D. A. R., Amer. Legion Auxiliary.....

Civic: W. C. T. U., Isaak Walton League, Audubon.....

Church: Adventist, Baptist, Christian, Church of Christ Scientist, Congregational, Eastern Orthodox, Disciples of Christ, Friends, Evangelical Synod of N. Amer., Evangelical, Jewish, Latter Day Saints, Lutheran, Mennonite, Methodist Episcopal, Presbyterian, Prot. Episcopal, Reformed, Roman Catholic, United Brethren, Unitarian, United Evangelical, Universalist.....

Other Religious: Young People's Soc., Sunday School, Y. M. C. A., Home Missionary Soc., Foreign Mission. Soc.....

Recreational: Country Club, Rifle, Golf, Hockey, Basket Ball, Volley Ball, Tennis, Card Club, Bridge Club.....

County: Pomona Grange, Farm Bureau, Poultry, Fruit, Historical, Women's Club, Red Cross.....

State: Teachers, Poultry, Fruit.....

National: N. E. A., Amer. Acad. of Pol. and Social Science, Amer. Ass'n. for Advancement of Science, Amer. Library Assn., Natl. Child Labor Committee.....

International: Intl. Fed. of University Women, Int'l Fed. of Catholic Women, Int'l Kindergarten Union, World Peace Foundation.....

Others:.....

Leader or Adviser in Juvenile Organizations: Camp Fire, Girl Reserves, Girl Scouts.....



Appendix II

BOYS' AND GIRLS' CLUB NOTE AND CONTRACT

Promissory Note

Amount \$ _____ 19 _____

On or before one year after date, for value received, I
promise to pay to the order of _____, \$ _____
with interest at _____ per annum from date.

This note is given to cover the purchase price of the
following described livestock to wit: _____

_____ and an enforceable
lien is hereby created against said livestock and all in-
crease from same, as security for said note. This note will
mature immediately upon sale of above described livestock.

Name _____ Address _____

No _____ Livestock Club Contract.

CONTRACT

It is hereby agreed by and between _____ party
of the first part and _____ party of the
second part that party of the first part loans to party of
second part \$ _____ at _____ percent. interest per annum,
principle and interest payable on or before one year after
date of this promissory note, or on removal from the county.
The party of the second part also agrees to become a member

of the State Boys' and Girls' Club and will confirm to the rules and regulations of the club leaders, county agents, etc. The party of the second part also agrees to invest the proceeds of the above loan in _____ and care for same under the direction of the Club Leader. Party of the second part agrees to keep a record of his or her club livestock in accordance with the club regulations and report financial results of the investment to the _____, County Agricultural Agent, at the end of the year or sooner, if the stock is sold before the maturity of the note. He further agrees to exhibit his or her stock at a local club show.

Signed _____
Party of Second Part

Parents' Consent

I hereby agree to the above contract and agree not to claim any interest or right to the livestock purchased through the above loan or proceeds which may accrue to the party of the second part.

Signed _____
Parents or Guardian

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