

**A STUDY OF OPINIONS OF 4-H CLUB MEMBERS, ADULT LEADERS  
AND PARENTS CONCERNING COMPETITIVE 4-H ACTIVITIES  
IN SIX CENTRAL OKLAHOMA COUNTIES**

**By**

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## CHAPTER I

### PURPOSE AND DESIGN OF THE STUDY

#### Introduction

The 4-H club program is a part of the nation-wide educational system of the Cooperative Extension Service. It is a three way partnership of the United States Department of Agriculture, the state land-grant colleges or universities, and county governments and public school systems. More than two and one third million youngsters between the ages of nine and nineteen years of age are now enrolled in over 95,000 organized local 4-H clubs. More than twenty-two million Americans are former 4-H club members.<sup>1</sup>

(As early as 1900 various boy and girl groups were organized in rural schools. These were boys' and girls' experimental clubs centered around a leading enterprise of the area such as corn, swine, or vegetable growing. Generally the club was organized around one single project and incentive awards were sponsored by interested individuals to reward individuals who made outstanding accomplishments. Project clubs were started to teach families improved practices in farming and home making through

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<sup>1</sup>Federal Extension Service, U.S. Department of Agriculture, This Is 4-H, P A 526, October, 1962.

teaching boys and girls. Interested adults saw that the project was not the important thing itself but rather a means of working with youth. The use of clover leaf emblems on both pins and pennants came about during this time and have continued into the present-day use of the 4-H clover emblem.<sup>2</sup>

The 4-H program became nation-wide with the passage of the Smith-Lever Act of 1914. Clubs underwent an inflationary growth following a period of readjustment after each World War. Although 4-H clubs in the beginning were primarily organized for rural youth, today more than one-half of the 4-H members live in urban areas. A variety of projects enables both the rural and urban members to choose the ones most adaptable to his situation. (Recognition of 4-H members' achievements through county, state and national contests, has brought about new programs and has increased the public awareness of the 4-H program.<sup>3</sup>

All boys and girls in a school or community may belong to a club regardless of the projects in which they enroll. The members of an organized club elect officers and plan the club activities.

Some 426,000 volunteer local 4-H club adult leaders are guiding 4-H'ers in club work. The leaders encourage, assist, and advise 4-H members in carrying out projects and planning club activities. The leaders are trained and assisted by Extension agents, who serve at the county level in Cooperative Extension Work.

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<sup>2</sup>Franklin M. Reck, The 4-H Story, Iowa State College Press, Ames, Iowa, 1951. pp. 5, 45.

<sup>3</sup>Lincoln D. Kelsey, and Cannon C. Herne, Cooperative Extension Work, Comstock Publishing Co., 1949. pp. 24-25.



The 4-H program is a co-operative effort on the part of the 4-H member, parent, adult leaders, and county extension workers. Adults are concerned with helping young people to become individuals who are physically, mentally, socially, and spiritually mature. The subject matter, presented by adults, must be so organized that it is useful to the life of the young person. Those members who participate in the 4-H program should be exposed to desirable citizenship, leadership, and personal development experiences.<sup>4</sup>

#### Need for Study

In the beginning, 4-H club work was designed for rural boys and girls and centered around agriculture and home-making practices for the home and family. In view of today's declining farm population more urban boys and girls are currently enrolled as 4-H members. Points of concern have arisen regarding the feasibility of 4-H work for the declining rural population and the adaptability and effectiveness of 4-H club work to urban areas.

Over the years 4-H members have had the opportunity to participate in a wider variety of projects. This has brought about a variety of more competitive events. More interested supporters of 4-H are sponsoring awards for outstanding achievements. The image of 4-H club work has generally been associated with 4-H

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<sup>4</sup>G.L. Carter, Jr., "A Conception of 4-H", Journal of Co-operative Extension, Volume I, Number 3, Fall 1963. p. 172.

members showing projects at fairs, livestock shows, and striving for achievement in numerous 4-H programs where awards seem to be the ultimate goal.

Sometimes it seems that the educational value which the 4-H member gains in preparing himself or participating in competitive events and contests has been overlooked or has not been emphasized. Often 4-H members become disinterested in club work and are drop-outs for various reasons. Also adult leaders as well as 4-H members seem to favor certain events more than others.

To keep abreast of the demands of our time, an evaluation of today's 4-H program may contribute to help meet the needs of tomorrow's youth.

#### Statement of Problem

Over the years 4-H competitive events have increased in number and scope. In view of the trend for school age students to receive more training in academic subject matter, and less in extra-curricular activities, there seems to be less emphasis on 4-H activities from the educational standpoint because of the time lost from the classroom. Much time is required for 4-H members of local clubs to prepare for county, district, and state competitive events.

Often, competition of the individual member for achievement and recognition may be the prime objective for both members and adults. When the educational experience of 4-H events is not stressed and members do not experience success they may be reluc-

tant to try in other events and may even become early dropouts in 4-H club work. It seems necessary to explore the opinions of 4-H members, adult leaders, and parents as to the value of competitive 4-H events.

Few studies have been conducted on the subject of competitive 4-H events and the value of awards of the 4-H program. Studies have been conducted in other states but because there were not any studies of this nature conducted in Oklahoma, this study was made in six central Oklahoma counties.

#### Purpose of the Study

The purpose of this study is to gain an insight into the benefits of competitive 4-H activities in central Oklahoma as seen by 4-H members and adults working directly with the 4-H program. By evaluating the opinions in this study it may be determined that 4-H competitive events are satisfactorily accepted or suggestions may be formulated for future improvements toward meeting the objectives of the 4-H club program.

#### Limitations of the Study

This study tries to include the recognized state-wide 4-H activities of Oklahoma. Some of the counties in this study may not participate in all of the competitive events listed on the questionnaire, other counties may participate in events not listed but that may be similar in nature to state events or activities. Through random sampling, the opinions of three hundred forty six

4-H club members, 4-H adult leaders, and parents of 4-H members were obtained in six central Oklahoma counties. These counties include Oklahoma, Cleveland, McClain, Pontotoc, Lincoln, and Pottawatomie. This study is limited to 4-H members currently enrolled in club work, consequently no dropouts are included in this study.

### Scope of Study

This study includes both boy and girl 4-H club members, men and women 4-H adult leaders and parents of 4-H club members of six counties in central Oklahoma. A representative sample of the 4-H population was obtained through a stratified random selection of clubs within each county, and then a random selection of members within the selected clubs. The same procedure was used in selecting the parents and leaders.

The number of 4-H members, parents, and adult leaders sampled per county was based on the total county membership of 4-H members, and adult leaders and not to exceed over five per cent of the total county 4-H members and adult leaders roll.

### Definition of Terms

Competitive activities may be regarded as organized 4-H activities participated in by members competing against one another or by teams for a specific standard or purpose. The incentives may be of individual recognition, or awards if they are offered. Judging the events are based on quality and improvement



of the individual or his workmanship.

4-H members are boys and girls between the ages of nine and nineteen currently enrolled in project work of their choice and a member of a local 4-H club within a county, or enrolled as a 4-H member-at-large in a county. 4-H members used in this study are twelve years old or older.

4-H adult voluntary leaders may be organizational leaders or project leader of a local 4-H club. They may be school teachers, parents, professional or lay persons of the community.

Parents of 4-H club members are either women or men who have a child currently enrolled in 4-H club work.

All of the counties in this study are located in the Central District of Oklahoma, one of the five geographical divisions of the state under the Oklahoma Extension Service.

#### Procedure of Investigation

The information needed for this study was secured by prepared questionnaires for the three groups: 4-H members, 4-H adult leaders, and parents of 4-H club members. The plan for the study and the questionnaires were presented for suggestions and criticism to a seminar class in Agricultural Education being taught by Dr. Everett Edington, Oklahoma State University. For further suggestions and revisions the questionnaires were presented to Mr. Ira J. Hollar, State 4-H Club Leader and the State 4-H Club Staff.

The questionnaires were pretested for trial examination in

Pottawatomie County at the regular monthly 4-H club meeting. The 4-H club sampled was a small club with a varying age-range of both boys and girls. Parents and adult leaders were also invited to attend the club meeting and were included in the trial examination. All of the persons returned the completed questionnaire. The comments regarding the questionnaire were reviewed and slight clarifications seemed necessary. After discussing the matter with the major adviser and making needed revisions, the questionnaires were ready for distribution.

Permission to conduct the study and to contact extension workers working with 4-H in the six counties was received from Mr. Ed Chambers and Mrs. Ledora Chesbro, district supervisors of the Central District Extension Service. Both agents reviewed the three groups of questionnaires to be used in this study.

Men and women extension agents responsible for 4-H club work of each of the six counties were contacted during the month of February to secure their help in conducting this survey. During the month of March questionnaires were delivered to each of the agents of the six counties so that the questionnaires could be administered to 4-H members at the regular club meetings in April.

In each county, five high school 4-H clubs were selected (clubs with the majority of its members twelve years old or older). The selection of 4-H members was made from the club membership roll. Every third girl member from the girls' roll and every third boy member from the boys' roll, who were twelve years

old or older, were given a questionnaire to fill out in the presence of the Extension Agent of that county.

One 4-H adult leader of each of the five clubs was given a leader questionnaire to complete with a letter of explanation and a return addressed envelope.

4-H members that were selected for the sampling were instructed to take home a parents' questionnaire with an attached letter of explanation and a return-addressed envelope for their parents to complete.

## CHAPTER II

### REVIEW OF LITERATURE

We live in a competitive society and it is commonly believed that each individual should demonstrate that he can contribute as a competitor in some specific area. We struggle to achieve or to satisfy our own particular needs which may be personal growth, achievements, or material worth. Our individualistic effort, free enterprise, and high degree of interest in competitive goals have been handed down to our generation by our parents and teachers. Competition stimulates development and insures economic progress, but from the educational aspect, does it create trust, confidence, and co-operation among our young people?

In recent years a few studies have been conducted concerning competition upon the individual 4-H member and how the 4-H award program affects 4-H club members.

McClure<sup>5</sup> found, "A good teaching-learning situation is one where there is a conscious provision for success on the part of the learner. Sound judgment about one's own success or failure is an essential part of a healthy adult personality; therefore

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<sup>5</sup>Lois J. McClure, Competition and Achievement Motivation, Master's Special Problem, Department of Federal Extension Service, United States Department of Agriculture, 1962. pp. 22-24.

children should be taught to evaluate themselves and their accomplishments in terms of goals.

Goals should be set high enough for the individual to achieve with devoted efforts but low enough to permit the individual to succeed with reasonable effort."

An individual will tend to ignore competition if he does not see a chance for success. If left up to the youngster he will compete in activities of his interest or in those in which he has experienced success.

In an article by Nelson<sup>6</sup>, involving the behavior of individual and 4-H groups, he stated, "Individuals generally participate in certain activities because they are directed toward some goal which satisfies certain needs or motives of the individual." We as human beings living in a complex society are constantly making choices or judgments. To train youngsters to make decisions involves the establishing of reference points and bases for comparison.

Guidance of the local 4-H adult leader in acquainting and stimulating 4-H members to take part in projects and other aspects of 4-H provides a challenge to the 4-H members. This challenge may be regarded as competing with other 4-H members but also as a basis for the member to measure his individual accomplishments.

The effect of competition upon 4-H members varies among

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<sup>6</sup>Barden H. Nelson, "Individual and Group Behavior in 4-H", Journal of Cooperative Extension, Vol. I, No. 2, Summer 1963. p. 106.



individuals according to Fraiser.<sup>7</sup> Certain factors such as age, number of years enrolled, and experiences need to be considered by adult leaders.

Young children are not too interested in perfection according to adult standards but would rather measure their own success against themselves. We need to judge or set up standards for judging relative to what we can expect a child of a certain age to do. Fraiser also wrote, "Children actually do not like competition and this is evident by the problem of getting children to complete the project they have started." When completed they may not be interested in exhibiting the end product or winning awards.

Fraiser stated the children were trying to tell us they aren't really as concerned about winning awards as they are about accomplishing some specific activity. She did not mention the age group of these children, but it seems that the narrow interest span for this particular age group should be considered.

According to Kruse<sup>8</sup>, "The educational function of contests is to stimulate 'earnest struggle' in direction of educational objectives. Therefore to be educationally justifiable, a contest must involve activity resulting in learning in line with objectives or, lead to such activity." He also stated, "Contests for

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<sup>7</sup>Roberta Fraiser, "Boys and Girls and Competition", Selected Readings and References in 4-H Club Work, Publication No. 11, June, 1961. pp. 36-37.

<sup>8</sup>Paul J. Kruse, Contests: Their Education Function, Uses and Abuses, Washington, D.C., Division of Field Studies and Training, Federal Extension Service, United States Department of Agriculture, (Mimeo) 1941.

superiority over others, being only a means to the end of 'earnest struggle for superiority', if properly guarded against abuses and if they involve activities worthwhile to the contestants, should give way to contest against one's own record and 'earnest struggle for superiority' apart from other contestants."

In a summary of findings from the sixth phase of a long-term Western Region 4-H Club Study carried out in thirteen western states, Sabrosky<sup>9</sup> stated, "In the area of competition there were significant differences between expressed ideas and beliefs of extension workers and those of key lay people. 4-H members seemed in general to be the most competitive minded and proportionately more lay people than extension workers needed to be competitive minded." A bare majority of extension workers did not think children like to compete and lay people in the study could not come to any agreement on this subject. Responses from lay people believed that 4-H members learn more when competition is involved than when it is not. This was debatable among extension workers. Extension workers agreed that 4-H competitors are usually cooperative with their fellow members. Both were in favor of 4-H activities or events and the trend of response seemed in favor of state and national 4-H awards programs.

It was observed in this study that more men than women, whether extension workers or lay people, favored contests. Women

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<sup>9</sup>Laurel K. Sabrosky, Attitudes Toward 4-H Club Work, Objectives, Methods, Federal Extension Service, United States Department of Agriculture, P A 597, October, 1963. pp. 9-11.

from both groups favored regulations and requirements for enforcing them. The more tenure local leaders had, the more regulation-minded and contest minded they were.

Many adult leaders feel that contests inspire adolescent members to greater effort. Competitive events are only as good as the rules and procedures they abide by. Contestants need to participate in their own age group and category or they may resist contests because of their inability to win against older competition.

In a study of "Opinions of members and leaders concerning the effectiveness of awards in the 4-H program in Iowa," Boehnke<sup>10</sup>, found that the opinion of 4-H members was evenly divided as to whether they increased their participation in the total club program because of the availability of awards. He concluded that, "4-H leaders have an important influence in the use of awards and they can be used as a powerful factor in improving individual and club achievements if they are in accord with the basic objectives of the 4-H club program."

Previous experiences with awards such as ribbons or some form of public recognition offer additional incentive for 4-H members to participate in contests. When awards are used, procedures and regulations should be emphasized by leaders and judging should be done so that there is some possible recognition for all contestants.

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<sup>10</sup>George E. Boehnke, Opinions of Members and Leaders Concerning Effectiveness of Awards in the 4-H Program in Iowa, (Unpub. Master's Thesis), Iowa State College, 1963.



The study conducted by McCully<sup>11</sup>, in Kansas included the views of 4-H members, parents of club members, and county extension workers concerning competitive activities in 4-H club work. He concluded that, "The majority of the groups or audiences sampled agreed that present practices in Kansas should be continued in conducting 4-H competitive activities. Experience considered to be of most value to club members participating in competitive activities included: experience in working with members of a group, citizenship, co-operativeness, assumption of responsibility, individual thinking and expression, and experience in the use of correct parliamentary procedure." He also stated, "Competitive activities involving material things are in general more difficult to maintain on an equality basis than competitive events not requiring material things." He found no workable solution to the problem of maintaining a high degree of equality in competitive activities.

VanDeriet<sup>12</sup>, in a Western Region Study, found significant differences between audiences tested in the areas of competition and areas which relate to competition in 4-H. He concluded that extension workers needed help from the 4-H staff on how to train leaders to clear the misunderstanding of basic philosophies dis-

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<sup>11</sup>William B. McCully, The Opinions of 4-H Club Members, Parents, Leaders, and Extension Workers Concerning Competitive Activities in 4-H Club Work in Seven Kansas Counties, (Unpub. Master's Special Problem) Oklahoma State University, 1961. pp. 67-68.

<sup>12</sup>H.J. VanDeriet, A Study of the Attitudes of Extension Workers, 4-H Leaders, Parents of 4-H Members, Key Adults and Older Youth Toward Competition in the 4-H Program, (Unpub. Master's Special Problem) Washington State University, 1962, pp. 48, 50.

cussed in the study. His study indicated a further need for research in the area of competition in the 4-H program.

By our social rules, our youth of today may believe that competition is natural, but we as adults continue to set up ideology for it. Not only is it individualistic but also there is group determination for achievement. More and more youth as well as adults in our society wish to be identified with a group.

Evaluation of the concepts of competition involves more than the street "dog eat dog" interpretation. This idea is unrealistic in the sense that there has to be co-operation and mutual understanding within a group conducting a program.

Children must learn that they cannot excel in all things but need to develop self-confidence in that they are capable of doing some things well. Our youth needs a balance between competition and co-operative experiences. These influencing experiences start early in life with family, school, and community relationships. We must produce people in our democratic society who are able and adequately prepared to meet defeat as well as to strive for achievement.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

What are the opinions of 4-H club members, 4-H adult leaders and parents of 4-H members regarding 4-H competitive activities in Central Oklahoma?

Information presented in this study was obtained from the return of three hundred and forty-six questionnaires from 4-H club members, adult leaders and parents of 4-H members. Of the six hundred and ten questionnaires that were distributed to the three groups in six Central Oklahoma counties, 56.7 per cent of the questionnaires were returned. Responding were two hundred eight 4-H members, twenty-two 4-H adult leaders and one hundred sixteen parents of 4-H members.

#### 4-H Members

The 4-H members' questionnaire was distributed to both girls and boys. Of the responding 4-H members 57.7 per cent were girls and 42.3 per cent were boys. Results for the one hundred twenty girls and eighty-eight boys will be reported separately to determine any differences of opinions.

The 4-H members sampled were to be twelve years old or older by January 1, 1965. The average age for the girls was

14.9 years, and 13.9 years for the boys.

The length of enrollment varied for 4-H members responding in this study. Data in Table I presents the distribution of years in club work of responding girls and boys.

TABLE I

DISTRIBUTION OF YEARS IN 4-H CLUB WORK OF RESPONDING  
RANDOMLY SELECTED 4-H CLUB MEMBERS

Years of Club Work	Girls		Boys	
	No.	%	No.	%
1	1	.8	2	2.3
2	2	1.7	11	12.5
3	5	4.1	12	13.6
4	17	14.2	17	19.3
5	16	13.3	19	21.6
6	21	17.5	7	8.0
7	27	22.5	10	11.4
8	15	12.5	6	6.8
9	14	11.7	3	3.4
10	2	1.7	1	1.1
TOTAL	120		TOTAL	88

Girls and boys may enroll in 4-H club work at nine years of age. Some become interested at a later age and enroll. The average length of enrollment for girls was 6.24 years and 4.77 years for

the boys.

Of the 4-H members responding 48.3 per cent of the girls and 59.1 per cent of the boys lived on the farm. Of the girls 25.8 per cent and of the boys 27.3 per cent lived on rural residence non-farm or on acreages outside the city limits which do not provide the entire family income. Of the girls 25.8 per cent and of the boys 13.6 per cent indicated they lived in a town or city.

Members indicated that 46.7 per cent of the girls and 64.4 per cent of the boys preferred adult leaders help in preparing for 4-H competitive activities. Of the girls 50.8 per cent and of the boys 33.3 per cent indicated parents were most helpful. Of the boys, 2.3 per cent and of the girls 2.5 per cent said they preferred both adult club leaders and parents' help. One boy did not reply on this item.

The competitive 4-H activities participated in by the majority of club members in this study included: dress revue or appropriate dress contest; demonstration and talk contest; and share-the-fun festivals (see Table II). There was generally a higher percentage of participation in activities among the girls than boys with the exception of some of the judging schools and contests. A greater percentage of boys participated in judging schools and contests. An examination of data in Table III reflects the opinions of 4-H club members concerning competitive activities.

Activities which members reported they liked to participate in the most were: demonstration and talk contest; share-the-fun; dress revue or appropriate dress contest; projects

TABLE II

RESPONSES OF RANDOMLY SELECTED 4-H CLUB MEMBERS AS TO THEIR  
PARTICIPATION IN 4-H COMPETITIVE ACTIVITIES

Activity	Girls		Boys	
	No.	%	No.	%
Demonstration and talk contest	108	90.0	68	77.3
Share-the-Fun Festival	96	80.0	64	72.7
Dress revue or appropriate contest	114	95.0	71	80.7
Livestock judging, school and contest (beef, swine, sheep)	32	26.6	48	54.5
Meat judging contest	45	37.5	11	12.5
Land, pasture, range judging school and contest	15	12.5	27	30.7
Crop judging school and contest	10	8.3	14	16.0
Dairy judging school and contest	15	12.5	16	18.1
Poultry judging school and contest	14	11.7	18	20.5
Horticulture and landscaping school and contest	18	15.0	12	13.7
Home Dem. judging (clothing, food prep., food pres., home improvement)	52	43.3	7	7.9
Model meeting contest	67	55.8	34	38.6
Projects exhibited at fair or Jr. Fat Stock Show	76	63.3	54	61.4
Tractor operators and automotive skill driving contest	13	10.8	11	12.5
Personality improvement program	40	33.3	27	6.8
Records for county and state award	77	64.1	49	55.7
Camp	62	51.7	37	42.0

exhibited at fairs or Jr. fat stock shows; records for county and state awards; and county camp. The activity most preferred by the girls was demonstration and talk contest, while the boys reported

TABLE III  
RESPONSES OF RANDOMLY SELECTED 4-H CLUB MEMBERS CONCERNING  
THEIR OPINIONS OF 4-H COMPETITIVE ACTIVITIES

Activity	Total Responding*		Like to Participate in Activity				Think Changes are Needed in Activity				Not interested in Activity			
	Girls	Boys	Girls		Boys		Girls		Boys		Girls		Boys	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Demonstration and talk contest	108	68	103	95.4	65	95.6	4	3.7	0	0	1	0.9	3	4.4
Share-the-Fun Festival	96	64	89	92.7	59	92.2	6	6.3	5	7.8	1	1.0	0	0
Dress revue or appropriate contest	114	71	105	92.1	64	90.1	6	5.3	5	7.0	3	2.6	2	2.9
Livestock judging, school and contest (beef, swine, sheep)	32	48	24	75.0	41	85.4	2	6.2	4	8.3	6	18.8	3	6.3
Meat judging contest	45	11	33	73.3	8	72.7	3	6.7	0	0	9	20.0	3	27.3
Land, pasture, range judging school and contest	15	27	6	40.0	22	81.5	3	20.0	2	7.4	6	40.0	3	11.1
Cron judging school and contest	10	14	1	10.0	10	71.4	1	10.0	1	7.1	8	80.0	3	21.5
Dairy judging school and contest	15	16	10	66.7	12	75.0	2	13.3	3	18.8	3	20.0	1	6.2
Poultry judging school and contest	14	18	6	42.9	15	83.3	1	7.1	2	11.1	7	50.0	1	5.6
Horticulture and landscaping school and contest	18	12	12	66.6	8	66.7	3	16.7	0	0	3	16.7	4	33.3
Home Dem. judging (clothing, food prep., food pres., home improvement)	52	7	48	92.3	4	57.1	3	5.8	0	0	1	1.9	3	42.9
Model meeting contest	57	34	58	86.6	28	82.4	9	13.4	3	8.8	0	0	3	8.8
Projects exhibited at fair or Jr. Fat Stock Show	76	54	69	90.8	53	98.1	6	7.9	1	1.9	1	1.3	0	0
Tractor operators and automotive skill driving contest	13	11	4	30.8	10	90.9	1	7.7	0	0	8	61.5	1	9.1
Personality improvement program	40	27	33	82.5	24	88.9	7	17.5	1	3.7	0	0	2	7.4
Records for country and state award	77	49	70	90.9	45	91.8	6	7.8	4	8.2	1	1.3	0	0
Camp	62	37	57	91.9	36	97.3	4	6.5	1	2.7	1	1.6	0	0
Others-State 4-H Roundup	11		100											

\* Only those having had experience in activity were requested to respond.

projects exhibited at fairs or stock shows. It may be noted that only members having had experience in the activity were requested to respond.

There was a difference of opinions concerning judging schools and contests and generally boys favored these activities more than the girls with the exception of meat judging and horticulture and landscaping school and contest. An average of 73 per cent of boys and girls liked to participate in meat judging, while 23.7 per cent were not interested after having had experience with the contest. Sixty-six and five tenths per cent of the girls and boys like to participate in horticulture and landscaping, but 16.7 per cent of the girls thought changes are needed. Of the girls, 16.7 per cent and of the boys, 33.3 per cent were not interested in the activity.

Of the boys, 90.9 per cent like to participate in tractor-operators and automotive-skill driving contests in contrast to only 30.8 per cent girls who liked this activity.

Members were requested to list other activities they liked to participate in and eleven girls listed the State 4-H Round-up.

Responses from members in Table IV concerning the degree of educational benefit derived from participation in competitive activities showed that in those activities participated in by the girls a higher percentage reported activities most helpful. Over 80 per cent of the girls having experience in activities indicated that demonstration and talk contest, dress revue, home demonstra-



TABLE IV  
RESPONSES OF RANDOMLY SELECTED 4-H CLUB MEMBERS AS TO THE DEGREE OF EDUCATIONAL  
BENEFIT DERIVED FROM PARTICIPATION IN COMPETITIVE ACTIVITIES

Activity	Total Responding		Indicating Most Helpful				Indicating Some Help				Indicating Little Help			
	Girls	Boys	Girls		Boys		Girls		Boys		Girls		Boys	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Demonstration and talk contest	106	67	93	87.8	51	76.1	11	10.3	15	22.4	2	1.9	1	1.5
Share-the-Fun Festival	93	66	53	57.0	33	50.0	34	36.6	28	42.4	6	6.4	5	7.6
Dress Revue or appropriate contest	112	70	95	84.8	43	61.4	14	12.5	22	31.4	3	2.7	5	7.2
Livestock judging school and contest (beef, swine, sheep)	30	46	18	60.0	32	69.6	7	23.3	11	23.9	5	16.7	3	6.5
Meat judging contest	41	11	27	65.8	5	45.4	12	29.3	5	45.4	2	4.9	1	9.0
Land, pasture, range judging school and contest	10	27	4	40.0	17	63.0	2	20.0	8	29.6	4	40.0	2	7.4
Crop judging school and contest	7	14	2	28.6	6	42.9	1	14.3	7	50.0	4	57.1	1	7.1
Dairy judging school and contest	13	16	7	53.8	12	75.0	4	30.8	3	18.7	2	15.4	1	6.2
Poultry judging school and contest	9	19	5	55.6	12	63.2	2	22.2	5	26.3	2	22.2	2	10.5
Horticulture and landscaping school and contest	13	11	8	61.5	4	36.3	4	30.8	3	27.3	1	7.7	4	36.3
Home Dem. judging (clothing, food prep., food pres., home improvement)	51	7	42	82.3	2	28.6	8	15.7	1	14.3	1	2.0	4	57.1
Model meeting contest	63	34	36	57.1	17	50.0	24	38.1	12	35.3	3	4.8	5	14.7
Projects exhibited at fair or Jr. Fat Stock Show	74	52	57	77.0	38	73.1	15	20.3	13	25.0	2	2.7	1	1.9
Tractor operators and automotive skill driving contest	5	11	1	20.0	9	81.9	2	40.0	1	9.0	2	40.0	1	9.0
Personality improvement program	38	27	27	71.1	15	55.6	10	26.3	9	33.3	1	2.6	3	11.1
Records for county and state award	75	50	60	80.0	39	78.0	12	16.0	9	18.0	3	4.0	2	4.0
Camp	61	37	44	72.1	28	75.7	13	21.3	8	21.6	4	6.6	1	2.7
Others-State 4-H Roundup	11	0	11	100.0	0	0	0	0	0	0	0	0	0	0

\*Only those having had experience in the activity were requested to respond.

tion judging, and records for county and state awards were most helpful. Of the activities 81.9 per cent of the boys indicated tractor operators and automotive skill driving contest most helpful. Only those members having had experience in the activities were requested to respond.

An average of 79 per cent of both boys and girls indicated records for county and state awards most helpful, while 17 per cent indicated some help and 4 per cent little help. Over 75 per cent of the boys having had experience with the activity said that demonstration and talk contest, 4-H camp, and dairy judging was most helpful to the member educationally.

An average of 75 per cent of both boys and girls agreed that projects exhibited at fairs or stock shows were most helpful. A comment was noted that commercial group classes should be added to Jr. fat stock shows.

Boys indicated a higher level of agreement concerning judging schools and contests than girls with the exception of meat, horticulture and landscaping, and home demonstration judging. A higher percentage of girls than boys indicated the personality improvement program most helpful.

An average of 53.7 per cent of both members said that share-the-fun festivals were helpful educationally. Ten and three tenths per cent of the girls and 22.4 per cent boys indicated some help. Eleven girls listed the State 4-H club round-up as an activity of educational value.

In regard to the effect 4-H competitive activities have on

project work (Table V), over 95 per cent of all members agreed and 3.5 per cent of the members reported undecided that competitive activities provide a challenge for a 4-H member to do a better job with related projects. Boys were not as strongly in agreement as girls that activities provide additional information for 4-H members favorite projects. Boys were in a higher level of agreement than girls that activities encourage younger members to take part in new projects.

Of the one hundred twenty girls and eighty-eight boys responding in this study, one girl did not comment on any of the statements in this table. Four girls and two boys disagreed that competitive activities provide an opportunity for older 4-H members to assist younger members in project work. A comment was noted that Jr. leadership should be emphasized more. Four girls and three boys did not think activities provide more group interest in team competition. Nine girls and six boys agreed that competitive activities cause 4-H members to be discouraged and quit 4-H if they place low in a contest. Eighty and seven tenths per cent boys disagreed and 11 per cent were undecided while 68.9 per cent of the girls disagreed and 23.5 per cent were undecided on this statement. More than 84 per cent of the members felt that competitive activities were worthwhile even if it takes extra effort to win an award.

The findings in Table VI reveal opinions of statements of competitive activities expressed by randomly selected 4-H club members. Both girls and boys were in a high level of agreement

TABLE V  
RESPONSES OF RANDOMLY SELECTED 4-H CLUB MEMBERS CONCERNING THE AFFECT  
4-H COMPETITIVE ACTIVITIES HAS TO 4-H PROJECT WORK

Statements Concerning 4-H Competitive Activities	Indicating Agreement				Indicating Disagreement				Indicating Undecided			
	Girls		Boys		Girls		Boys		Girls		Boys	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Provides additional information for 4-H members favorite projects.	113	95.0	82	93.2	2	1.7	0	0	4	3.3	6	6.8
Provides a challenge for a 4-H member to do a better job with related project	114	95.8	84	95.5	2	1.7	0	0	3	2.5	4	4.5
Provides an opportunity for older 4-H member to assist younger 4-H members in project work	109	91.6	74	84.1	4	3.4	2	2.3	6	5.0	12	13.6
Provides more group interest in team competition	105	88.2	70	79.6	4	3.4	3	3.4	10	8.4	15	17.0
Causes 4-H members to be discouraged and quit 4-H if they place low in a contest	9	7.6	6	6.8	82	68.9	71	80.7	28	23.5	11	12.5
Are not worthwhile because of the extra effort it takes to win an award	7	5.9	9	10.2	105	88.2	74	84.1	7	5.9	5	5.7
Encourages younger 4-H members to take part in new projects	107	89.9	82	93.2	5	4.2	3	3.4	7	5.9	3	3.4
Provides training to help 4-H member feel qualified to participate in judging contests	102	85.7	78	88.6	0	0	2	2.3	17	14.3	8	9.1

TABLE VI  
RESPONSES OF RANDOMLY SELECTED 4-H CLUB MEMBERS CONCERNING THEIR  
OPINIONS OF COMPETITIVE ACTIVITIES IN 4-H CLUB WORK

Statements Concerning 4-H Competitive Activities	Indicating Yes				Indicating No				Indicating Undecided			
	Girls		Boys		Girls		Boys		Girls		Boys	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Does much to promote general interest in agriculture, home ec. and applied sciences	107	89.9	77	88.5	2	1.7	2	2.3	10	8.4	8	9.2
Provides an educational benefit to 4-H member in leadership and citizenship	114	95.8	81	93.1	0	0	1	1.2	5	4.2	5	5.7
Does much to encourage individual effort on the part of 4-H members	111	93.3	78	89.7	1	.8	4	4.6	7	5.9	5	5.7
Provides an opportunity for members to meet and acquaint themselves with 4-H members from other areas	117	98.4	82	94.3	1	.8	2	2.3	1	.8	3	3.4
Places too much emphasis on winning and not what will be gained from the experience	15	12.6	16	18.4	80	67.2	57	65.5	24	20.2	14	16.1
Should have the participation of only those 4-H members who meet the requirements of their local club	37	31.1	26	29.9	56	47.1	45	51.7	26	21.8	16	18.4
Provides benefits to only a few select club members	16	13.4	8	9.2	91	76.5	68	78.2	12	10.1	11	12.6
Often causes student to get behind with school work	15	12.6	12	13.8	86	72.3	61	70.1	18	15.1	14	16.1
Takes too much time on part of club member to prepare for contest	7	5.9	8	9.2	94	79.0	68	78.2	18	15.1	11	12.6
Causes jealousy or friction among club members within a club	23	19.4	8	9.2	78	65.5	71	81.6	18	15.1	8	9.2
Provides an educational value for both urban and rural 4-H members	113	94.9	80	92.0	2	1.7	4	4.6	4	3.4	3	3.4



that competitive activities provide an educational benefit to 4-H members in leadership and citizenship. Three girls commented on the back of their questionnaire that participating in 4-H activities develops leadership ability and has greatly helped them in getting along with other people. This was substantiated by 98.4 per cent girls and 94.3 per cent boys indicating yes on the statement that activities provide opportunity for members to meet and acquaint themselves with 4-H members from other areas.

Girls were in a higher level of agreement than boys that competitive activities encourage individual effort on the part of 4-H members. Four boys and one girl indicated no, and five boys and seven girls were undecided. There was a marked difference of opinion of both boys and girls concerning participation of only those 4-H members who meet the requirements of their local club.

Over 75 per cent of the members reported that it does not take too much time on the part of the club member to prepare for contests. Seventy per cent or more said that activities do not cause students to get behind with school work. Comments were noted that 4-H is helpful in all things young people do, especially school work.

There was a wide range of opinions among girls and boys on whether competition causes jealousy or friction among club members within a club. Of the boys, 81.6 per cent and 68.5 per cent of the girls indicated no. It seems more jealousy may exist among girl members than boy members. Both girls and boys agree that 4-H competitive activities provide an educational value for both

urban and rural 4-H members. It may be noted that one girl and one boy did not respond on these statements.

Responses in Table VII indicated opinions of 4-H members concerning the degree of educational value received from activities that are helpful to them in their school work. 4-H girls generally rated statements of experiences higher than the boys responding. Over 97.5 per cent indicated valuable the following statements concerning the degree of educational value received from activities that are helpful to 4-H members in their school work. These are: getting along with others, developing leadership and citizenship, and encouraging sportsmanship. Competitive activity experiences in assuming responsibilities, encouraging self development and self confidence were rated valuable by 95 per cent or more of the girls. Ninety-six and six tenths per cent of the boys indicated 'encourages self confidence' as valuable. Ninety per cent or more of the boys rated the following statements of competitive experiences valuable: develops leadership and citizenship, encourages self development, and aids in assuming responsibilities.

In view of a difference of opinion of girls and boys concerning the statement 'working together in a group', they agreed that a cooperative 4-H program is necessary. Of the girls, 94.1 per cent and 81.4 per cent of the boys replied 'valuable'. There was a noticeable difference between girls and boys responding concerning use of parliamentary procedure. Of the girls, 80.7 per cent indicated valuable while 65.5 per cent boys replied 'valuable'. One girl and two boys did not answer the items of

TABLE VII

RESPONSES OF RANDOMLY SELECTED 4-H CLUB MEMBERS CONCERNING THE DEGREE OF EDUCATIONAL VALUE  
RECEIVED FROM ACTIVITIES THAT ARE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK

Statement of Experience	Indicating Valuable				Indicating Limited Value				Indicating Little or No Value			
	Girls		Boys		Girls		Boys		Girls		Boys	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Getting along with others	116	97.5	76	88.4	3	2.5	8	9.3	0	0	2	2.3
Assuming responsibilities	114	95.8	78	90.7	5	4.2	5	5.8	0	0	3	3.5
Making individual decisions	108	90.7	74	86.1	9	7.6	10	11.6	2	1.7	2	2.3
Working together in a group	112	94.1	70	81.4	7	5.9	15	17.4	0	0	1	1.2
Expressing own ideas and thoughts to a group	104	87.3	69	80.2	13	11.0	16	18.6	2	1.7	1	1.2
Use of parliamentary procedure	96	80.7	58	65.5	20	16.8	21	24.4	3	2.5	7	8.1
Promotes record keeping	98	82.3	71	82.6	19	16.0	11	12.8	2	1.7	4	4.6
Encourages self development	114	95.8	79	91.9	3	2.5	7	8.1	2	1.7	0	0
Develop leadership and citizenship	116	97.5	81	94.2	2	1.7	4	4.7	1	.8	1	1.1
Develop special interest	112	94.1	70	81.4	6	5.0	14	16.3	1	.8	2	2.3
Encourages sportsmanship	116	97.5	77	89.5	2	1.7	9	10.5	1	.8	0	0
Encourages self confidence	113	95.0	83	96.6	6	5.0	3	3.4	0	0	0	0



this table.

#### 4-H Adult Leaders

The 4-H adult leaders' questionnaire was distributed to one leader in each of the selected clubs to be sampled in each county. Approximately 5 per cent of the 4-H leaders on the county roll were sampled per county. Of the twenty-two leaders responding, 50 per cent were teacher leaders and 50 per cent were parent leaders.

Of the responding leaders, 36 per cent lived on a farm, 18 per cent indicated rural residence non-farm, and 46 per cent were from a town or city.

Forty six per cent of the responding leaders were former 4-H club members with an average of 3.6 years of 4-H club experience.

Of the responding leaders, 82 per cent were women and 18 per cent were men. Men and women leaders' results will be reported together since there seems to be no great difference of opinions.

Responses of all 4-H adult leaders as to their opinions of the educational value of 4-H competitive activities (see Table VIII) indicated that 100 per cent considered demonstration and talk contest to be valuable. Twenty-one of the twenty-two leaders reporting indicated girls' dress revue or boys' appropriate dress contest, projects exhibited at fairs or livestock shows, and records for county and state awards to be valuable. One leader indicated on each of these activities that they were of limited value. One leader stated that she was not familiar enough

TABLE VIII  
RESPONSES OF RANDOMLY SELECTED 4-H ADULT LEADERS AS TO THEIR OPINIONS OF  
THE EDUCATIONAL VALUE OF 4-H COMPETITIVE ACTIVITIES

Activity	Total Responding*	Indicating Valuable		Indicating Limited Value		Indicating Little or No Value	
		No.	%	No.	%	No.	%
Demonstration and talk contest	22	22	100.0	0	0	0	0
Share-the-Fun Festival	22	11	50.0	11	50.0	0	0
Dress revue or appropriate contest	22	21	95.5	1	4.5	0	0
Livestock judging, school and contest (beef, swine, sheep)	21	20	95.2	1	4.8	0	0
Meat judging contest	22	20	90.9	2	9.1	0	0
Land, pasture, range judging school and contest	21	19	90.5	2	9.5	0	0
Crop judging school and contest	21	16	76.2	5	23.8	0	0
Dairy judging school and contest	21	16	76.2	5	23.8	0	0
Poultry judging school and contest	22	14	63.6	8	36.4	0	0
Horticulture and landscaping school and contest	21	15	71.4	5	23.8	1	4.8
Home Dem. judging (clothing, food prep., food pres., home improvement)	22	20	90.9	2	9.1	0	0
Model meeting contest	22	16	72.7	5	22.7	1	4.6
Project exhibited at fair or Jr. Fat Stock Show	22	21	95.5	1	4.5	0	0
Tractor operators and automotive skill driving contest	21	15	71.4	6	28.6	0	0
Personality improvement program	22	18	81.8	4	18.2	0	0
Records for county and state award	22	21	95.5	1	4.5	0	0
Camp	22	16	72.7	5	22.7	1	4.6

\*Only those familiar with the activity responded.

with all of the activities to express her views.

There was a difference of opinions of leaders concerning the value of judging schools and contests. Of the responding leaders 95 per cent indicated that livestock judging schools and contests were valuable and 5 per cent indicated the activity of limited value. There was an agreement of 90.9 per cent that meat judging contests for boys and girls and home demonstration judging for girls were valuable while 9.1 per cent indicated the activity of limited value. Land, pasture and range judging schools and contests were rated valuable by 90.5 per cent of the leaders, while 9.5 per cent indicated the activity of limited value.

It was agreed by 76.2 per cent of the leaders responding that both crops and dairy judging schools and contests were valuable but 23.8 per cent indicated they were of limited value.

Other schools and contests were rated lower and it was indicated in the comments of leaders that only a small majority of 4-H members were interested in these activities. Leaders indicated that a school should accompany a contest because leaders do not have the time and did not feel qualified to give instruction in all types of judging.

Of the leaders, 72.7 per cent indicated the model meeting contest was valuable if a club has enough time to practice, but 22.7 per cent indicated the contest of limited value and 4.6 per cent rated it of little or no value.

Of the leaders 50 per cent indicated Share-the-Fun festivals

to be valuable and 50 per cent indicated the activity has limited value.

Although only a few 4-H members participate in the personality improvement program 81.8 per cent of the leaders felt it had educational value.

One leader commented that lack of parent interest limits the 4-H program in many areas. Members are willing and eager to learn especially at an early age but soon become discouraged if they have no help from their parents. Leaders generally agreed that 4-H activities were educational to the members who participate and this training is reflected in the student's ability to perform in his school work.

Responses of 4-H adult leaders reporting concerning 4-H competitive activities indicated that 90 per cent or more were in favor of continuing present practices in livestock judging schools and contests, projects exhibited at fairs or Jr. fat stock shows, tractor operators and automotive skill driving contest, and the personality improvement program. One person was in favor of discontinuing the livestock judging school and contests. At least 75 per cent of the leaders reporting were in favor of continuing present practices in the other schools and contests with the exception of the meat judging and model meeting contest. Six leaders indicated revision of the meat judging contest and one leader indicated 'discontinue the activity'. Two leaders indicated 'revision of model meeting contest' and two recommended discontinuing the activity.

TABLE IX  
RESPONSES OF RANDOMLY SELECTED 4-H ADULT LEADERS CONCERNING 4-H COMPETITIVE ACTIVITIES

Activity	Total Responding *	Indicating Continue Present Practices		Indicating Revision of Activity Needed		Indicating Dis-continue Contest	
		No.	%	No.	%	No.	%
Demonstration and talk contest	22	19	86.4	3	13.6	0	0
Share-the-Fun Festival	21	14	66.7	6	28.6	1	4.7
Dress revue or appropriate contest	22	19	86.4	3	13.6	0	0
Livestock judging, school and contest (beef, swine, sheep)	20	18	90.0	1	5.0	1	5.0
Meat judging contest	22	15	68.2	6	27.3	1	4.5
Land, pasture, range judging school and contest	20	17	85.0	2	10.0	1	5.0
Crop judging school and contest	20	15	75.0	3	15.0	2	10.0
Dairy judging school and contest	20	15	75.0	3	15.0	2	10.0
Poultry judging school and contest	20	15	75.0	5	25.0	0	0
Horticulture and landscaping school and contest	20	15	75.0	4	20.0	1	5.0
Home Dem. judging (clothing, food prep., food pres., home improvement)	22	17	77.3	5	22.7	0	0
Model meeting contest	22	15	68.2	5	22.7	2	9.1
Projects exhibited at fair or Jr. Fat Stock Show	22	20	90.9	2	9.1	0	0
Tractors operators and automotive skill driving contest	22	21	95.4	1	4.5	0	0
Personality improvement program	20	19	95.0	1	5.0	0	0
Records for county and state award	22	19	86.4	2	9.1	1	4.5
Camp	22	19	86.4	2	9.1	1	4.5

\*Only those familiar with the activity responded.



There was a difference of opinion concerning the Share-the-Fun festival where six leaders indicated revision of the activity was needed and one leader recommended discontinuing the activity. A comment was noted that more recognition needs to be given to talent rather than to some of the foolish acts that place at the county and district festivals.

It may be noted that leaders responded in only the activities they were familiar with.

Findings presented in Table X reveal the opinions of adult leaders concerning competitive activities in 4-H club work. All of the 4-H leaders agreed 100 per cent on the following statements concerning competitive 4-H activities: does much to promote general interest in agriculture, home economics and applied sciences; provides an educational value to 4-H members in leadership and citizenship; and provides an educational value for both urban and rural 4-H members.

Twenty-one leaders agreed and one was undecided that activities provide an opportunity for members to meet and acquaint themselves with members from other areas. There was a sharp difference of opinion to the statement that competitive activities place too much emphasis on winning and not what will be gained from the experience. One leader stated, "Too much has been said about competition and not enough stress placed on life's competition. The motivation has to come through on some level and parents often cannot add the spark that 4-H offers." Another leader commented, "Leaders and parents need to help members to be able to gain from



TABLE X

RESPONSES OF RANDOMLY SELECTED 4-H ADULT LEADERS CONCERNING COMPETITIVE ACTIVITIES IN 4-H CLUB WORK

Statements Concerning 4-H Competitive Activities	Indicating Yes		Indicating No		Indicating Undecided	
	No.	%	No.	%	No.	%
Does much to promote general interest in agriculture, home ec. and applied sciences	22	100.0	0	0	0	0
Provides an educational value to 4-H members in leadership and citizenship	22	100.0	0	0	0	0
Does much to encourage individual effort on the part of member	19	86.4	0	0	3	13.6
Provides an opportunity for members to meet and acquaint themselves with 4-H members from other areas	21	95.5	0	0	1	4.5
Places too much emphasis on winning and not what will be gained from the experience	6	27.3	14	63.6	2	9.1
Should have the participation of only those 4-H members who meet the requirement of their local club	15	68.2	2	9.1	5	22.7
Provides benefits to only a few select club members	3	13.6	16	72.8	3	13.6
Often causes student to get behind with school work	3	13.6	16	72.8	3	13.6
Takes too much time on part of club member to prepare for contest	1	4.6	18	81.8	3	13.6
Causes jealousy or friction among club members within a club	2	9.1	17	77.3	3	13.6
Provides an educational value for both urban and rural 4-H members	22	100.0	0	0	0	0

their experiences. Opportunity to learn by doing and competing is educational and should encourage the weaker members to work harder".

Sixteen leaders indicated that activities did not cause students to get behind with school work while three leaders indicated yes and three were undecided on this statement. One leader commented that good members should and will put forth an extra effort to attend activities and at the same time exert that added effort to keep his or her school work up and in on time.

Only one leader indicated yes and three were undecided that it takes too much time on the part of club members to prepare for contests. Two leaders thought that competitive activities causes jealousy or friction among club members within a club and three were undecided on this statement.

A majority of the leaders were in agreement concerning the affect competitive activities has to 4-H project work (see Table XI). Opinions differed concerning the statement that competitive activities cause 4-H members to be discouraged and quit 4-H if they place low in a contest. Fifteen indicated disagreement, two agreement and five were undecided. In a related statement that it does not harm the individual to compete unless he has not had any previous training for the competitive event, fifteen leaders agreed, three disagreed and four were undecided. Leaders generally felt that 4-H members should have the opportunity to attend a county judging training school before entering a contest in that activity.

TABLE XI  
RESPONSES OF RANDOMLY SELECTED 4-H ADULT LEADERS CONCERNING THE AFFECT  
4-H COMPETITIVE ACTIVITIES HAS TO 4-H PROJECT WORK

Statements Concerning 4-H Competitive Activities	Indicating Agreement		Indicating Disagreement		Indicating Undecided	
	No.	%	No.	%	No.	%
Provides additional information for 4-H members favorite projects	20	90.9	2	9.1	0	0
Provides a challenge for a 4-H member to do a better job with related projects	20	90.9	0	0	2	9.1
Provides an opportunity for older 4-H members to assist younger 4-H members in project work	20	90.9	0	0	2	9.1
Provides more group interest in team competition	20	91.0	1	4.5	1	4.5
Causes 4-H members to be discouraged and quit 4-H if they place low in a contest	2	9.1	15	68.2	5	22.7
Are not worthwhile because of the extra effort it takes to win an award	3	13.6	18	81.8	1	4.6
Encourages younger 4-H members to take part in new projects	20	90.9	0	0	2	9.1
Does not harm the individual to compete unless he has not had any previous training for the competitive event	15	68.2	3	13.6	4	18.2

Responding adult leaders indicated their opinions in Table XII concerning the degree of educational value received from activities that are helpful to 4-H members in their school work.

Getting along with others was rated valuable as an educational experience that is helpful to 4-H members in their school work. The majority of the leaders agreed on the statements of experiences, with the exception of 'use of parliamentary procedure' and 'promotes record keeping'. Three leaders indicated limited value concerning parliamentary procedure but nineteen agreed that it was valuable training which would enable 4-H members to take part in other school activities.

'Promotes record keeping' was rated the lowest of all statements regarding the degree of educational value received from activities that help the member in his school work.

#### Parents of 4-H Members

Questionnaires were administered to parents or guardians of 4-H members participating in this study. This included either man or woman parent of a child currently on the county 4-H club membership roll.

Of the responding parents 48 per cent were former 4-H club members with a membership average of 4.2 years.

Of the responding parents 88 per cent were women and 12 per cent were men. In comparing the men and women's opinions there seems to be little difference, therefore the results will be reported together.

TABLE XII

RESPONSES OF RANDOMLY SELECTED 4-H ADULT LEADERS CONCERNING THE DEGREE OF EDUCATIONAL VALUE  
RECEIVED FROM ACTIVITIES THAT ARE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK

Statement of Experience	Indicating Valuable		Indicating Limited Value		Indicating Little or No Value	
	No.	%	No.	%	No.	%
Getting along with others	22	100.0	0	0	0	0
Assuming responsibilities	21	95.5	1	4.5	0	0
Making individual decisions	20	90.9	2	9.1	0	0
Working together in a group	21	95.5	1	4.5	0	0
Expressing own ideas and thoughts to a group	21	95.5	1	4.5	0	0
Use of parliamentary procedure	19	86.4	3	13.6	0	0
Promotes record keeping	17	77.3	5	22.7	0	0
Encourages self development	21	95.5	1	4.5	0	0
Develop leadership and citizenship	21	95.5	1	4.5	0	0
Develop special interest	21	95.5	1	4.5	0	0
Encourages sportsmanship	20	91.0	1	4.5	1	4.5
Encourages self confidence	21	95.5	1	4.5	0	0

The opinions of parents concerning the educational value of 4-H competitive activities in Table XIII were in a high level of agreement as to the value of talk and demonstration contests. Many indicated that the experience a member receives in developing his ability to express himself in the areas of his interest is very beneficial to the member. Agreeing were 86.7 per cent that the personality improvement program was beneficial in this respect. Of the parents responding, 90.8 per cent replied that home demonstration judging of clothing, food preparation, food preservation, and home improvement articles for the girls was valuable. Remarks were noted that leaders and parents should encourage members and offer guidance in project work, but they should not do the work for them just for the sake of winning a blue ribbon. Projects exhibited at the fairs and livestock shows are valuable to members, but should be the result of the work of the member.

Judging schools, especially livestock, were considered valuable. Comments stated that the learning experience combined with the member having to make decisions and defend them was very valuable training. The amount of participation in various judging contests depends on the area of the country and the previous experiences of parents in that project area.

Parents felt that records for county and state awards were valuable, but 18.9 per cent indicated limited value. Two parents commented that some questions on the application for county medal forms encourage dishonesty. Members should be encouraged



TABLE XIII  
RESPONSES OF RANDOMLY SELECTED PARENTS OF 4-H MEMBERS AS TO THEIR OPINIONS OF  
THE EDUCATIONAL VALUE OF 4-H COMPETITIVE ACTIVITIES

Activity	Total Responding*	Indicating Valuable		Indicating Limited Value		Indicating Little or No Value	
		No.	%	No.	%	No.	%
Demonstration and talk contest	112	103	92.0	9	8.0	0	0
Share-the-Fun Festival	112	63	56.2	45	40.2	4	3.6
Dress revue or appropriate contest	112	97	86.6	13	11.6	2	1.8
Livestock judging, school and contest (beef, swine, sheep)	100	81	81.0	18	18.0	1	1.0
Meat judging contest	98	78	79.6	16	16.3	4	4.1
Land, pasture, range judging school and contest	97	72	74.2	24	24.8	1	1.0
Crop judging school and contest	97	72	74.2	25	25.8	0	0
Dairy judging school and contest	99	76	76.8	22	22.2	1	1.0
Poultry judging school and contest	97	67	69.1	29	29.9	1	1.0
Horticulture and landscaping school and contest	94	69	73.4	25	26.6	0	0
Home Dem. judging (clothing, food prep., food pres., home improvement)	109	99	90.8	10	9.2	0	0
Model meeting contest	102	64	62.7	32	31.4	6	5.9
Projects exhibited at fair or Jr. Fat Stock Show	105	90	85.7	12	11.4	3	2.9
Tractor operators and automotive skill driving contest	94	69	73.4	24	25.5	1	1.1
Personality improvement program	105	91	86.7	10	9.5	4	3.8
Records for county and state award	111	88	79.3	21	18.9	2	1.8
Camp	105	60	57.2	37	35.2	8	7.6

\*Only those familiar with the activity responded.

to keep honest records and complete projects or carry them the following year.

A difference of opinion was observed among parents concerning the share-the-fun festival. Three parents commented that many entries in their county won that required no preparation and were poorly presented, while real entertaining acts did not place. Judges should have some knowledge of music, dramatics, etc.

Parents responded only concerning those activities they were familiar with.

Responses from parents showed a high level of agreement in continuing present practices of 4-H competitive activities. Only those parents familiar with the activity responded (see Table XIV). Over 10 per cent indicated that revision was needed in dress revues, model meeting, projects exhibited at fairs and stock shows, and records for county and state awards. Even though demonstration and talk contests were rated high by parents, comments were noted that the age categories for the junior and senior divisions were not the same in all competitive activities. Parents felt that twelve-year-old members should not be in the senior division at a county contest because if they win they are not eligible to attend the State 4-H Round-up.

Two parents commented on the girls dress revue, that judges do not follow the rules of the manual. Girls need to be given constructive criticism so that they will be aware of the changes needed in order to avoid the same mistakes next time.

Parents felt that model meeting contests benefited the

TABLE XIV  
RESPONSES OF RANDOMLY SELECTED PARENTS OF 4-H MEMBERS CONCERNING 4-H COMPETITIVE ACTIVITIES

Activity	Total Responding*	Indicating Continue Present Practices		Indicating Revision of Activity Needed		Indicating Discontinue Contest	
		No.	%	No.	%	No.	%
Demonstration and talk contest	114	104	91.2	10	8.8	0	0
Share-the-Fun Festival	109	81	74.3	24	22.0	4	3.7
Dress revue or appropriate contest	108	90	83.3	14	13.0	4	3.7
Livestock judging, school and contest (beef, swine, sheep)	93	84	90.3	9	9.7	0	0
Meat judging contest	99	89	89.9	8	8.1	2	2.0
Land, pasture, range judging school and contest	83	74	89.2	8	9.6	1	1.2
Crop judging school and contest	83	77	92.8	5	6.0	1	1.2
Dairy judging school and contest	83	78	94.0	4	4.8	1	1.2
Poultry judging school and contest	79	73	92.4	5	6.3	1	1.3
Horticulture and landscaping school and contest	82	75	91.5	6	7.3	1	1.2
Home Dem. judging (clothing, food pres., food pres., home improvement)	113	102	90.3	11	9.7	0	0
Model meeting contest	93	76	81.7	10	10.8	7	7.5
Projects exhibited at fair or Jr. Fat Stock Show	94	81	86.2	11	11.7	2	2.1
Tractor operators and automotive skill driving contest	85	77	90.6	6	7.0	2	2.4
Personality improvement program	94	85	90.4	5	5.3	4	4.3
Records for county and state award	103	87	84.5	14	13.6	2	1.9
Camp	96	84	87.5	9	9.4	3	3.1

\*Only those familiar with the activity responded.

officers because they were the only ones who practiced parliamentary procedure. One parent made the statement concerning projects exhibited at fairs or livestock shows, "4-H work requires so much help from parents that it is hard to tell who should get the ribbon or award. Children whose parents don't help them lose out, and some become disinterested in 4-H."

Parents commented that too much emphasis is put on stories in record books. Some of the questions concerning records may make the member tend to over-exaggerate his true accomplishments in the project.

Generally parents agreed to continue present practices regarding judging contests. Revision was indicated on some of the activities, but comments were not observed to substantiate this. It is presumed that after having had experience with a contest, they may not have had an understanding of the activity and become disinterested.

The share-the-fun festival was the most controversial issue. Twenty-four parents indicated revision of the activity is needed and four replied that the activity should be discontinued.

Table XV shows the responses of parents of 4-H club members concerning competitive activities in 4-H club work.

Of the responding one hundred sixteen parents, one hundred twelve agreed that 4-H competitive activities provide an opportunity for members to meet and acquaint themselves with members from other areas. They strongly believed that activities provide an educational value to 4-H members in leadership and citizenship

TABLE XV  
RESPONSES OF RANDOMLY SELECTED PARENTS OF 4-H MEMBERS CONCERNING COMPETITIVE ACTIVITIES IN 4-H CLUB WORK

Statements Concerning 4-H Competitive Activities	Indicating Yes		Indicating No		Indicating Undecided	
	No.	%	No.	%	No.	%
Does much to promote general interest in agriculture, home ec. and applied sciences	98	84.5	4	3.4	14	12.1
Provides an educational value to 4-H members in leadership and citizenship	110	94.8	2	1.7	4	3.5
Does much to encourage individual effort on the part of member	107	92.3	2	1.7	7	6.0
Provides an opportunity for members to meet and acquaint themselves with 4-H members from other areas	112	96.5	3	2.6	1	.9
Places too much emphasis on winning and not what will be gained from the experience	29	25.0	60	51.7	27	23.3
Should have the participation of only those 4-H members who meet the requirement of their local club	64	55.2	30	25.9	22	18.9
Provides benefits to only a few select club members	21	18.1	85	73.3	10	8.6
Often causes student to get behind with school work	16	13.8	89	76.7	11	9.5
Takes too much time on part of club member to prepare for contest	18	15.5	87	75.0	11	9.5
Causes jealousy or friction among club members within a club	20	17.2	74	63.8	22	19.0
Provides an educational value for both urban and rural 4-H members	111	95.7	4	3.4	1	.9

and are of educational value for both urban and rural members. A parent commented that more emphasis should be put on leadership and citizenship at the club level.

There were varied ideas about whether activities place too much emphasis on winning and not enough on what is gained from the experience. Replying 'yes' were 25 per cent and 23.3 per cent were undecided concerning this statement. Replies agreed (55.2 per cent) that members should meet the requirements of their local club before participating in county events.

One parent expressed her views concerning the statement that competitive activities take too much time on the part of the club member to prepare for the contest. She stated the 4-H program is valuable in keeping boys and girls busy in constructive activities and leaves no time for undesirable activities or interests. The member learns by being exposed to different areas of interest and realizes the extra effort exerted may be rewarding. In contrast to this, eighteen parents replied that preparation for activities takes too much time on the part of the club member and eleven were undecided.

There was also a divergence of opinion in regard to activities providing benefits to only a few select club members and the idea expressed that they cause jealousy or friction among club members within a club. Comments indicated that parents should teach boys and girls a sense of value at home which will enable them to work together in a group.

Opinions of responding parents concerning the affect 4-H



competitive activities has to 4-H project work is shown in Table XVI.

Parents were in agreement that competitive activities provide a challenge for 4-H members to do a better job with related projects and provide additional information for members' favorite projects. They felt strongly that activities encourage younger members to take part in new projects. Parents indicated that junior leadership should be encouraged more and that older members need to assist younger members in project work. There seems to be considerable difference of opinions concerning activities causing members to be discouraged and quit 4-H if they place low in a contest. Parents felt that if adults encouraged members in the projects of their choice, this would enable members to evaluate their own progress as well as by comparing it with others.

Of the parents responding, four did not report on this item.

Table XVII reflects the opinions of parents concerning the degree of educational value received from activities that are helpful to 4-H members in their school work.

All of the statements of experience were rated valuable by 90 per cent or more of the parents with the exception of parliamentary procedure. Four parents indicated little or no value and eleven replied limited value to 4-H members in their school work. One parent commented, "Parliamentary procedure is only used at model meetings and forgotten at other meetings. Members who are not officers are not exposed enough to the rules."

In regard to assuming responsibilities, one parent comment-

TABLE XVI

RESPONSES OF RANDOMLY SELECTED PARENTS OF 4-H MEMBERS CONCERNING THE  
AFFECT 4-H COMPETITIVE ACTIVITIES HAS TO 4-H PROJECT WORK

Statements Concerning 4-H Competitive Activities	Indicating Agreement		Indicating Disagreement		Indicating Undecided	
	No.	%	No.	%	No.	%
Provides additional information for 4-H members favorite projects	106	94.6	2	1.8	4	3.6
Provides a challenge for a 4-H member to do a better job with related projects	108	96.4	2	1.8	2	1.8
Provides an opportunity for older 4-H members to assist younger 4-H members in project work	99	88.4	5	4.5	8	7.1
Provides more group interest in team competition	96	85.7	7	6.3	9	8.0
Causes 4-H members to be discouraged and quit 4-H if they place low in a contest	18	16.1	76	67.8	18	16.1
Are not worthwhile because of the extra effort it takes to win an award	10	8.9	98	87.5	4	3.6
Encourages younger 4-H members to take part in new projects	106	94.6	3	2.7	3	2.7
Does not harm the individual to compete unless he has not had any previous training for the competitive event	83	74.1	9	8.0	20	17.9

TABLE XVII

RESPONSES OF RANDOMLY SELECTED PARENTS OF 4-H MEMBERS CONCERNING THE DEGREE OF EDUCATIONAL VALUE  
RECEIVED FROM ACTIVITIES THAT ARE HELPFUL TO 4-H MEMBERS IN THEIR SCHOOL WORK

Statement of Experience	Indicating Valuable		Indicating Limited Value		Indicating Little or No Value	
	No.	%	No.	%	No.	%
Getting along with others	107	95.5	4	3.6	1	0.9
Assuming responsibilities	107	95.5	5	4.5	0	0
Making individual decisions	103	92.0	9	8.0	0	0
Working together in a group	104	92.9	8	7.1	0	0
Expressing own ideas and thoughts to a group	105	93.8	7	6.2	0	0
Use of parliamentary procedure	97	86.6	11	9.8	4	3.6
Promotes record keeping	102	91.1	9	8.0	1	0.9
Encourages self development	105	93.8	7	6.2	0	0
Develop leadership and citizenship	107	95.5	5	4.5	0	0
Develop special interest	102	91.1	9	8.0	1	0.9
Encourages sportsmanship	104	92.9	6	5.3	2	1.8
Encourages self confidence	109	97.3	2	1.8	1	0.9

ed that sometimes members are not allowed to do so by the leaders.

Also many parents want to make all the decisions for their child.

Four parents did not respond concerning this item.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

Information used in this study was obtained by a stratified random sampling to include two hundred and ninety 4-H members, thirty adult leaders, and two hundred and ninety parents of 4-H members of thirty clubs in six central Oklahoma counties. Of the questionnaires sent out, 56.7 per cent were returned completed.

Both girl and boy 4-H members, women and men club leaders, and women and men parents of club members were asked to fill out questionnaires with similar questions to get an insight into opinions of people involved directly with the 4-H program.

Members responding included two hundred eight girls and boys. Answering were 57.7 per cent girls, and 42.3 per cent boys. The average age was 14.9 years for girls, and 13.9 years for the boys. Living on farms, were 48.3 per cent girls and 59.1 per cent of the boys. Living on rural residence non-farms were 25.8 per cent of the girls and 27.3 per cent of the boys. Of the girls, 25.8 per cent and 13.6 per cent of the boys lived in a town or city.

Of the adult leaders, 50 per cent responding were teacher leaders and 50 per cent were parent leaders. Living on farms

were 36 per cent, on rural residence non-farm were 18 per cent and 46 per cent were from a town or city. Interestingly enough 46 per cent were former 4-H club members with an average of 3.6 years of club work.

Of the parents, 48 per cent reporting were former 4-H members with a membership average of 4.2 years.

There was generally a higher per cent of participation among girls in 4-H activities than boys with the exception of some of the judging contests. The activities participated in the most by both girls and boys were dress revues or appropriate dress contest, demonstration and talk contest, and share-the-fun festivals.

There was a strong feeling among the majority of both girl and boy members that they liked to participate in competitive activities. Variance was noted in different types of activities, some being more popular than others. This divergence depends on many factors such as locality, members, leaders, and parents interest. This does not necessarily reflect for or against the activity itself.

Activities preferred most by the girls included demonstration and talk contest, share-the-fun, home demonstration judging, dress revue, camp, and records for county and state awards. Boys indicated a higher percentage of participation in fairs or livestock shows, camp, demonstration and talk contest, share-the-fun, records, tractor operators and appropriate dress. Members indicated most of the changes were needed in judging activities.

In a related question concerning leaders' and parents' opinions of practices of competitive activities, a high per cent of



parents and leaders agreed that present practices should be continued in the majority of judging contests. Both groups were in agreement that revision of share-the-fun festivals seemed necessary. There was little difference of opinion among leaders and parents that some revision was also necessary in project exhibits, demonstration and talk contest, dress revues, members records, model meeting and 4-H camp.

There was little difference of opinions between girls and boys concerning the educational value of competitive activities.

✓ Activities that boys rated most valuable were tractor operators and automotive skill driving contest, record keeping, demonstration and talk contest, and 4-H camp. Girls rated demonstration and talk contest the most valuable. They were in complete agreement with leaders and parents on this activity. Girl members were in agreement with leaders that dress revues, personality improvement program, home demonstration judging, and records were of educational value. Leaders indicated that a majority of the judging contests were of beneficial value. Parents were generally at a lower level of agreement by percentage, but these same activities were indicated by the majority of parents to be valuable. There was a difference among all groups concerning Share-the-Fun festival. An average of 53 per cent reported most helpful and valuable and, but 47 per cent reported some help and limited value.

4-H members, leaders, and parents were in a high level of agreement on the following statements of the effect of competi-

tive activities have on project work. These included: 'provides a challenge for a 4-H member to do a better job with related projects'; 'provides additional information for members favorite projects'. Leaders and girl members agreed that activities provide more group interest in team competition, but 20.4 per cent of the boys and 14.3 per cent of the parents indicated disagreement or were undecided. A majority of all the groups agreed that activities encourage younger 4-H members to take part in new projects and provide an opportunity for older members to assist younger members in project work.

There seems to be an undecided feeling in all groups that competition causes members to be discouraged and quit 4-H if they place low in a contest.

Over 81 per cent of all groups felt activities were worthwhile even though it took extra effort to win an award. Members were in the highest level of agreement on this statement.

Of the members, 85 per cent felt that competitive activities provide training to help 4-H members feel qualified to participate in judging contests. A median level of leaders and parents agreed that it does not harm the individual to compete unless he has not had any previous training for the competitive activity.

All responding groups agreed that competitive activities provide educational value for both urban and rural members and members have an opportunity to meet and become acquainted with 4-H members from other areas. A high level of agreement was also

✓ indicated on the idea that activities provide educational value to members in leadership and citizenship.

✗ Parents were in agreement 100 per cent that competitive activities promote general interest in agriculture, home economics and applied sciences. An average of 87 per cent of the parents and club members agreed with this statement.

An average of 62 per cent of all groups did not think competitive events place too much emphasis on winning rather than what will be gained from the experience. Various opinions were expressed among all groups when asked if members should meet the requirements of their local club before participating in a competitive activity.

Competitive activities do much to encourage the individual effort on the part of members and 75 per cent of the total groups indicated they do not provide benefits to only a few select club members.

✓ Parents were in the highest level of agreement that activities do not cause students to get behind in school work. Over 70 per cent of all groups were in agreement on this item. Of the leaders, 81.8 per cent did not think activities took too much time on the part of the club member to prepare for a contest. Of the parents, 75 per cent indicated the same opinion and were the lowest in rating the statement.

Boy club members agreed highly that activities do not cause jealousy or friction among club members. Parents were in the lowest level of agreement concerning this statement.

Responding members, adult leaders and parents of 4-H members generally considered 4-H competitive activities to be valuable as a help to members in their school work. Leaders agreed most highly on this item.

A difference of opinions was noted concerning record keeping. Of leaders, 22.7 per cent and 16 per cent girl members replied limited value regarding record keeping.

Parents and leaders generally agreed by more than 86 per cent concerning use of parliamentary procedure. Of the girls, 80.7 per cent indicated valuable, but only 65.5 per cent of the boys replied valuable.

### Conclusions

The following conclusions were considered as basic findings of the study:

1. Girl members generally participated in more competitive activities than 4-H boys with the exception of some of the judging schools and contests.
2. 4-H members, leaders, and parents were in a high level of agreement that competitive activities conducted in central Oklahoma are of educational value to the members who participate in them if they are in accord with the basic objectives of the 4-H club program.
3. There was little difference of opinions of responding groups concerning present practices of conducting competitive activities for 4-H youth in central Oklahoma. Recommendations were

noted that a few activities need to be re-examined, but comments did not indicate any major changes. It was the general opinion that present activities should be continued but revisions are needed in a few areas.

4. All groups responding were in unanimous agreement that competitive activities provide additional information for members favorite projects, and they provide a challenge for 4-H members to do a better job with related projects. Adult leaders and girl members opinions indicated activities provide more group interest in team competition.
5. Competitive activities provide educational value to members in leadership, citizenship, and experiences gained in participation.
6. Responding groups felt strongly that the extra effort it takes to win an award in an activity is worthwhile.
7. Opinions were divided among groups concerning members becoming discouraged and quitting 4-H if they placed low in a contest.
8. Competitive activities encourage individual effort on the part of members and are of educational value to both urban and rural members. They do not take too much time on the part of the club member to prepare for activities and the activities are not generally the cause of students getting behind in school work.
9. Adult leaders have an important influence in furnishing the leadership in developing a well planned 4-H program designed to meet the learning needs and interests of youth. Controversy,

jealousy, or friction among members within a club can usually be eliminated through adult leadership.

10. Experiences from competitive activities were generally rated valuable as an educational experience helpful to 4-H members in their school work. The most valuable personal experiences for members are assuming responsibilities, making individual decisions, developing leadership, citizenship, and special interest. Activities also encourage self confidence, sportsmanship, self development, and expressing individual's own ideas and thoughts to a group.
- ✓ 11. Members working together in a group and getting along with others are experiences which are valuable in the development of a co-operative local club program. Application of knowledge gained is applicable to other school programs or programs outside the school.

#### Recommendations

The recommendations presented are opinions based on facts presented in this study.

1. The opinions of groups in this study indicated a need for re-examination of present practices of conducting the share-the-fun festivals in central Oklahoma.
2. There is a need for the age categories of young members and older members divisions to be the same in all 4-H competitive activities on the county, district, and state level.
- ✓ 3. County Extension workers need to consider more training of



adult leaders and parents in subject areas pertaining to 4-H competitive activities.

*combine  
3 & 4*  
4. More emphasis needs to be placed on training 4-H adult leaders to develop the junior leadership project with older club members.

5. There is a need for additional study on the state basis in the different areas of competitive activities in 4-H club work.

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## APPENDICES

# APPENDIX A

## 4-H Club Member's Questionnaire

County\_\_\_\_\_

Please check: Boy\_\_\_\_\_Girl\_\_\_\_\_Your Age\_\_\_\_\_

I am enrolled in my\_\_\_\_\_year of 4-H Club work.  
(2nd,3rd, etc.)

Do you live: (Check one)

On a farm\_\_\_\_; Rural residence non-farm\_\_\_\_; In town or city\_\_\_\_\_.

Which club leaders are most helpful in preparing for 4-H competitive events: Adult Club Leaders\_\_\_\_; Parents\_\_\_\_. (Check one)

1. Please check your opinion regarding the following 4-H contests or events you have taken part in during the years you have been a 4-H Club member. Leave the items blank if you have not participated in the event.

	Like to participate in event	Think changes are needed in event	Not interested in event
a. Demonstration and talk contest.....			
b. Share-the-Fun Festival.....			
c. Dress revue or appropriate dress contest.....			
d. Livestock judging school and contest (beef, swine,sheep)			
e. Meat judging contest.....			
f. Land, pasture, range judging school and contest.....			
g. Crop judging school and contest			
h. Dairy judging school and contest.....			
i. Poultry judging school and contest.....			
j. Horticulture and landscaping school and contest.....			
k. Home Dem. judging(clothing,food prep., food pres., home imp.)..			

	Like to participate in event	Think changes are needed in event	Not interested in event
1. Model meeting contest.....			
m. Projects exhibited at fair or Jr. Fat Stock Show.....			
n. Tractor operators and automotive skill driving contest.....			
o. Personality improvement program.....			
p. Records for county and state awards.....			
q. Camp.....			
r. Others (specify).....			

2. Please check the following 4-H contests or events that you feel helped you educationally. Leave the items blank if you have not participated in the event.

	Most helpful	Some help	Little help
a. Demonstration and talk contest.....			
b. Share-the-Fun festival.....			
c. Dress revue or appropriate dress contest			
d. Livestock judging school and contest (beef, swine, sheep).....			
e. Meat judging contest.....			
f. Land, pasture, range judging school and contest.....			
g. Crop judging school and contest.....			
h. Dairy judging school and contest.....			
i. Poultry judging school and contest.....			
j. Horticulture and landscaping school and contest.....			
k. Home Dem. judging (clothing, food prep., food pres., home improvement).....			
l. Model meeting contest.....			
m. Projects exhibited at fair or Jr. Fat Stock Show.....			
n. Tractor operators and automotive skill driving contest.....			
o. Personality improvement program.....			
p. Records for county and state awards.....			
q. Camp.....			
r. Others (specify).....			





- h. Often causes student to get behind with school work.....
- i. Takes too much time on part of club member to prepare for contest.....
- j. Causes jealousy or friction among club members within a club.....
- k. Provides an educational value for both urban and rural 4-H members.....

Yes	No	Undecided

5. Check the following items according to the degree of educational value that you as a 4-H member receive from taking part in contests and events, that is helpful to you in your school work. Please fill in each item.

- a. Getting along with others.....
- b. Assuming responsibilities.....
- c. Making individual decisions.....
- d. Working together in a group.....
- e. Expressing own ideas and thoughts to a group.....
- f. Use of parliamentary procedure....
- g. Promotes record keeping.....
- h. Encourages self development.....
- i. Develop leadership & citizenship..
- j. Develop special interest.....
- k. Encourages sportsmanship.....
- l. Encourages self confidence.....

Valuable	Limited Value	Little or No Value

Please use the back of sheet for any remarks you have concerning the questionnaire.

APPENDIX B

Shawnee, Oklahoma  
March 23, 1965

Dear 4-H Leader:

You have been selected to participate in a survey regarding 4-H events and activities. The enclosed questionnaire is being used in six central Oklahoma counties as a study of opinions of 4-H Club leaders.

The information from the questionnaires will be used as an evaluation of our present 4-H program. This may help the county Extension agents to plan a better program to meet the educational needs of today.

Please answer the questions at the bottom of the letter and fill out the questionnaire. Do not sign your name. Return the questionnaire with this letter in the attached addressed envelope at your earliest convenience.

Your cooperation concerning this matter is certainly appreciated.

Sincerely,

Richard E. Sestak  
Ass't. County Agent  
Pottawatomie County

RES:rb

Are you a: (Check one)

Teacher Leader\_\_\_\_; Parent Leader\_\_\_\_; Others\_\_\_\_

Do you live: (Check one)

On a farm\_\_\_\_; Rural residence non-farm\_\_\_\_; In town or city\_\_\_\_

# Leaders Questionnaire

County \_\_\_\_\_

Man \_\_\_\_\_ Woman \_\_\_\_\_ (Check one)

Are you a former 4-H Club member? Yes \_\_\_\_\_ No \_\_\_\_\_ (check one)

If so how many years? \_\_\_\_\_

How many years served as a 4-H Leader? \_\_\_\_\_

1. Please check your opinion regarding the educational value of the following 4-H contests or competitive events.

	Valuable	Limited Value	Little or No Value
a. Demonstration and talk contest.....			
b. Share-the-Fun Festival.....			
c. Dress revue or appropriate dress contest.....			
d. Livestock judging school and contest (beef, swine, sheep).....			
e. Meat judging contest.....			
f. Land, pasture, range judging school and contest.....			
g. Crop judging school and contest.....			
h. Dairy judging school and contest....			
i. Poultry judging school and contest..			
j. Horticulture and landscaping school and contest.....			
k. Home Dem. judging (clothing, food prep., food pres., home improvement).			
l. Model meeting contest.....			
m. Projects exhibited at fair or Jr. Fat Stock Show.....			
n. Tractor operators and automotive skill driving contest.....			
o. Personality improvement program.....			
p. Records for county and state awards.			
q. Camp.....			
r. Others (specify).....			

2. Please evaluate the following list of competitive events and indicate your opinion regarding each.

	Continue present practices	Revision of event needed	Discontinue contest
a. Demonstration and talk contest.			
b. Share-the-Fun Festival.....			
c. Dress revue or appropriate dress contest.....			
d. Livestock judging school and contest (beef, swine, sheep).....			
e. Meat judging.....			
f. Land, pasture, range judging school and contest.....			
g. Crop judging school and contest			
h. Dairy judging school & contest.			
i. Poultry judging school & contest			
j. Horticulture and landscaping school and contest.....			
k. Home Dem. judging (clothing, food prep., food pres., home improvement).....			
l. Model meeting contest.....			
m. Projects exhibited at fair or Jr. Fat Stock Show.....			
n. Tractor operators and automo- tive skill driving contest.....			
o. Personality improvement program			
p. Records for county and state awards.....			
q. Camp.....			
r. Others (specify).....			

3. Please check your opinion regarding competitive events and activities in 4-H Club work. Please fill in each item.

	Yes	No	Undecided
a. Does much to promote general interest in agriculture, home ec. and applied sciences			
b. Provides an educational value to 4-H mem- bers in leadership and citizenship.....			
c. Does much to encourage individual effort on the part of member.....			
d. Provides an opportunity for members to meet and acquaint themselves with 4-H members from other areas.....			
e. Places too much emphasis on winning and not what will be gained from the experi- ence.....			



	Yes	No	Undecided
f. Should have the participation of only those 4-H members who meet the requirement of their local club.....			
g. Provides benefits to only a few select club members.....			
h. Often causes student to get behind with school work.....			
i. Takes too much time on part of club member to prepare for contest.....			
j. Causes jealousy or friction among club members within a club.....			
k. Provides an educational value for both urban and rural 4-H members.....			

4. Please check your opinion regarding the affect 4-H competitive events has to 4-H project work. Please fill in each item.

	Agree	Disagree	Undecided
4-H competitive events:			
a. Provides additional information for 4-H members favorite project.....			
b. Provides a challenge for a 4-H member to do a better job with related projects.....			
c. Provides an opportunity for older 4-H members to assist younger 4-H members in project work.....			
d. Provides more group interest in team competition.....			
e. Causes 4-H members to be discouraged and quit 4-H if they place low in a contest.....			
f. Are not worthwhile because of the extra effort it takes to win an award.....			
g. Encourages younger 4-H members to take part in new projects.....			
h. Does not harm the individual to compete unless he has not had any previous training for the competitive event.....			



5. Please check the following items according to the degree of educational value that 4-H member receives from taking part in contests and events, that is a help to them in their school work. Please fill in each item.

	Valuable	Limited Value	Little or No Value
a. Getting along with others.....			
b. Assuming responsibilities.....			
c. Making individual decisions.....			
d. Working together in a group.....			
e. Expressing own ideas and thoughts to a group.....			
f. Use of parliamentary procedure...			
g. Promotes record keeping.....			
h. Encourages self development.....			
i. Develop leadership and citizenship			
j. Develop special interest.....			
k. Encourages sportsmanship.....			
l. Encourages self confidence.....			

Please use the back of sheet for any remarks you have concerning the questionnaire.

APPENDIX C

Shawnee, Oklahoma  
March 23, 1965

Dear 4-H Parent:

You have been selected to participate in a survey regarding 4-H events and activities. The enclosed questionnaire is being used in six central Oklahoma counties as a study of opinions of parents of 4-H Club members.

The information from the questionnaire will be used as an evaluation of our present 4-H program. This may help the county Extension agents to plan a better program to meet the educational needs of today.

Please answer the questions at the bottom of the letter and fill out the questionnaire. Do not sign your name. Return the questionnaire with this letter in the attached addressed envelope at your earliest convenience.

Your cooperation concerning this matter is certainly appreciated.

Sincerely,

Richard E. Sestak  
Ass't. County Agent  
Pottawatomie County

RES:rb

How many children do you have in 4-H Club? \_\_\_\_\_ girls \_\_\_\_\_ boys

Do you live: (Check one)

On a farm \_\_\_\_\_; Rural residence non-farm \_\_\_\_\_; In town or city \_\_\_\_\_

## Parents Questionnaire

County \_\_\_\_\_

Man \_\_\_\_\_ Woman \_\_\_\_\_ (Check one)

Are you a former 4-H Club member? Yes \_\_\_\_\_ No \_\_\_\_\_ (Check one)

If so how many years? \_\_\_\_\_

1. Please check your opinion regarding the educational value of the following 4-H contests or competitive events.

	Valuable	Limited Value	Little or No Value
a. Demonstration and talk contest....			
b. Share-the-Fun Festival.....			
c. Dress revue or appropriate dress contest.....			
d. Livestock judging school and contest (beef, swine, sheep).....			
e. Meat judging contest.....			
f. Land, pasture, range judging school and contest.....			
g. Crop judging school and contest...			
h. Dairy judging school & contest....			
i. Poultry judging school and contest			
j. Horticulture and landscaping school and contest.....			
k. Home Dem. judging (clothing, food prep., food pres., home improvement			
l. Model meeting contest.....			
m. Projects exhibited at fair or Jr. Fat Stock Show.....			
n. Tractor operators and automotive skill driving contest.....			
o. Personality improvement program...			
p. Records for county and state awards.....			
q. Camp.....			
r. Others (specify).....			

2. Please evaluate the following list of competitive events and indicate your opinion regarding each.

	Continue present practices	Revision of event needed	Discontinue contest
a. Demonstration and talk contest			
b. Share-the-Fun Festival.....			
c. Dress revue or appropriate dress contest.....			
d. Livestock judging school and contest (beef, swine, sheep)....			
e. Meat judging.....			
f. Land, pasture, range judging school and contest.....			
g. Crop judging school & contest.			
h. Dairy judging school & contest			
i. Poultry judging school & con- test.....			
j. Horticulture and landscaping school and contest.....			
k. Home Dem. judging (clothing, food prep., food pres., home improvement).....			
l. Model meeting contest.....			
m. Projects exhibited at fair or Jr. Fat Stock Show.....			
n. Tractor operators and automo- tive skill driving contest....			
o. Personality improvement pro- gram.....			
p. Records for county and state awards.....			
q. Camp.....			
r. Others (specify).....			

3. Please check your opinion regarding competitive events and activities in 4-H Club work. Please fill in each item.

	Yes	No	Undecided
a. Does much to promote general interest in agriculture, home ec. and applied sciences			
b. Provides an educational value to 4-H members in leadership and citizenship.....			
c. Does much to encourage individual effort on the part of member.....			
d. Provides an opportunity for members to meet and acquaint themselves with 4-H members from other areas.....			

	Yes	No	Undecided
e. Places too much emphasis on winning and not what will be gained from the experience.....			
f. Should have the participation of only those 4-H members who meet the requirement of their local club.....			
g. Provides benefits to only a few select club members.....			
h. Often causes student to get behind with school work.....			
i. Takes too much time on part of club member to prepare for contest.....			
j. Causes jealousy or friction among club members within a club.....			
k. Provides an educational value for both urban and rural 4-H members.....			

4. Please check your opinion regarding the affect of 4-H competitive events has to 4-H project work. Please fill in each item.

4-H competitive events	Agree	Disagree	Undecided
a. Provides additional information for 4-H members favorite projects.....			
b. Provides a challenge for a 4-H member to do a better job with related projects.....			
c. Provides an opportunity for older 4-H members to assist younger 4-H members in project work.....			
d. Provides more group interest in team competition.....			
e. Causes 4-H members to be discouraged and quit 4-H if they place low in a contest.....			
f. Are not worthwhile because of the extra effort it takes to win an award.....			
g. Encourages younger 4-H members to take part in new projects.....			
h. Does not harm the individual to compete unless he has not had any previous training for the competitive event.....			

5. Please check the following items according to the degree of educational value that 4-H member receives from taking part in contests and events, that is a help to them in their school work. Please fill in each item.

	Valuable	Limited Value	Little or No Value
a. Getting along with others.....			
b. Assuming responsibilities.....			
c. Making individual decisions.....			
d. Working together in a group.....			
e. Expressing own ideas and thoughts to a group.....			
f. Use of parliamentary procedure.....			
g. Promotes record keeping.....			
h. Encourages self development.....			
i. Develop leadership and citizenship.			
j. Develop special interest.....			
k. Encourages sportsmanship.....			
l. Encourages self confidence.....			

Please use the back of sheet for any remarks you have concerning the questionnaire.



**VITA**

**Richard Ernest Sestak**

**Candidate for the Degree of**

**Master of Science**

**Thesis: A STUDY OF OPINIONS OF 4-H CLUB MEMBERS, ADULT LEADERS,  
AND PARENTS CONCERNING COMPETITIVE 4-H ACTIVITIES IN SIX  
CENTRAL OKLAHOMA COUNTIES**

**Major Field: Agricultural Education**

**Biographical:**

**Personal Data: Born at Prague, Oklahoma, July 12, 1934, the  
son of Ernest and Anna Sestak.**

**Education: Attended grade school at Prague, Oklahoma; grad-  
uated from Prague High School in 1952; graduated from  
Oklahoma State University with a Bachelor of Science  
degree in Agricultural Education and Animal Husbandry  
in May, 1957; Completed graduate work at Oklahoma State  
University in 1965.**

**Military Service: Entered the United States Army in 1957  
and served to 1960.**

**Professional Experience: Employed by the Federal Extension  
Service as a member of the Oklahoma State University  
Extension Staff as Assistant County Agent at Large in  
Nowata County, Oklahoma from June 1961 to December  
1961. Transferred to Pottawatomie County, Oklahoma  
as Assistant County Agent January 1962.**

**Professional Organizations: Member of the Oklahoma  
Association of County Agricultural Agents.**