

THE PARTICIPATION AND EFFECTIVENESS OF
MISSISSIPPI 4-H ALL STARS IN
LEADERSHIP RESPONSIBILITIES
IN 4-H CLUB WORK

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CHAPTER I

DESCRIPTION OF THE PROBLEM

The need for more and better trained leaders for 4-H Clubs has been and is a problem repeatedly stressed by the State 4-H Club leaders in Mississippi. Leadership from within the community and emerging from within the group is recognized by authorities as usually being more effective than that which is imposed upon a group.

The 4-H All Star Program in Mississippi was established and developed after taking into account both the developmental needs of the older youth and programs developed for them in other states.

The Mississippi 4-H All Stars organization proposes to encourage service to 4-H Clubs, set higher ideals for character and work, and promote fellowship among the members. Four-H Club members are nominated for membership in the All Stars on the basis of their 4-H Club achievements and leadership activities. Many of these members feel that 4-H Club work has given them advantages and opportunities to develop their abilities. Often they express a desire "to help others as I have been helped."

The writer believes that 4-H All Stars can effectively assume and carry out leadership responsibilities. The extent to which they assume these responsibilities will be affected by such factors as their family situation, place of residence, occupation, and their relationship with county and state extension personnel and other 4-H Club leaders. It is

believed that many of them would be willing to serve as an adult leader if contacted. Research has shown that people do not usually look for extra jobs, even when they are interested in a particular program and are well-trained for the job, but they will serve when asked.¹

Reasons for Selecting the Problem

The selection of this problem for study was influenced by the following reasons:

1. There have been few studies concerned with leadership responsibilities being assumed by former 4-H Club members. Extension agents at the county, state, and national levels have expressed a need for conducting further research in this area.
2. Members of the Mississippi State 4-H Staff recognize the need for obtaining more leaders for 4-H Club Work and for training leaders through the 4-H All Star organization, and have expressed an interest in this study.
3. As a county extension agent, the writer recognizes the need for working more intensively with the 4-H All Stars as a means of increasing leadership for 4-H Clubs and hopes that this study will contribute to the further development of 4-H Leadership in her own situation.

Statement of the Hypothesis and Assumptions Related to the Study

The hypothesis of this study is: A study of a selected group of Mississippi 4-H All Stars and county extension agents will make it possible to:

1. Identify leadership responsibilities that 4-H All Stars are assuming.
2. Identify the extent of participation in leadership responsibilities by 4-H All Stars.

¹Arthur Blumberg and Seth Arsinean, "A Deeper Look at Volunteers", Adult Leadership Vol. 9, No. 2, June 1960, p. 41.

3. Determine the effectiveness of the leadership responsibilities being assumed by 4-H All Stars.

This study was planned with the following underlying assumptions:

1. A major objective of the Cooperative Extension Service is to help people learn to help themselves. Four-H Club Work, as a part of the Extension Service, attempts to provide experiences which help youth solve their problems.
2. Through the use of trained, voluntary, and local leaders, county extension work for both adults and youth may reach more people.
3. An effective local, county, or state 4-H organization is dependent upon trained, voluntary leadership, at both the junior and adult levels.
4. Because 4-H Club Work provides opportunities for youth to develop in leadership abilities, older 4-H members can be expected to assume leadership responsibilities in 4-H Club Work.
5. Since the Mississippi 4-H All Stars is a service organization for 4-H Club Work, its members will tend to be willing to serve as adult 4-H Leaders.

This study was designed to determine: (a) what leadership responsibilities 4-H All Stars are assuming in 4-H Club Work in Mississippi, (b) to what extent the All Stars are assuming these leadership responsibilities, and (c) how effective they have been in carrying out these responsibilities.

Purposes of the Study

There were six specific purposes formulated for this study, namely:

1. To identify areas of leadership and leadership responsibilities which may be assumed by voluntary leaders in 4-H Club Work.
2. To identify leadership responsibilities being assumed by Mississippi 4-H All Stars.
3. To determine and compare the extent of participation of Mississippi 4-H All Stars in leadership responsibilities as indicated by the 4-H All Stars with that indicated by county extension agents.

4. To determine and compare the effectiveness of the leadership responsibilities assumed by Mississippi 4-H All Stars in 4-H Club Work as indicated by All Stars and county extension agents.
5. To determine if sex, marital status, occupation, length of time enrolled as a 4-H Club member, 4-H leadership activities and organizations, length of time out of 4-H Club Work, and the number of years as a member of the 4-H All Stars has any association with the leadership responsibilities assumed and the effectiveness of the responsibilities assumed, as indicated by the All Stars.
6. To develop suggestions which may be used to promote more effective leadership through the 4-H All Star organization in Mississippi.

Definition of Terms

For the purpose of this study, the following terminology were used:

1. Cooperative Extension Service, Extension Service, or Extension is the off-campus system of education in partnership with the United States Department of Agriculture, the land-grant institutions, and the local government to instruct people in the practical aspects in agriculture, home economics, and related areas. Four-H Club Work is that phase of the Cooperative Extension Service designed to serve youth.
2. Mississippi 4-H All Stars, 4-H All Stars or All Stars are those 4-H Club members who have been selected on the basis of their 4-H achievements and leadership activities for membership in the Mississippi 4-H All Stars.
3. County Extension Agent, as used in this study, is the county extension personnel who have been specifically designated with responsibility for the county 4-H Club program. In each county in Mississippi, one man and one woman have been delegated this responsibility.
4. 4-H Leader or Leader refers to the volunteer worker who serves in a leadership capacity by assisting 4-H Club members or the 4-H Club program in any way. This may be an adult or a 4-H Club member.

Limitations of the Study

The data of this study were collected by mailed questionnaires

sent to a selected group of 4-H All Stars and county extension workers in Mississippi. Items included in the questionnaires were concerned with leadership responsibilities that 4-H All Stars could have assumed in 1961, and the extent and effectiveness of the leadership responsibilities they assumed.

The broad areas of leadership included in the questionnaire were: (1) Personal Guidance for Individual 4-H Club Members; (2) Assistance to 4-H Club Work at Local, County, District, and State Levels; (3) Leadership Training; and (4) Public Relations.

In the questionnaire sent to the 4-H All Stars and the County Extension Agents, the items concerning leadership responsibilities were identical. The face data sheet of the questionnaire sent to the All Stars was concerned with the individual's 4-H Club experiences, personal data, and present participation in 4-H Club organizations. The face data sheet of the questionnaire sent to the County Extension Agents asked about the 4-H Club organizations in the respective counties.

In this study, the sample of Mississippi 4-H All Stars was limited to those who: (1) were initiated into the organization prior to January 1, 1961, (2) were living in Mississippi during 1961, and (3) were not employed by the Mississippi Cooperative Extension Service during 1961.

The sample of Mississippi County Extension Agents was limited to: (1) those men extension agents who are designated as being responsible for the county 4-H Club program and who had male 4-H All Stars living in their county during 1961, (2) those women extension agents who are designated as being responsible for the county 4-H Club program and who had female 4-H All Stars living in their county during 1961.

The results of this study are, therefore, limited to this sample which is non-representative. Moreover, it is limited to what can be obtained by the questionnaire method with all the chances for error inherent therein. The author contends, therefore, that the findings are applicable only to the sample and not to the teenage population as a whole.

Procedure

The problem of this investigation was identified from a review of literature concerned with leadership in 4-H Club Work and the writer's interest in the total 4-H Club program in Mississippi, particularly the 4-H All Star organization.

Four areas of leadership responsibilities and aspects of each areas were identified from several related studies and from the writer's experiences as a former 4-H Club member and as a County Extension Agent in 4-H Club Work in Mississippi.

Tentative questionnaires were developed and pre-tested with 10 4-H All Stars who were living outside Mississippi and nine State Extension workers or former State Extension workers in Mississippi. Pre-test questionnaires were received from eight All Stars and eight State Extension workers or former State Extension workers. Suggestions from this group were used to revise the questionnaires.

Of the 299 individuals who had been initiated in the organization as of January 1, 1961, 195 met the above requirements. Of this number 112 were females and 83 were males. Ninety-nine County Extension Agents met these requirements. Of this number 45 were men and 54 were women County Extension Agents.

The instruments were duplicated and distributed through the office of the State Home Demonstration Agent in Mississippi. They were sent to 195 4-H All Stars and 99 County Extension Agents selected by the previously presented criteria. The questionnaires sent to the All Stars and the County Extension Agents may be found in Appendix A.

Eight days after the questionnaires were distributed, a reminder letter was sent to those who had not returned the questionnaire. A week later, a second reminder letter and another copy of the questionnaire were mailed to those who had not responded. Usable responses were received from 125 or 64 percent of the 4-H All Stars and 85 or 80 percent of the County Extension Agents. The data were coded and transferred to IBM cards. It was tabulated and analyzed.

This chapter has outlined the study by describing the problem and presenting the reasons for the study. The purposes, hypothesis, assumptions, limitations, definitions, and procedure of the investigation were included.

A discussion of beliefs of leadership and their application to 4-H Club Work is given in Chapter II. In Chapter III, the findings from the data and an analysis of the findings are presented. The summary of the study and suggested recommendations for use of the information and further study are presented in Chapter IV.

CHAPTER II

LEADERSHIP

During the past century, Americans have put much stress on the development of "the whole youth," with special emphasis on leadership. They seem to feel that strong, active youth programs, based on democratic principles, contribute to the preparation of boys and girls for democratic living. It has been recognized that the teaching-learning processes can provide opportunities for learners to use democratic procedures. Kreitlow, Aiton, and Torrence pointed out that it is through experiencing such processes that youth is prepared to live in a democratic society.¹

The quality of the citizens of tomorrow is dependent upon the effectiveness of their preparation as youth of today. The extent to which adults assume the responsibility of preparing youth for tomorrow will reflect the efforts and methods used to effectively guide youth. Leaders in youth organizations agree with Solomon that if educators are concerned with the developmental needs of youth, they will seek individuals to serve as leaders of youth organizations who are interested in helping boys and girls.²

¹Burton W. Kreitlow, E. W. Aiton, and A. P. Torrence, Leadership for Action in Rural Communities (Danville, Illinois, 1960), pp. 261-262.

²Ben Solomon, Leadership of Youth (New York, 1950), p. 37.

Much recent literature on the subject of leadership and the results of effective leadership in educational programs, particularly those concerned with youth, has been published. It has been suggested that leadership is influencing the attitudes and actions of people.³ It influences, mainly, through setting the example for others to follow. Leadership behavior is often observed and imitated by youth. When what the leader says and what he does are seen as consistent by the youth, then they usually attempt to duplicate the leader's behavior. This is relative to how well the leader's behavior fits the needs of the imitator.

Tead described leadership as an activity. He stated, "Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable."⁴ Thus, leadership is expected to stimulate people into action, and to create power to be used to realize group goals.

Verner recognized leadership as being an ability. He stated, "...leadership is the ability to help group members recognize their common interests and to inspire them to take action to achieve common goals."⁵ This definition stresses that leadership is a special skill or talent to get the members of the group to work together.

The above definitions are concerned with leadership as it relates to group action. Haiman was not only concerned with leadership

³ Some Points about Leadership and Leadership Development, (Oklahoma State University, 1961), p. 1.

⁴ Ordway Tead, The Art of Leadership (New York, 1935), p. 20.

⁵ Coolie Verner, "Leaders and Leadership," Extension Service Review, (Washington, D. C., April, 1957), p. 81.

involving group action, but also with the individual. He defined leadership as being the process of guiding the thoughts and actions of an individual or group toward desired changes in behavior.⁶

The writer believes that leadership is the process of guiding an individual or a group in recognizing their potentials as individuals or as a group and making decisions which lead to the fulfillment of goals.

Roles of A Leader

The writer's definition of leadership implies that the general roles of a leader involve the leading or guiding of interests and actions of one or more individuals toward goals. In fulfilling this role, the leader may function in various ways when leading or guiding others.

According to Browne and Cohn the leading or guiding of an individual or group is influenced by three factors: (1) what the real character of the leader is; (2) what the leader sees as his role, as it is revealed in what he does; and (3) how the leader performs his role. They pointed out that the adaptation of the leader's pattern of behavior by his followers is an indication of his effectiveness as a leader.⁷ Thus, the influence of the leader should inspire others to re-define their values and to set appropriate goals. This should result in a change in the attitudes and behavior of the individual or group. If his influence is desirable and is recognized as being for the good

⁶Franklyn S. Haiman, Group Leadership and Democratic Action. (Boston, 1950), p. 4.

⁷C. G. Browne and Thomas S. Cohn, The Study of Leadership, (Dubuque, Illinois, 1958), p. 15.

of others, the leader will probably command the respect of society and those with whom he works.

Various authors point out that the leader is responsible for setting the kind of authority pattern or relationship with others. This pattern is determined by his own beliefs and abilities, the individual or group with whom he is working, and the situation. The authority pattern used may vary from one occasion to another with a group. According to Fleck, when a leader is democratic in his action and encourages communications within the group, cooperative team work should result.⁸ Tead recognized the democratic process as the most desirable way of exerting leadership functions with individuals or groups.⁹ Other writers in the area of leadership tend to hold this same viewpoint.

Authorities in the area of democratic leadership seem to agree that a leader may function in five major roles, namely: (1) analyzing the situation, (2) developing objectives, (3) developing plan of work, (4) evaluating what has been done, and (5) training others to assume leadership responsibilities.

One role of a leader is to assist the individual or group to analyze the situation. He should recognize the needs, wants, desires, beliefs, and capabilities of those with whom he works. He should also know the community or area in which he is working. This necessitates his having knowledge and understanding of the human and non-human resources and their potentials. Stogdill supported this by pointing

⁸Henrietta Fleck, "Qualities of Leadership", Forecast for Home Economists (November, 1961), p. 7.

⁹Tead, The Art of Leadership, p. 30.

out that a leader should think and reflect in such a manner that he can interpret local conditions in relation to individual and group needs and visualize their possibilities.¹⁰ Thus, by his own understanding of situations and problems, he should be more able to help others develop an understanding of a situation and/or problem.

Another role of a leader is to assist the individual or group toward developing and clarifying objectives. A leader should encourage those with whom he works to suggest objectives or goals that would be in keeping with the needs, interests, and desires of those involved. Titus believed that a leader should be keenly aware of the complexities of the situation and be able to skillfully steer those involved toward an objective that is within limits.¹¹ Therefore, he has the responsibility of helping others to see the relationship of their goals to their needs.

A third role of a leader is that of a coordinator of action toward the accomplishment of the objectives. A leader may help the group to suggest and evaluate alternative plans of action which may lead to attainment of the objectives. He may also help the group to decide upon the plan of action and put the selected plan into operation. In assuming this role, a leader uses various methods and procedures. This may involve assisting with the defining and delegating of duties and responsibilities and setting the pace for their completion.

The fourth role of a leader is to help the individual or group to

¹⁰Ralph Stogdill, Ellis Scott, and William Jaynes, Leadership and Role Expectations (Columbus, Ohio, 1956), p. 19.

¹¹Charles H. Titus, The Processes of Leadership (Dubuque, Iowa, 1950), p. 56.

look back and evaluate what has been accomplished and to make plans for developing future objectives and plans of action. This is a continuous process. Each step from the beginning to the fulfillment of the objective should be evaluated. The evaluation should be made as the group and the leader check to see if any changes are needed to reach the objective. Lippitt said that this should be an on-going and growing process of spotting problems as they arise. In this way, the group could learn to make more intelligent decisions and its behavior would be toward more positive goals.¹²

The fifth role of a leader is to provide opportunities for individuals to develop leadership abilities. This will make possible the advancement and quicker realization of the group's goal to hasten group maturity. Merrifield significantly stated this idea, as, "...leadership that distributes leadership is, in the context of democratic ethics, the strongest and most fertile of all".¹³

Leadership in the Cooperative Extension Service

The Cooperative Extension Service developed out of a need for practical information aimed directly at meeting the needs of the majority of the population - the rural people of America in the middle 1800's. The Extension Service evolved out of such efforts as the Agricultural Societies organized in 1785, the Farmers' Institutes of the 1850's and the Farmers' Cooperative Demonstration Work. It began after the

¹²Gordon L. Lippitt and Warren H. Schmidt, My Group and I (Washington, D. C., 1952), p. 18.

¹³Charles W. Merrifield, Leadership in Voluntary Enterprise (New York, 1961), p. 144.

establishment of the land-grant colleges and the United States Department of Agriculture in 1862 and the agricultural experiment stations in 1887.¹⁴

Boys' and Girls' club work and field demonstrations were begun in the early 1900's. From the achievements derived from the demonstration way of teaching came the much copied statement by Dr. Seaman A. Knapp, who said, "What a man hears he may doubt; what he sees he may possibly doubt; but what he does himself he cannot doubt."¹⁵ From this concept of learning the 4-H Slogan "Learn To Do By Doing" was developed.

The Smith-Lever Act of 1914 provided for the establishment of the Cooperative Extension Service. It stated that useful and practical information related to agriculture and home economics was to be made available to the people of the United States. They were to be urged to use such information on their farms and in their homes.¹⁶ This act called for the combined efforts of the United States Department of Agriculture, the land-grant colleges, and the local government in disseminating information to those people not attending the above mentioned institutions.

Kraus suggested that the main purpose for establishing the Cooperative Extension Service was to help "...make rural America a better place in which to live."¹⁷ This was to be done through increasing the

¹⁴Karl Kraus, Notebook in Extension History, Objectives and Staff Functions (Oklahoma A & M College, 1955), p. 4.

¹⁵Ibid., p. 4.

¹⁶Clarence B. Smith and M. C. Wilson, The Agricultural Extension System of the United States (New York, 1930), p. 122.

¹⁷Kraus, Notebook in Extension History, Objectives and Staff Functions, p. 14.

economy of the people by helping them to apply current, sound practices in agriculture and home economics in their everyday living. According to Kelsey and Hearne, the primary purpose of the Cooperative Extension today is the development of people.¹⁸

The objectives of the Extension Service have changed with the passing of years, but the basic working principles have remained the same, that of helping people to help themselves. Sutton¹⁹ connected the philosophy of Extension with the reason for its continuity. He showed how Extension has helped people to solve some of their problems. The changing times have brought about some changes in the needs of people. The various changes in this country have brought an expansion of the responsibilities of the Extension organization, resulting in more personnel being hired to assist with the increasing problems of farm and family living.

Since 1914, the Extension Service has been aided in its growth by a number of federal legislative acts. Extension's responsibilities were opened for further expansion with the passage of the Hope-Aiken Act of 1953. This Act stated that: "Cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto..."²⁰ Thus, the subject matter coverage of the Extension organization was expanded. At the same time, the Act combined most of the previous

¹⁸Lincoln D. Kelsey and C. C. Hearne, Cooperative Extension Service (New York, 1955), p. 1.

¹⁹W. A. Sutton, "Extension in a Changing Society", Extension Service Review (March, 1961), p. 45.

²⁰Kelsey and Hearne, Cooperative Extension Service, p. 29.

Congressional Acts relating to Extension work.

Many authorities have stated that this broad charter identifies Extension's function as educational. It is education for action. It is education directed toward helping individuals and families solve every day problems encountered in agriculture, home economics, and related areas.

In performing this educational function, the Sub-committee on Scope and Responsibility of the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities stated that: "...the Extension Service has always held high those objectives which help people attain:

1. Greater ability in maintaining more efficient farms and better homes.
2. Greater ability in acquiring higher incomes and levels of living on a continuing basis.
3. Increased competency and willingness, by both adults and youth, to assume leadership and citizenship responsibilities.
4. Increased ability and willingness to undertake organized group action when such will contribute effectively to improving their welfare."²¹

Kreitlow²² acclaimed that one of the major roles of the Extension Service is training local people for leadership to improve home, family, and community. He further pointed out that one of its most significant contributions to the development of communities has been the assistance given to local people as they have assumed responsibilities of leadership.

²¹Paul A. Miller et al., The Cooperative Extension Service Today (A Statement of Scope and Responsibility), (Washington, D. C., 1958), p. 3.

²²Kreitlow et al., Leadership for Action in Rural Communities, p. 27.

The early history of the Extension organization shows that extension agents did most of the teaching themselves. As the years passed, the Extension program expanded vertically and horizontally. As a result, it became increasingly difficult for county extension agents to personally teach all subjects needed in every community.²³ Thus, local people were contacted and trained to assist with teaching in their own community.

Once the process of leadership started, it had far-reaching results. This has been the leaven in the Extension organization. Without local leadership the Extension Service could not have been as successful as it has been. Local leaders have been influential in bringing about desired changes in behavior related to farming and homemaking in rural America and more recently in urban and suburban America. It is realized that the leader is not the only force that has contributed to an individual's or community's changing; but the leader as a member of the group is recognized as a significantly influencing force.

It is shocking to realize that the lapse of time between the release of research findings and the acceptance of such information by the majority who need it is about ten years.²⁴ Many authorities feel that this lapse of time can be shortened with the use of more carefully selected and trained leaders. Brunner and Yang suggested that more people should be given responsibility for planning programs to fulfill their own needs, thus realizing that many of their problems are

²³Smith and Wilson, The Agricultural Extension System of the United States, p. 120.

²⁴Kreitlow et al., Leadership for Action in Rural Communities, p. 54.

influenced by forces outside their community.²⁵ Local leaders may be used to guide them in understanding the various county, state, national, and/or international forces involved in their problems and their solutions.

In counties where the extension agent is able to gain the support of a large number of local leaders and to train and direct these leaders, there will be found an expanded and more effective program.²⁶ Thus, the Cooperative Extension Service is an example of the belief that if capable men and women are willing to work for the common good of others, they can effectively help others reach their desired goals.

Many opportunities are available for an increased number of adequately trained leaders. These leaders are a necessary element in Extension programs serving both adults and youth.

Leadership in 4-H Club Work

The phase of the Cooperative Extension Service designed to serve boys and girls is known as 4-H Club work. The Extension Workers Manual for Oklahoma 4-H Club Leadership Development with Depth states that the purpose of the 4-H organization is to provide the individual with opportunity for mental, physical, social, and spiritual growth. Informal education provided by the Extension Service uniquely supplements the training received by boys and girls in the home, church, school, and

²⁵Edmund deS. Brunner and E. Hsin Pao Yang, Rural America and the Extension Service (New York, 1949), p. 104.

²⁶Smith and Wilson, The Agricultural Extension System of the United States, p. 100.

other youth-serving organizations.²⁷ Therefore, the specific concern of the 4-H Club program is the total development of youth.

Four-H Club work evolved from project clubs, such as corn, tomato, and pig clubs. The main objective of these clubs was to increase crop yields, thus providing more income for these members and their families.²⁸ Another objective, as seen by W. H. Smith in the early 1900's, was to reach the masses of people with extension work by making farming more profitable, including practical study of agriculture in the public schools, and helping rural people understand the need for more education for themselves and their children.²⁹

Since its beginning, the major changes in the 4-H organization have been influenced by the social and economical changes which have fluctuated through war years, a depression, and periods of inflation, security, and plenty. This organization has been able to cope with these changes and at the same time reach more youth and provide increased opportunities for their development.

A selected committee of state 4-H Club Leaders stated that the objectives of 4-H Club work are to:

1. Acquire knowledge, skills, and attitudes for a satisfying farm life.
2. Enjoy a useful work experience, together with the responsibilities and satisfaction of personal accomplishment.
3. Develop leadership talents and abilities to achieve citizenship potential.

²⁷Extension Workers Manual for Oklahoma 4-H Club Leadership with Depth (Oklahoma State University, 1961), p. 75.

²⁸Franklin M. Reck, The 4-H Story (Ames, Iowa, 1951), p. 54.

²⁹Ibid., pp. 54-55.

4. Appreciate the value of research and learn scientific methods of making decisions and solving problems.
5. Recognize the importance of scientific agriculture and home economics and their relationship to our total economy.
6. Explore career opportunities in agriculture, home economics and related fields, and recognize the need for continuing education.
7. Appreciate nature, understand conservation, and make wise use of natural resources.
8. Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.
9. Strengthen personal standards and philosophy of life based on lasting and satisfying values.
10. Gain attitudes, abilities, and understanding for working cooperatively with others.³⁰

A comparison of the previous objectives of the 4-H organization with the above objectives points out the most important change in program emphasis from specific projects to development of the individual.

Four-H has influenced the lives of many people. Aiton reported that there are over twenty million 4-H alumni serving as leaders in agriculture, home economics, business, and professional enterprises who attribute the inspiration for their success to the 4-H Club movement.³¹ Today there are 2.3 million 4-H'ers in more than 93,000 clubs across the United States. There are similar organizations in at least seventy foreign countries.³²

³⁰ Working Together for 4-H in the Nation, (Washington, D. C., 1960), PA 369-USDA pp. 1-2.

³¹ E. W. Aiton, "4-H Leadership Through Adult Leaders" (Lecture presented to Southern Agricultural Workers Conference, Jackson, Mississippi, February 6, 1961.)

³² Editorial, "Raymond Gazette," March 1, 1962.

To meet the demands of the 4-H Club program, extension agents need trained local leaders. Professional extension workers in the 4-H Club program have realized for years that they cannot effectively reach the masses of youth by themselves. They have called upon individuals who have time, energy, and abilities to serve as volunteer leaders with youth.

Many authorities agree with Reck that voluntary leaders have made a significant contribution to the growth and development of the 4-H program and to its effectiveness.³³ Information released during the 1962 National 4-H Club Week reported that 400,000 volunteer adult leaders are presently serving 4-H Clubs.³⁴

Such leaders have the privilege of helping boys and girls develop as they are guided through their 4-H Club experiences. Four-H Club staffs on county, state, and national levels realize that if the 4-H Club program continues to effectively serve youth, more trained leaders will be needed. There is a need for leaders who can effectively expand the 4-H organization by using current, reliable information to assist youth in developing, clarifying and achieving goals.

There is no definite pattern for one's becoming a leader in 4-H Club Work. He may be selected by a club or by the extension agent, or be appointed by a school principal or local adult organization. Other leaders may encourage him, parents may suggest him, or he may volunteer. The way he becomes a 4-H leader is not important, but the fact that he accepts and assumes leadership responsibilities is important.

³³Reck, The 4-H Story, p. 285.

³⁴"Raymond Gazette," March 1, 1962.

In many situations county extension agents, responsible for 4-H work, locate those individuals who have the characteristics of a good leader and help them realize that they have an opportunity and obligation to the youth in their community. The agents provide training in techniques and methods of working effectively with youth and keep the leaders up-to-date with current, reliable information. They often express appreciation to those who serve youth through the Extension organization.

There may be different types of leaders serving in the 4-H Club program. Those which are often pointed out in the literature are discussed below.

Organizational Leaders

An organizational leader usually has over-all responsibility for the local 4-H Club. He may be a teacher in the local school or an adult in the community who helps the members organize, plan, and conduct club meetings and prepare for 4-H activities and events.

It is usually the responsibility of the organizational leader to assist in locating and enlisting project leaders and individuals needed for other leadership roles in the club.

Project Leaders

According to the Kansas 4-H Leader's Handbook, a project leader works with 4-H Club members in one or more subject matter areas.³⁵ Some

³⁵Kansas 4-H Leader's Handbook, (Kansas State College, 1958), Circular No. 273, p. 5.

responsibilities which he may assume include: (1) encouraging members to participate in a project; (2) assisting 4-H'ers in selecting good materials for projects; (3) conducting regular meetings to assist members with projects; (4) presenting demonstrations; (5) preparing exhibits; (6) training junior leaders to assist with projects; (7) publicizing project work of the club members; (8) planning with members for the next year's work; (9) training 4-H boys and girls to make decisions through experiencing the process of judging; and (10) obtaining parental interest and cooperation.

These leaders may serve on a community or county level. Often when business firms sponsor 4-H projects, they may offer the services of, or approve the selection of a member from their staff to serve as a project leader. This may be the case with such projects as electric, automotive care, or entomology.

Community Leaders

A community leader is an individual appointed by the local home demonstration club to assist the local 4-H Club. This individual serves as a contact between these two extension groups. He may contribute time, effort, technical assistance, and/or praise for 4-H Club work. Such a leader keeps informed about the local 4-H Club members, their participation and needs, and reports this information to the home demonstration club. Home demonstration clubs often make available opportunities for 4-H members to appear on programs, to perform service, and to be recognized. A community leader may provide or arrange for transportation to 4-H events, sponsor recreational events for the 4-H Club, and serve as a judge for exhibits, and judging and demonstration contests.

Junior Leaders

For the past several years the Cooperative Extension Service has made concerted effort to encourage and train 4-H Club members for leadership responsibilities. These younger leaders are referred to as junior leaders. They are 4-H members varying from 12 to 21 years of age. Some states have a Junior Leadership project designed to identify, encourage, and train these leaders.

Some objectives of such a project usually include: providing opportunity for the members to develop and use some leadership abilities; providing one means of keeping older youth interested in continuing as 4-H Club members; having a group who can express the boys' and girls' viewpoint in club affairs; offering youth opportunities for service to others; developing additional leadership which the local leaders may use and eventually, producing adult leaders for 4-H Clubs and other community organizations.

Junior leaders receive training through individual contacts with adults; attendance at county, district, and state training programs; and contacts with other junior leaders. Often, they study leadership materials and participate in discussions with adult leaders in order to adapt this information to their needs.

The past accomplishments of junior leaders including increasing enthusiasm among others in 4-H Club work and helping to create interest and appeal in the 4-H Club program by encouraging more boys and girls to become members. Several writers seem to agree that clubs with junior leaders usually have higher percentage of project completions and re-enrollment than those without junior leaders.

Areas of Leadership Responsibility in 4-H Club Work

An investigation of publications concerning 4-H Club work from many sources shows a variety of listings of areas of leadership responsibilities for both junior and adult leaders. However, the writer was unable to locate any research concerned with determining effectiveness of leadership responsibilities assumed by junior leaders. The areas of leadership responsibilities are usually grouped under two broad headings, namely: (1) assistance with individuals through projects and activities, and (2) assistance with local, county, and state organizations.

Participants in the Agricultural Administration Course at the Regional Extension Summer School in Arkansas classified areas of leadership responsibilities into five categories. These were: (1) developing the program; (2) organization of a club; (3) supervision of club programs and projects; (4) guiding and counseling the individual and group; and (5) recognition, achievements, and reports.³⁶

In 1950, a series of conferences on 4-H Leadership were held in Mississippi. County extension agents suggested responsibilities which they felt, if leaders assumed, would aid in the further development of 4-H Club work. These responsibilities were grouped into eight general headings. They were: (1) public relations, (2) teaching of subject matter, (3) directing special club activities, (4) program planning, (5) personal guidance to members, (6) directing social activities, (7) training for leadership, and (8) enrollment.³⁷

³⁶Robert C. Clark, Extension Workers Study of 4-H Local Leaders (University of Arkansas, 1952), pp. 5-8.

³⁷Jewell Garland, Summary of Conferences on 4-H Leadership in Mississippi (Mississippi State College, 1950), p. 3.

The Mississippi State 4-H Club Staff prepared suggested outlines of the opportunities and responsibilities for organizational and project leaders. These were to be used in special leadership training programs for adult and junior 4-H Club leaders during 1962. The areas were divided into four groups of opportunities, namely: (1) members, (2) parents and others in the community, (3) adult leaders, and (4) extension agents.³⁸

Cook's study of "Participation of 4-H Key Club Members in Leadership of 4-H Club Programs in Oklahoma" was concerned with determining the extent and kinds of 4-H leadership responsibilities that 4-H Key Club members had assumed and would be willing to assume with 4-H Clubs at present or in the future.

She selected leadership activities from compiled listings from 4-H Leadership studies, theses, Oklahoma's 4-H Leadership Manuals for adults and juniors, and Oklahoma 4-H Leadership Records submitted in 1957 for state competition. She arranged leadership activities into four groups. These were: (1) promoting 4-H Club programs (2) working with individual members, (3) helping with 4-H meetings and activities, and (4) training for leadership.³⁹

Cook's study inferred that leadership responsibilities assumed by 4-H Key Club members were mainly in the areas of promoting 4-H Club programs and working with individual members. They were interested in 4-H Club work, but did not immediately become leaders because of this

³⁸Mississippi State 4-H Club Staff, Opportunities in Leadership with Youth (Mississippi State University, 1962), pp. 1-5.

³⁹Catherine J. Cook, Participation of 4-H Key Club Members in 4-H Club Programs in Oklahoma (unpublished Master's Thesis, Oklahoma State University, 1958), p. 34.

interest.⁴⁰

Ten areas of leadership were included in a study conducted by the Western Regional Extension Staffs in 1958. These were: (1) subject matter project work, (2) guidance of local 4-H Club organization, (3) local 4-H Club activities, (4) contests and awards, (5) objectives and philosophy of 4-H Club work, (6) understanding boys and girls, (7) county 4-H events, (8) teaching, (9) 4-H Club work in its extension setting, and (10) responsibilities and opportunities at community and county level. These areas were used in evaluating the effectiveness of training meetings for adult leaders.⁴¹

An analysis of the above literature shows similarities among the area groupings. For this study, the writer decided to group the areas of leadership opportunities and responsibilities under four major headings: (1) personal guidance for 4-H members; (2) assistance to 4-H Clubs on local, county, district, and state levels; (3) leadership training; and (4) public relations.

Those items of leadership responsibilities included in the questionnaires were drawn from the above mentioned studies, other studies related to leadership in 4-H Club work, and the writer's beliefs about and experiences with leadership in 4-H Club work.

The Mississippi 4-H All Star Organization

Some of the State Cooperative Extension Services have been concerned

⁴⁰Cook, Participation of 4-H Key Club Members in 4-H Club Programs in Oklahoma, p. 52.

⁴¹Laurel K. Sabrosky, A Description of County Leader-Training Meetings in the Western Region (Washington, D. C., 1962), pp. 1-5.

about organizing older 4-H members for leadership responsibilities and recognizing them for their service to 4-H Club work. As a result, some states have been instrumental in organizing and developing such an organization. In several states, including Mississippi, an organization known as the 4-H All Stars was formed.

The philosophy of the 4-H All Stars reflects that of its founder, William Henry Kendrick of West Virginia. He was the instigator of the first 4-H All Star organization in his home state. His objective was to provide some type of organized activity or program for young people who had outgrown formal 4-H Club work.⁴²

Kendrick's proposal for the 4-H All Star program resulted from his experience at the National Sunday School Camp in Wisconsin. This program for boys and girls beyond the high school level was closely related to biblical teachings to help youth be of service to others.

The 4-H Club program was designed for boys and girls from ten to 21 years of age. However, after the members had completed high school, and accepted a job or entered college, they saw no feasible way to continue participating in educational programs sponsored by the Cooperative Extension Service. They recognized their immaturity, and did not feel that they were or should be a part of the extension program serving adults. The need for an organized program for this group of older youth was recognized, both by extension leaders and by the youth.

In 1922, members of the State 4-H Club Staff recognized the need for such a program in Mississippi. As a result of their efforts, an

⁴²The Philosophy of the 4-H All Stars, Mimeographed. (Mississippi 4-H All Stars, 1950), p. 1.

organization known as The Crusaders was begun in 1933. This organization had the interest of the older 4-H Club members. However, it lacked definite objectives and a counselor-sponsor with the time to devote to its development. As a result within three years The Crusaders disbanded. It was revived again in 1939, only to face the same fate.

In February, 1950, the State 4-H Club Committee composed of county extension agents who were directly responsible for 4-H Club work in their counties and who were appointed by the Mississippi Home Demonstration Agents Association and the Mississippi County Agents Association. This committee met to formulate recommendations for county and state 4-H events and the total 4-H Club program. This committee was interested in developing a program for older 4-H youth in Mississippi. The needs of this age group and the possible contributions to 4-H Club work were recognized. As a result, a sub-committee was named to study such programs in other states.

Information about older 4-H youth organizations was obtained from several states. The sub-committee studied these programs and suggested that the West Virginia and Maryland 4-H All Star programs be used as guides for developing such a program in Mississippi.

In June, 1950, a group of older 4-H Club members, guided by a member of the State 4-H Club Staff, organized the Mississippi 4-H All Stars. The group elected officers and adopted a constitution. The organization was designed to be a service organization for the Mississippi 4-H Clubs. Its purpose was promotion of service and fellowship in the Mississippi 4-H Club Program and in the development of rural living.⁴³

⁴³ Preamble to Constitution, (Mississippi 4-H All Stars, Mimeographed. 1950.)

At first, each county extension staff recommended one boy and one girl for membership in the 4-H All Star organization. The recommendations were always accepted. Some members did not understand the purpose of the organization and did not fulfill the responsibilities of membership. Attendance at annual meetings was relatively small. The more interested members became aware of the lack of effectiveness of the program as it existed in terms of anticipated outcomes in the beginning. Consideration was given to reasons for the lack of effectiveness and changes were proposed.

In 1956, the constitution was revised. The new constitution stipulated that before the individual was accepted for candidacy for membership that his recommendation for membership would be reviewed by a membership committee composed of 4-H All Stars and an adult advisor. Upon completion of a year's candidacy, during which the specified requirements were fulfilled, the candidate would be eligible for membership.

At present, requirements to be met during the year of candidacy include:

1. Continue as an active 4-H Club member by participating in 4-H activities in a community and/or county.
2. Assist county extension workers in locating at least two former 4-H Club members and/or others who are willing to serve as adult 4-H Club leaders.
3. Make at least two talks to non-4-H groups concerning the work of the 4-H Club.
4. Write and have published at least one news article concerning 4-H Club work.
5. Secure at least two new members for the 4-H Club.

6. Assist two or more 4-H members in preparing achievement records.
7. Assist county extension workers with the promotion and organization of out-of-school clubs.
8. Cooperate with county extension workers and 4-H All Stars in organizing and promoting a county honor club.
9. If attending college, junior or senior, actively participating in college 4-H Club or organize a college club.
10. Serve as a 4-H leader for out-of-school, community, or county club.⁴⁴

These requirements for membership imply that the individual works closely with county extension agents.

Annual reports of the Mississippi 4-H All Stars indicate that this group had been making a contribution to 4-H Club work in Mississippi. Its members report such efforts as recruiting 4-H Club members, assisting with training boys and girls in projects and activities, and assisting county and state extension personnel in planning and carrying out 4-H events.

As a group, they have helped with the further development of the 4-H Club program at the national level and with the development of such a program in the Philippines.

Summary

In this chapter is presented the beliefs about leadership with individuals and groups. Democratic leadership is a process of guiding

⁴⁴Requirements To Become Member of 4-H All Stars. (Mississippi 4-H All Stars, Mimeographed, 1961).

an individual or group to recognize its potentials and to make decisions which lead to the fulfillment of goals. In carrying out this process, a democratic leader may function in one or more of the following roles: (1) analyzing the situation, (2) developing objectives, (3) developing plan of work, (4) evaluating what has been done, and (5) training others to assume leadership responsibilities.

The development and accomplishments of the adult and youth programs of the Cooperative Extension Service have been dependent upon the effective efforts of voluntary leadership. The continued development of the 4-H Club program is dependent upon an increased number of well-trained, effective local leaders. Leaders in 4-H Club work are usually classified in four groupings, namely: organizational, project, community, and junior leaders.

Several attempts have been made by State 4-H Club organizations and the Federal Extension Service to identify areas of leadership responsibility in 4-H Club work. An analysis of literature in this area shows similarities among the area groupings. For this study, the writer will be concerned with the following four areas of leadership responsibilities: (1) personal guidance for individual 4-H Club members; (2) assistance to 4-H Clubs on local, county, district, and state levels; (3) leadership training; and (4) public relations.

The Mississippi 4-H All Stars was formed to organize older 4-H Club members for leadership responsibilities and to recognize them for their service to 4-H Club work. Its purpose is to promote service and fellowship in the Mississippi 4-H Club program and in the development of rural living. Annual reports of the organization indicate that this group has been making a contribution to 4-H Club work in Mississippi.

However, no attempt has been made to determine the participation of All Stars in leadership responsibilities and their effectiveness in carrying out these responsibilities.

The following chapter presents data obtained from responses to questionnaires by a selected group of Mississippi 4-H All Stars and county extension agents concerning the participation and effectiveness of All Stars in assuming leadership responsibilities.

CHAPTER III

FINDINGS OF THE STUDY

A summary of the findings of this investigation is presented in this chapter. The writer believed that a study of a selected group of Mississippi 4-H All Stars and county extension agents would make it possible to: (1) identify leadership responsibilities that 4-H All Stars are assuming; (2) identify the extent of participation in leadership responsibilities by 4-H All Stars; and (3) determine the effectiveness of the leadership responsibilities being assumed by 4-H All Stars. Data were collected through mailed questionnaires to the selected group of All Stars and county extension agents.

Questionnaires were mailed to 195 All Stars, including 83 males and 112 females, and to 99 county extension agents, including 45 county agents and 54 home demonstration agents. Questionnaires were returned by 130 All Stars and 98 county extension agents. However, five questionnaires which were returned by the All Stars and 13 returned by the agents were unusable because the All Stars involved were not living in the state of Mississippi during 1961. Responses to questionnaires from 125 All Stars and 85 county extension agents comprise the findings of this study.

The following discussion presents a picture of the 4-H All Stars and county extension agents included in the study and a summary of the leadership responsibilities assumed by the All Stars and their

effectiveness in carrying out these responsibilities.

The 4-H All Stars

Sex

Of the 125 Mississippi 4-H All Stars included in this study, 45 were males and 80 females.

Marital Status

The marital status of the All Star group is presented in Table I. Almost one-half of the total group are or have been married. However, approximately one-half of the females were married, while less than one-third of the males were married.

TABLE I
MARITAL STATUS OF 4-H ALL STARS

Marital Status	Total N = 125		Males N = 45		Females N = 80	
	Number Report- ing	Percent	Number Report- ing	Percent	Number Report- ing	Percent
Single	63	50.4	28	62.2	35	43.7
Married	54	43.2	14	31.1	40	50.0
Widowed	8	6.4	3	6.6	5	6.3
Divorced or Separated	0	-	0	-	0	-

Educational Level

All of the 125 All Stars reported having graduated from high school. Table II shows that 94.4 percent have had college or specialized training

beyond high school. It is interesting to note a larger percentage of the females selected home economics and a larger percentage of the males selected agriculture as a field of study than any other field.

TABLE II
COLLEGE OR SPECIALIZED TRAINING BEYOND HIGH SCHOOL
AND FIELD OF STUDY PURSUED

	Total N = 125		Males N = 45		Females N = 80	
	Number Report- ing	Percent	Number Report- ing	Percent	Number Report- ing	Percent
College or Special Training beyond High School						
Yes	118	94.4	41	91.2	77	96.2
No	4	3.2	2	4.4	2	2.5
No Response	3	2.4	2	4.4	1	1.3
Field of Study Pursued						
Agriculture	19	15.2	19	42.2	0	-
Home Economics	38	30.4	0	0	38	47.5
Business	6	4.8	4	8.8	2	2.5
Education	14	11.2	1	2.2	13	16.3
Engineering	3	2.4	3	6.7	0	-
Liberal Arts	18	14.4	3	6.7	15	18.7
Social Science	4	3.2	3	6.7	1	1.2
Science and Medicine	12	9.6	7	15.5	7	8.7
No Response	9	7.2	5	11.1	4	5.0

Occupation

Tables III and IV show the occupations of the male and female All

Stars respectively. More than one-half of the males and over 40 percent of the females were attending college. Of the remaining males, only nine were engaged in agricultural related occupations while 12 were in non-agricultural related occupations. Of the remaining 59.8 percent of the females, 18.8 percent were full-time homemakers, 17.5 percent professional home economists, and 22.5 percent in non-home economics related professions.

TABLE III
OCCUPATION OF MALE 4-H ALL STARS

Occupation	Number	Percent
Agricultural Related Occupations	9	20.0
Non-Agricultural Related Occupations	12	26.7
Students	24	53.3

TABLE IV
OCCUPATION OF FEMALE 4-H ALL STARS

Occupation	Number	Percent
Professional Home Economists	14	17.5
Home demonstration agents	3	
Secondary homemaking teachers	8	
Home economists in business	3	
Professional Non-Home Economists	18	22.5
Homemakers	15	18.8
Students	33	41.2

Number of Years in 4-H Club Work

The number of years the All Stars had been in 4-H Club work is summarized in Table V. More than three-fourths of the All Stars had been 4-H Club members for nine or more years. Since a 4-H Club member is usually in his eighth year of club work while a senior in high school, this indicates that the All Stars are remaining in club work during college.

TABLE V
NUMBER OF YEARS IN 4-H CLUB WORK

Years	Total N = 125		Males N = 45		Females N = 80	
	Number Report- ing	Percent	Number Report- ing	Percent	Number Report- ing	Percent
8 or less	46	36.8	18	40.0	28	35.0
9 to 12	78	62.4	27	60.0	51	63.8
No Response	1	.8	0	-	1	1.2

Participation in 4-H Leadership Activities While a 4-H Club Member

The All Stars reported that while a 4-H Club member, they participated rather extensively in 4-H leadership activities, events, and as an officer in 4-H organizations as shown in Table VI. One hundred and nineteen were enrolled in the Junior Leadership Project. Of this number, 43 were males and 76 females. This shows that 95.2 percent of the All Stars received some leadership training through planned meetings and resource materials while a 4-H Club member.

Officers of the local club in the county comprise the County 4-H

TABLE VI

PARTICIPATION IN 4-H LEADERSHIP ACTIVITIES, EVENTS, AND
OFFICES HELD WHILE A 4-H CLUB MEMBER

	Total N = 125		Males N = 45		Females N = 80	
	Number Respond- ing	Percent	Number Respond- ing	Percent	Number Respond- ing	Percent
<u>Were you:</u>						
enrolled in Junior Leader- ship Project?						
Yes	119	95.2	43	95.5	76	95.0
No	3	2.4	1	2.2	2	2.5
No Response	3	2.4	1	2.2	2	2.5
a County 4-H Council Member?						
Yes	123	98.4	44	97.8	79	98.7
No	2	1.6	1	2.2	1	1.3
No Response	0	-	0	-	0	-
a County 4-H Council Officer?						
Yes	112	89.6	39	86.7	73	91.3
No	11	8.8	4	8.8	7	8.7
No Response	2	1.6	2	4.4	0	-
a Delegate to the Junior Leadership Conference?						
Yes	108	86.4	39	86.8	69	86.3
No	13	10.4	3	6.6	10	12.4
No Response	4	3.2	3	6.6	1	1.3
a State 4-H Council Officer?						
Yes	22	17.6	12	26.7	10	12.4
No	91	72.8	24	53.3	67	83.8
No Response	12	9.6	9	20.0	3	3.8
an Honor Club Member?						
Yes	48	38.4	19	42.3	29	36.3
No	67	53.6	24	53.3	43	53.7
No Response	10	8.0	2	4.4	8	10.0

Council. Within the group of All Stars, 123 were members of their County 4-H Council while in 4-H Club work. This means that 98.4 percent of the group had received training in project instruction, leadership and citizenship and that opportunities for leadership responsibilities were probably readily available to them when they were 4-H Club members. One hundred and twelve, or 89.6 percent of the 125, had served as an officer of their county 4-H Council. These County 4-H Council officers probably received additional training in the above-mentioned areas.

Annually, each county may send four older 4-H Club members (two boys and two girls) to the State 4-H Junior Leadership Conferences. The Conferences participants are selected on the basis of their demonstrated and potential leadership abilities. The purpose of this is to provide opportunities for the participants to further develop leadership abilities that Extension educators regard as being essential for well-balanced individual, family, and community living. The Conference also helps the older members maintain interest in 4-H Club work and provides opportunity for them to assume some leadership responsibilities in 4-H Club work. One hundred and eight, or 86.4 percent, of the All Stars had been delegates to a Junior Leadership Conference.

The State 4-H Council officers are elected annually at the Junior Leadership Conference. This group of 4-H'ers are given the responsibility of helping designated state extension personnel plan state and district 4-H events and of representing the 4-H Clubs on the state level with other extension and non-extension organizations. Seventeen percent, or 22 of the 125 All Stars, have served as State 4-H Council officers.

The 4-H Honor Club is a 4-H Club organization for older youth

within the county. Its philosophy and purpose, similar to that of the All Stars, is to assist in organizing Honor Clubs in each county in Mississippi. Reports show that the All Stars have been instrumental in forming Honor Clubs in their own and other counties. However, only 38.4 percent of the All Stars reported that they were Honor Club members.

Number of Years Since Last An Active 4-H Club Member

Seventeen of the All Stars were enrolled in 4-H Club work for the 1961-62 year, as shown in Table VII. More than one-half of the group had been out of club work from one to four years, while 21.6 percent had been out five to eight years and 11.2 percent had been out from nine to 12 years.

TABLE VII

NUMBER OF YEARS SINCE LAST AN ACTIVE 4-H CLUB MEMBER

Years	Total N = 125		Males N = 45		Females N = 80	
	Number Respond- ing	Percent	Number Respond- ing	Percent	Number Respond- ing	Percent
1 - 4	66	52.8	22	48.9	44	55.0
5 - 8	27	21.6	10	22.3	17	21.3
9 - 12	14	11.2	4	8.8	10	12.5
Presently Enrolled	17	13.6	9	20.0	8	10.0
No Response	1	.8	0	-	1	1.2

Number of Years A Member of 4-H All Stars

Individuals in the group ranged from less than two years to more

than nine years in the length of time they had been a member of the 4-H All Stars. Table VIII shows that more than one-half of the group had been members for four years or less. Approximately one-fourth had been members from five to eight years and the remainder had been members from nine to 12 years.

TABLE VIII

NUMBER OF YEARS A MEMBER OF MISSISSIPPI 4-H ALL STARS

Years	Total N = 125		Males N = 45		Females N = 80	
	Number Respond- ing	Percent	Number Respond- ing	Percent	Number Respond- ing	Percent
2 - 4	64	51.2	24	53.4	40	50.0
5 - 8	32	25.6	13	28.8	19	23.8
9 - 12	29	23.2	8	17.8	21	26.2

Opportunities For and Participation in County 4-H Organizations

The All Stars do have opportunities to participate in county 4-H organizations and many of them do participate, as reported in Table IX. Over four-fifths of the group reported that there was a 4-H Council in the county in which they resided. Forty six, or 36.8 percent, reported that there was an Honor Club in the county where they reside, and 33 of the 43 are active members of the Honor Club.

Seventy-two percent, or 90 of the 125, reported an organized 4-H Club in their community. However, only 15 of the group, including six males and nine females, are serving as adult 4-H Club leaders.

More than one-half of the All Stars reported that there was a 4-H

TABLE IX

OPPORTUNITIES FOR AND PARTICIPATION IN COUNTY 4-H ORGANIZATIONS

	Total N = 125		Males N = 45		Females N = 80	
	Number Report- ing	Percent	Number Report- ing	Percent	Number Report- ing	Percent
Is there a 4-H Council in the County where you live?						
Yes	104	83.2	40	88.9	64	80.0
No	3	2.4	1	2.2	2	2.5
Don't Know	16	12.8	4	8.9	12	15.0
No Response	2	1.6	0	-	2	2.5
Is there an Honor Club in the County where you live?						
Yes	46	36.8	19	42.2	27	33.8
No	30	24.0	12	26.7	18	22.5
Don't Know	48	38.4	14	31.1	34	42.5
No Response	1	.8	0	-	1	1.2
If yes, are you an active member?						
Yes	33	26.4	15	33.3	18	22.5
No	25	20.0	9	20.0	16	20.0
No Response	67	53.6	21	46.7	46	57.5
Is there an organized 4-H Club in your community?						
Yes	90	72.0	29	64.4	61	76.3
No	18	14.4	12	26.7	6	7.5
Don't Know	12	9.6	4	8.9	8	10.0
No Response	5	4.0	0	-	5	6.2
If yes, are you serving as an adult leader?						
Yes	15	12.0	6	13.3	9	11.3
No	107	85.6	39	86.7	68	85.0
No Response	3	2.4	0	-	3	3.7
Is there a 4-H Adult Leader Council in your county?						
Yes	67	53.6	23	51.2	44	55.0
No	10	8.0	3	6.6	7	8.7
Don't Know	46	36.8	19	42.2	27	33.8
No Response	2	1.6	0	-	2	2.5

TABLE IX (Continued)

	Total N = 125		Males N = 45		Females N = 80	
	Number Report- ing	Percent	Number Report- ing	Percent	Number Report- ing	Percent
If yes, are you a member?						
Yes	6	4.8	3	6.6	3	3.8
No	61	48.8	21	46.7	40	50.0
No Response	58	46.4	21	46.7	37	46.2

Adult Leaders Council in the county in which they reside. Only six were members of a County 4-H Adult Leaders Council.

The County Extension Agents

Of the 85 county extension agents included in this study, 38 were county agents and 47 were home demonstration agents. In 36 instances, both the county agent and the home demonstration agent from the same county completed the questionnaire.

The county extension personnel had had varying lengths of service in the county in which they were working, as pointed out in Table X. However, it is interesting to note that 58.8 percent of the agents had been in their position three years or less, and that one-fourth of the group had been in their position less than one year. In the Mississippi Cooperative Extension Service, newly employed personnel are usually assigned responsibility for 4-H Club work. This may account for the high percentage of these agents having short tenure in their present position.

TABLE X
 LENGTH OF SERVICE IN PRESENT POSITION
 (AS REPORTED BY 85 MISSISSIPPI
 COUNTY EXTENSION AGENTS)

Years	Total N = 85		County Agents N = 38		Home Dem. Agents N = 47	
	Number Report- ing	Percent	Number Report- ing	Percent	Number Report- ing	Percent
Less than 1 year	22	25.9	6	15.8	16	34.1
1 - 3	28	32.9	12	31.6	16	34.1
4 - 5	9	10.5	5	13.2	4	8.5
6 - 10	11	12.9	6	15.7	5	10.6
11 - 20	12	14.1	8	21.1	4	8.5
21 and Over	2	2.4	0	-	2	4.2
No Response	1	1.3	1	2.6	0	-

County 4-H Organizations

The county extension personnel reported having a variety of 4-H leadership organizations in their counties. This is shown in Table XI. Since there are duplicate counties included in the responses of the county agents and home demonstration agents, information about the 4-H Club organizations in the county is not given for the total group in the table, but is broken down according to men and women extension personnel.

Of the 38 county agents and 47 home demonstration agents, 92 percent and 91 percent respectively reported having a County 4-H Council in their county. Excluding the duplications, there were 57 different County 4-H Councils. The County 4-H Council has been an important

TABLE XI
4-H ORGANIZATIONS IN COUNTY (AS REPORTED BY
85 COUNTY EXTENSION AGENTS)

	County Agents N = 38		Home Demonstration Agents N = 47	
	Number Report- ing	Percent	Number Report- ing	Percent
Do you have a 4-H Council?				
Yes	35	92.1	43	91.5
No	3	7.9	4	8.5
Did All Stars assist in organizing?				
Yes	1	2.6	2	4.3
No	24	63.2	22	46.8
Don't Know	7	18.4	17	36.2
No Response	6	15.8	6	12.7
Do you have a 4-H Honor Club?				
Yes	21	55.3	21	44.7
No	15	39.5	25	53.2
No Response	2	5.2	1	2.1
Did All Stars assist in organizing?				
Yes	10	26.3	13	27.7
No	10	26.3	8	17.0
Don't Know	2	5.2	4	8.5
No Response	16	42.2	22	46.8
Do you have an Adult 4-H Leaders Council?				
Yes	27	71.1	33	70.2
No	7	18.4	14	29.8
No Response	4	10.5	0	0
Did All Stars assist?				
Yes	2	5.2	0	-
No	22	57.9	21	44.7
Don't Know	3	7.9	12	25.5
No Response	11	29.0	14	29.8

coordinating factor since the early beginnings of 4-H Club work in Mississippi some 60 years ago. On the other hand, the Mississippi 4-H All Stars organization is only 12 years old. This may account for the small percentage of county personnel reporting that the All Stars had assisted in organizing the County 4-H Council.

Fifty-five percent of the county agents and 45 percent of the home demonstration agents reported having an organized 4-H Honor Club in their county. Excluding duplicates, there were 24 different 4-H Honor Clubs in the counties represented by the agents. More than half of the county agents and almost half of the home demonstration agents reported that the All Stars had helped to organize the 4-H Honor Clubs in their county. Since an objective of the All Stars is to assist with organizing an Honor Club, this may account for this response.

Sixty of the extension agents, of which 27 were county agents and 33 were home demonstration agents, reported having an Adult 4-H Leaders Council in their county. In only two instances, the county agents said that All Stars had helped to organize the County Adult 4-H Leaders Council.

Comparison of the Participation and the Effectiveness of
Leadership Responsibilities as Reported by County
Extension Agents and All Stars

This section of the findings will be concerned with identifying leadership responsibilities that the 4-H All Stars are assuming and comparing the extent and effectiveness of participation in leadership responsibilities as indicated by county extension agents and the All Stars.

As was previously pointed out, the leadership responsibility items

in the questionnaire sent to the selected group of Mississippi 4-H All Stars and county extension agents were classified in four general areas, namely: (1) Personal Guidance for Individual 4-H Members; (2) Assistance to 4-H Club Work at Local, County, District, and State Levels; (3) Leadership Training; and (4) Public Relations. This classification will be used in discussing the findings. Under each general area of leadership responsibility, specific responsibilities were listed.

Each All Star was asked to consider the leadership responsibility listed on the questionnaire and to indicate his experiences with the responsibility by checking in the column:

almost always if, when the opportunity arose during 1961 you nearly always assumed this responsibility;

part of the time if, when the opportunity arose during 1961, you assumed this responsibility half or less than half of the time; or

never if, the opportunity did not arise, or when the opportunity arose in 1961 you did not assume this responsibility.

If the All Star had assumed the responsibility item almost always or part of the time, he was asked to give his judgment of how effective he had been in carrying out the responsibility by checking in the column:

quite effective if, you were satisfied with the quality of the work done, in that desirable results were achieved;

fairly effective if, you were partially satisfied with the quality of the work done, in that some desirable results were achieved; or

not effective if, you were unsatisfied with the quality of the work done, in that little or no desirable results were achieved.

Attached to the questionnaire sent to each county agent was a list

of the male All Stars who were living in the agent's county during 1961. A comparable listing of the female All Stars was attached to the questionnaire sent to each home demonstration agent. When checking the questionnaire, county extension personnel were asked to consider all individuals on the list as a group. The agents were asked to consider the leadership responsibility listed by checking in the column:

almost always if, when the opportunity arose during 1961, the majority of All Stars nearly always assumed this responsibility;

part of the time if, when the opportunity arose during 1961, the majority of 4-H All Stars assumed this responsibility half or less than half of the time;

never if, the opportunity did not arise, or when the opportunity arose in 1961, the majority of 4-H All Stars did not assume this responsibility; or

don't know if, you are unable to answer because of lack of information.

If the item was checked that the All Stars had assumed the responsibility almost always or part of the time, the agent was asked to give his judgment as to how effective they were in carrying out the responsibility by checking in the column:

quite effective if, you were satisfied with the quality of the work of the majority of 4-H All Stars, in that desirable results were achieved;

fairly effective if, you were partially satisfied with the quality of work of the majority of 4-H All Stars, in that some desirable results were achieved;

not effective if, you were unsatisfied with the quality of work of the majority of 4-H All Stars, in that little or no desirable results were achieved; or

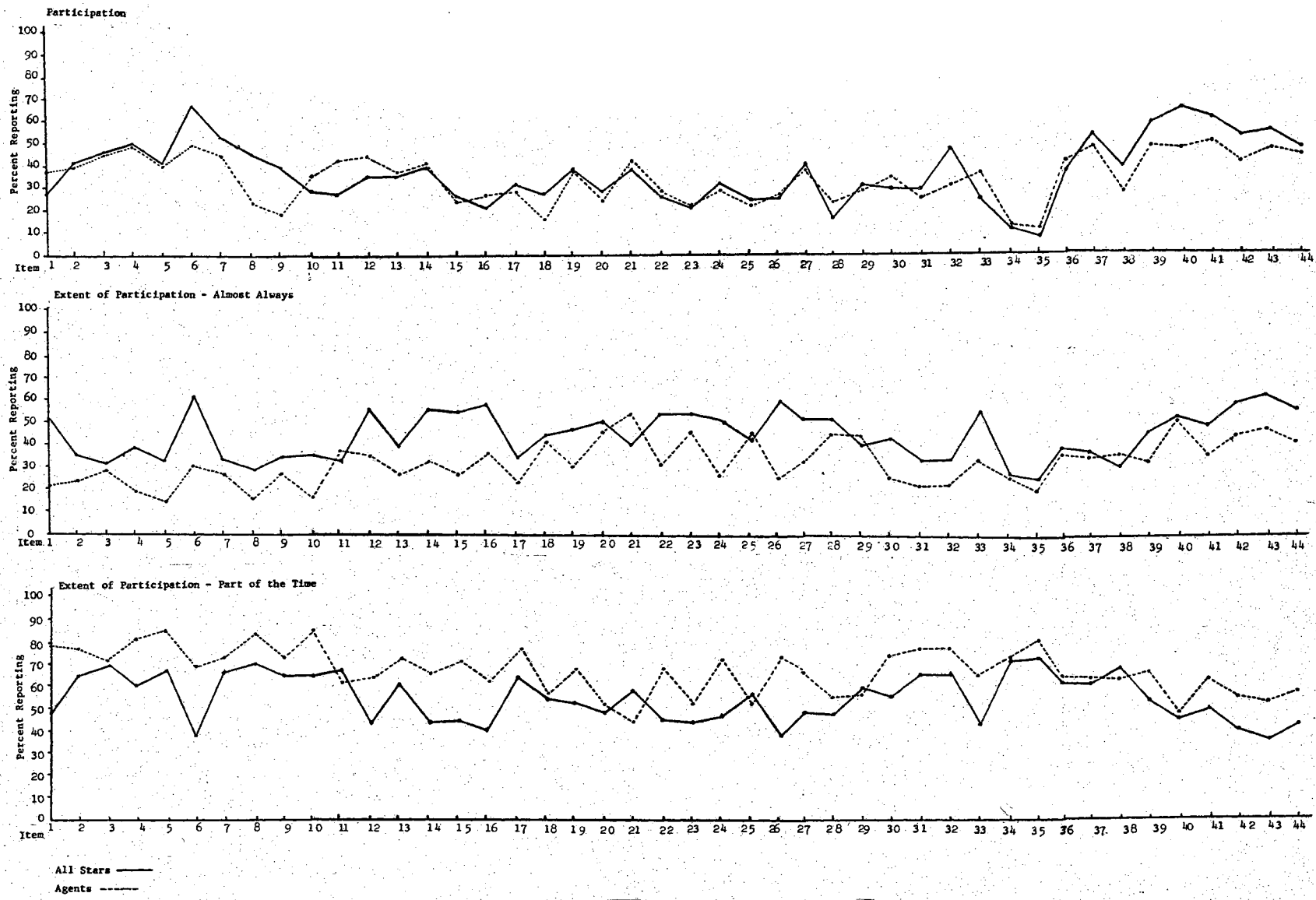
don't know if, you are unable to answer because of lack of information.

Responses from the questionnaires were transferred to IBM cards, tabulated, and converted to percentages. The percentages for effectiveness of participation were figured on the basis of the number reporting participation in the leadership responsibility involved in the item. A summary of the participation, extent of participation, and effectiveness of participation in 4-H Club leadership responsibilities as reported by the All Stars is given in Table XII. Table XIII presents a summary of the All Stars' participation, extent of participation, and effectiveness of participation in leadership responsibilities as reported by the county extension agents.

Participation

A comparison of the responses of agents and All Stars concerning the All Stars' participation and extent of participation in leadership responsibilities in 4-H Club work is presented in Profile Chart I.

The All Stars are assuming leadership responsibilities in 4-H Club work as listed under each of the four areas. However, responses from both groups indicated that the All Stars do vary in their participation in leadership responsibilities. The extent of variation in the amount of participation ranged from eight percent for the lowest item to 66 percent for the highest item. For both groups, the item "assist with training adult leaders" was checked by 11 percent of the agents and eight percent of the All Stars. This item represents the least participation reported by both groups. "Recognize and praise the individual for progress in his work" was checked by 66 percent of the All Stars and represented the largest participation reported by this group. The item checked by the largest portion (50%) of the agents was "help



Profile Chart I. Participation and Extent of Participation in Leadership Responsibilities According to All Stars and County Extension Agents.

parents see advantages of 4-H Club work."

The majority of items included in the areas of Assistance to 4-H Club Work at Local, County, District, and State Levels and Leadership Training were checked by 30 to 40 percent of both groups; however, the majority of items included in the areas of Personal Guidance for Individual 4-H Club Members and Public Relations were checked by 40 to 50 percent of both groups. Those items included in these two areas were concerned with an organized group while the items included in the latter two areas were concerned with responsibilities the individual may do alone or with another individual. A larger percentage of the All Stars reported that they were not serving as a leader of an organized club. This may account for the smaller percentage of responses to those items in the latter two areas.

On the whole, the All Stars felt that they were participating in more leadership responsibilities than the agents reported they were assuming. This might indicate that they are assuming leadership responsibilities of which the agents are not aware.

Extent of Participation

When checking the extent of participation in the leadership responsibilities, the All Stars reported that they assumed more leadership responsibilities almost always than the agents indicated. However, the agents felt that they were assuming the responsibilities part of the time. This might indicate that the agents are not always aware of the responsibilities which the All Stars have assumed, nor the extent to which they assume the responsibilities when they arise.

However, responses from both groups indicated that the All Stars do

vary in their extent of participation in leadership responsibilities. This variation in the items checked almost always ranged from 20 percent for the lowest response to an item to 63 percent for the highest response. For both groups, "assist with training adult leaders" was checked by 63 percent of the All Stars and represented the largest extent of participation reported by either group. Fifty-five percent of the agents thought that the All Stars were "assisting the county extension agents with county events." This represented the highest percentage of responses to an item by the agents.

The direct opposite of the above participation is seen in the responses from both groups to the items checked part of the time.

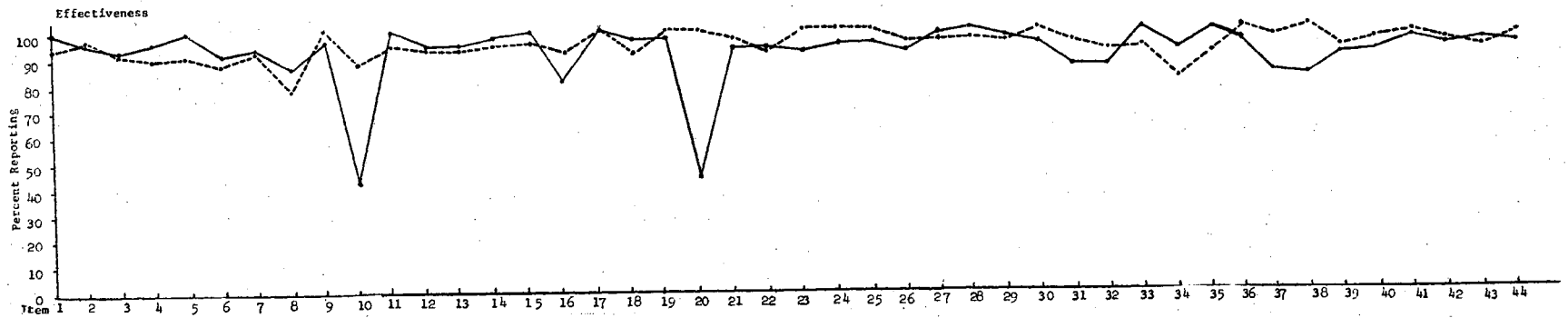
On the whole, more of the items in the two general areas of (1) Assistance to 4-H Club Work at Local, County, District, and State Levels, and (2) Public Relations were checked almost always by a larger percentage of the agents and All Stars.

Effectiveness

The All Stars were considered to be effective when they assume leadership responsibilities in 4-H Club work, according to replies from both the agents and All Stars. A comparison of the responses are presented in Profile Chart II.

A larger percentage of the agents felt that the All Stars were effective in assuming more responsibilities than did the All Stars. Ninety to 100 percent of the agents ranked the All Stars as effective in 40 of the 44 leadership responsibility items, as compared to 36 items checked by 90 to 100 percent of the All Stars.

Responses from both groups show that the All Stars vary in their



All Stars ———
 Agents - - - - -

Profile Chart II. Effectiveness of Participation and Degree of Effectiveness of Participation in Leadership Responsibilities According to All Stars and County Extension Agents.

effectiveness when participating in the leadership responsibilities. Their responses varied from 44 percent for the lowest items to 100 percent for the highest items. Two items "contact boys and girls eligible for membership" and "help officers and members plan a variety of interesting and well-balanced club meetings" were checked by 44 percent of the All Stars. These items represent the lowest participation reported by either group. One reason for the low response from the All Stars in the former item may be that they are measuring their effectiveness by the number of individuals who become 4-H Club members. All boys and girls contacted by them probably do not join a 4-H Club. The latter item may have been checked by a small portion of All Stars because of their need for additional training in helping to plan programs for the local 4-H Club.

The item responded to by the smallest portion of the agents (78%) was "assist members in determining long-time goals." Could it be that the agents realize that most pre-adolescents and adolescents find it difficult to give consideration to long-time goals? For youths, interests are usually in the present or immediate future. This condition may contribute to the response from the agents.

Responses from agents to 10 items and the All Stars to eight items indicated that 100 percent of the All Stars who participated in the responsibilities were effective in carrying them out. The majority of such items reported by the agents was in the area of Assistance to 4-H Club Work at Local, County, District, and State Levels, whereas the major portion of the items checked by the All Stars were in the areas of Assistance to 4-H Club Work at Local, County, District, and State Levels, and Leadership Training. To only one item, "arrange for and/or

provide transportation to 4-H events," did both the agents and All Stars report 100 percent effectiveness.

Degree of Effectiveness

When responding to the degree of effectiveness, the All Stars felt that they were quite effective when assuming more of the leadership responsibilities in the four areas, while a majority of the agents felt that the All Stars were fairly effective. Responses of the agents and All Stars are compared in Profile Chart II.

To 21 of the items, a larger percentage of the All Stars responded by checking quite effective. A larger percentage of the agents indicated they felt the All Stars were fairly effective when carrying out these responsibilities. This might indicate that youth feel that they do a better job in assuming these responsibilities than the agents feel they do. Inexperienced people tend to overrate or underrate and frequently youth tends to overrate.

Responses from both the agents and All Stars indicated that the All Stars vary in their degree of effectiveness. The variation in items checked quite effective was from 18 percent with the item "guide members in recognizing and solving personal problems" to 73 percent with the item "assist with arrangements for meeting places."

"Guide members in recognizing and solving personal problems" was responded to by the smallest percentage of All Stars. This responsibility is rather intangible and the results are not readily usable; therefore, this may account for a small portion of the All Stars feeling quite effective when assuming the responsibility. "Assist with arrangements for meeting places" was responded to by the largest percentage of

All Stars. This responsibility is quite tangible and may be relatively easy for an individual to do. This may account for a larger portion of the group responding quite effective to the item.

Variations for the items checked fairly effective were an inverse of the items checked quite effective.

On the whole, more of the items were checked quite effective by a larger percent of the agents and All Stars in the areas of (1) Assistance to 4-H Club Work at Local, County, District, and State Levels and (2) Leadership Training than in the other two areas. The All Stars were given more training in and opportunities to assume responsibilities as 4-H Club members in these two areas than in the other two. This may account for these responses.

Summary

All Stars and agents agreed that the All Stars were assuming leadership responsibilities in 4-H Club work in Mississippi. The All Stars felt that they had assumed more leadership responsibilities than did the agents. When considering the extent of participation, the All Stars reported more responsibilities assumed almost always, while the agents checked that they felt the All Stars in their counties were participating part of the time.

More agents reported that they felt the All Stars were effective in assuming more of the leadership responsibilities than did the All Stars. However, the All Stars, in determining the degree of effectiveness, checked a larger number of leadership responsibilities as quite effective while the agents saw the All Stars as being fairly effective when they participated.

Comparison of the Participation and Effectiveness of
Participation in Leadership Responsibilities
According to Selected Factors

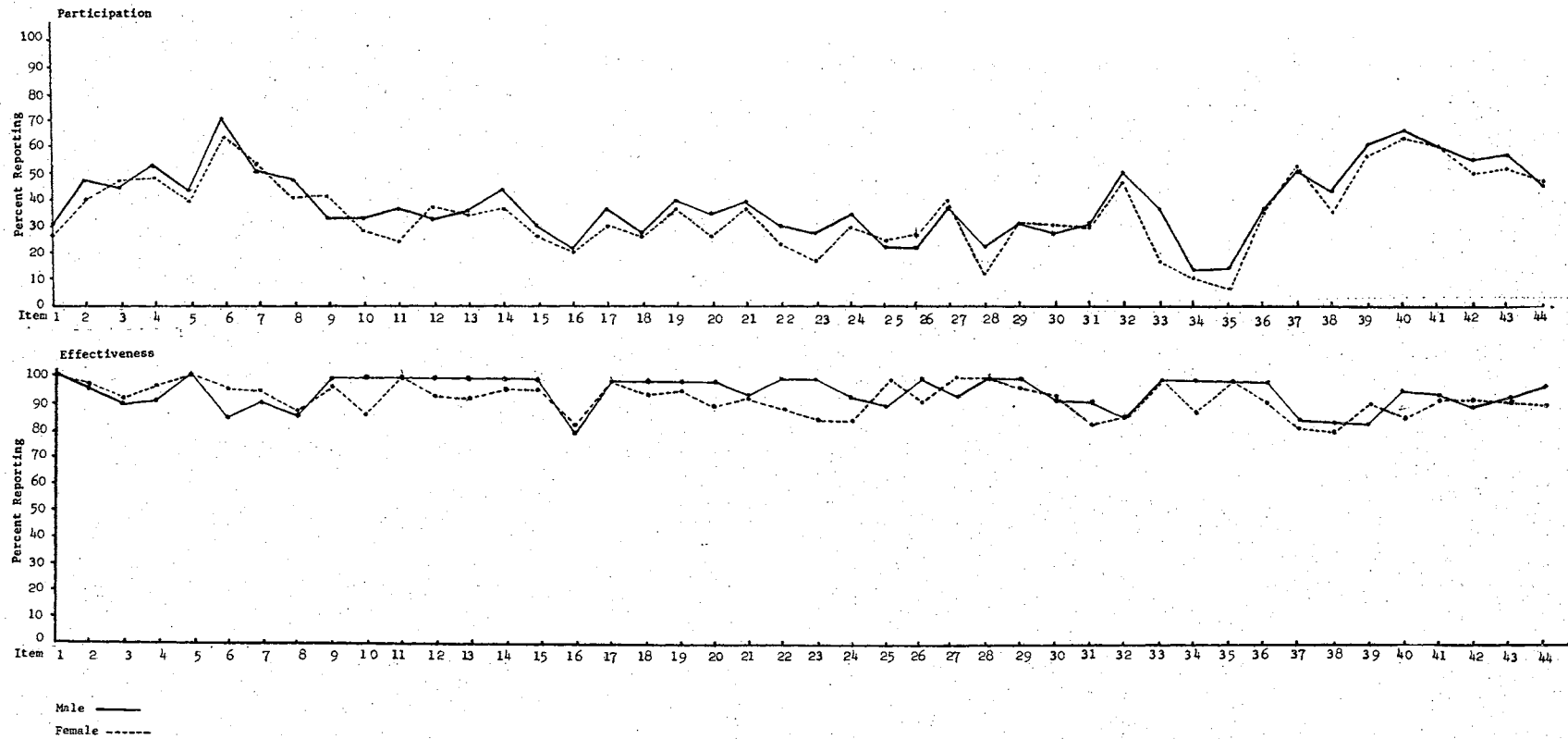
This section of the findings will deal with a comparison of the participation and effectiveness of participation of 4-H All Stars in leadership responsibilities as they are affected by such factors as: (1) sex; (2) marital status; (3) occupation; (4) the number of years enrolled as a 4-H Club member; (5) 4-H leadership activities, organizations, and offices held; (6) the number of years since last an active member; and (7) the number of years a member of the 4-H All Stars as reported by the All Stars. The following data were drawn from responses by the All Stars.

Sex

A summary of the participation and effectiveness of participation in 4-H Club leadership responsibilities of the All Stars according to sex is given in Table XIV. Of the All Stars, 36 percent were males and 64 percent females.

A larger percentage of the male All Stars than the females indicated that they assumed leadership responsibilities included in the items under each of the four areas.

A larger portion of the male All Stars than the females felt that they were effective in assuming leadership responsibilities included in more of the items under the headings: (1) Assistance to 4-H Club Work in Local, County, District, and State Levels; (2) Leadership Training; and (3) Public Relations.



Profile Chart III. Participation and Effectiveness of Leadership Responsibilities According to Sex.

Marital Status

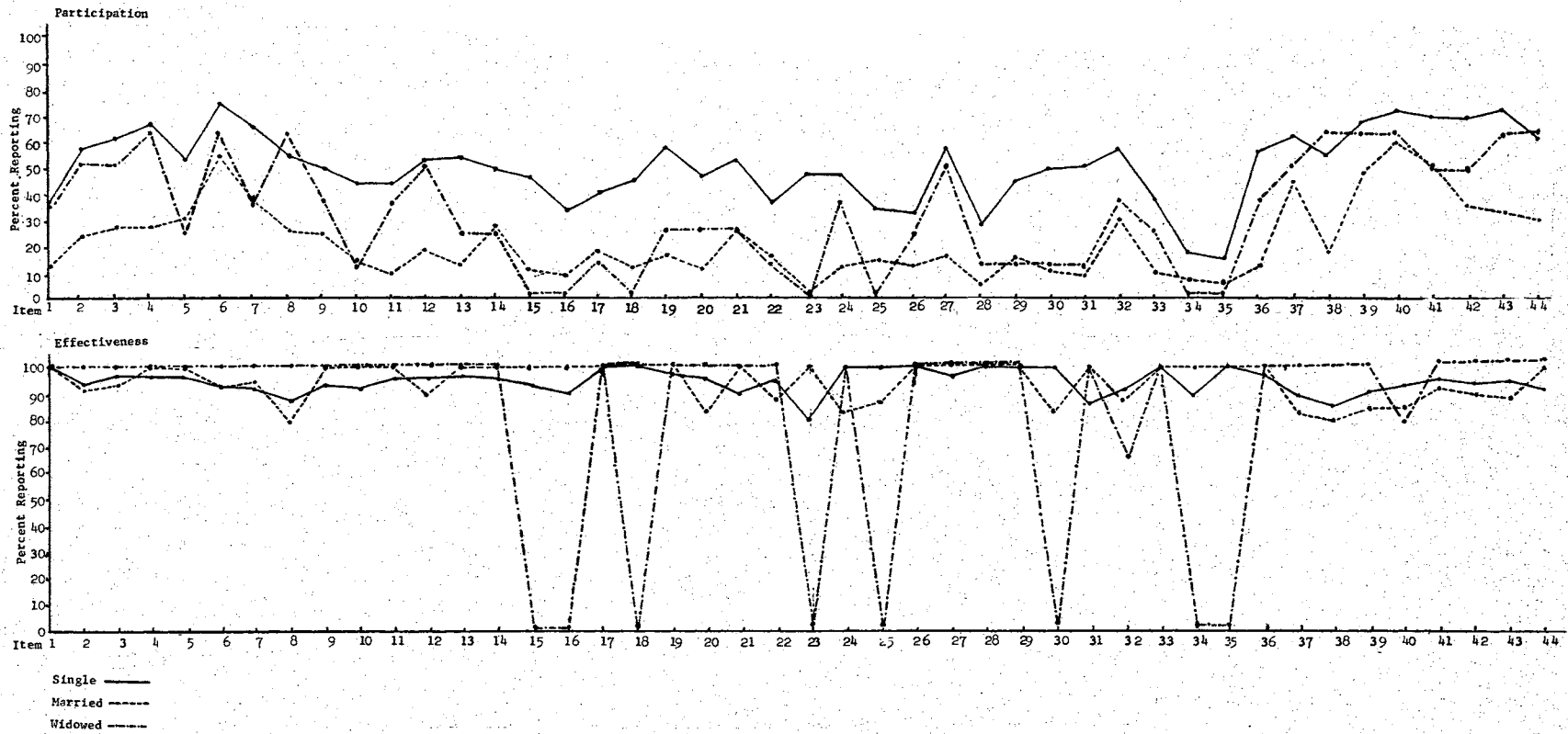
Table XV presents a summary of the participation and effectiveness of participation in 4-H leadership responsibilities of the 4-H All Stars according to marital status. Sixty-three of the All Stars were single, 54 married, and 8 widowed.

A larger portion of the single All Stars reported participating in more of the leadership responsibility items listed under the four areas than did either the married or widowed All Stars. On the other hand, a larger percentage of the widowed All Stars were participating in more responsibilities under the areas of Personal Guidance for Individual 4-H Club Members and Public Relations than were the married All Stars.

Since a majority of the single All Stars in the sample were males and more of the males reported participating than the females, this may account for the single group being more active in assuming leadership responsibilities than the married or widowed groups.

Every item included in the questionnaire was checked by a larger percentage of the single All Stars than the married All Stars. Only three items were checked by a larger percent of the widowed than the single All Stars. These items were: "assist members in determining long-time goals;" "encourage individuals and groups to attend and/or participate in 4-H Club events;" and "assist with helping community develop an understanding 4-H Club work."

On the whole, a larger percentage of the widowed All Stars than the married or single groups felt that they were effective in assuming leadership responsibilities included in more of the items listed under the four areas. An analysis of the effectiveness responses by the



Profile Chart IV. Participation and Effectiveness of Leadership Responsibilities According to Marital Status.

single and married All Stars shows that they were quite comparable.

Occupation

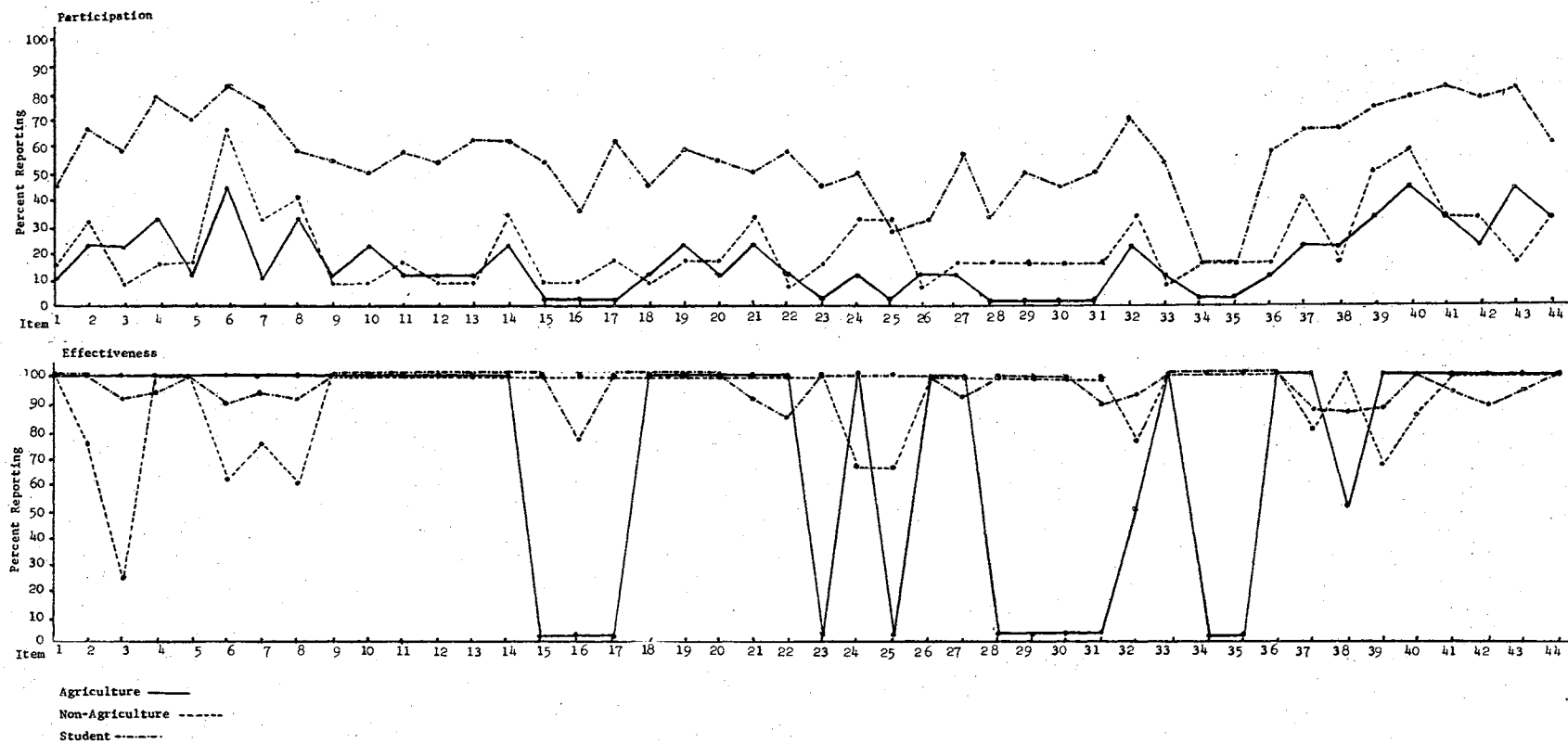
The participation and effectiveness of participation in 4-H leadership responsibilities of the male and female All Stars according to occupational areas is summarized in Table XVI and in Table XVII and compared in Profile Charts V and VI, respectively.

For both the male and female groups, a higher percentage of the college students reported that they were participating in more items under all four areas than were those individuals employed or the full-time homemakers. A member may continue to be active in 4-H Club work until he is 21 years of age. There are active college 4-H Clubs on a number of college and university campuses in Mississippi. These may account for greater participation on the part of students than of any other occupational group.

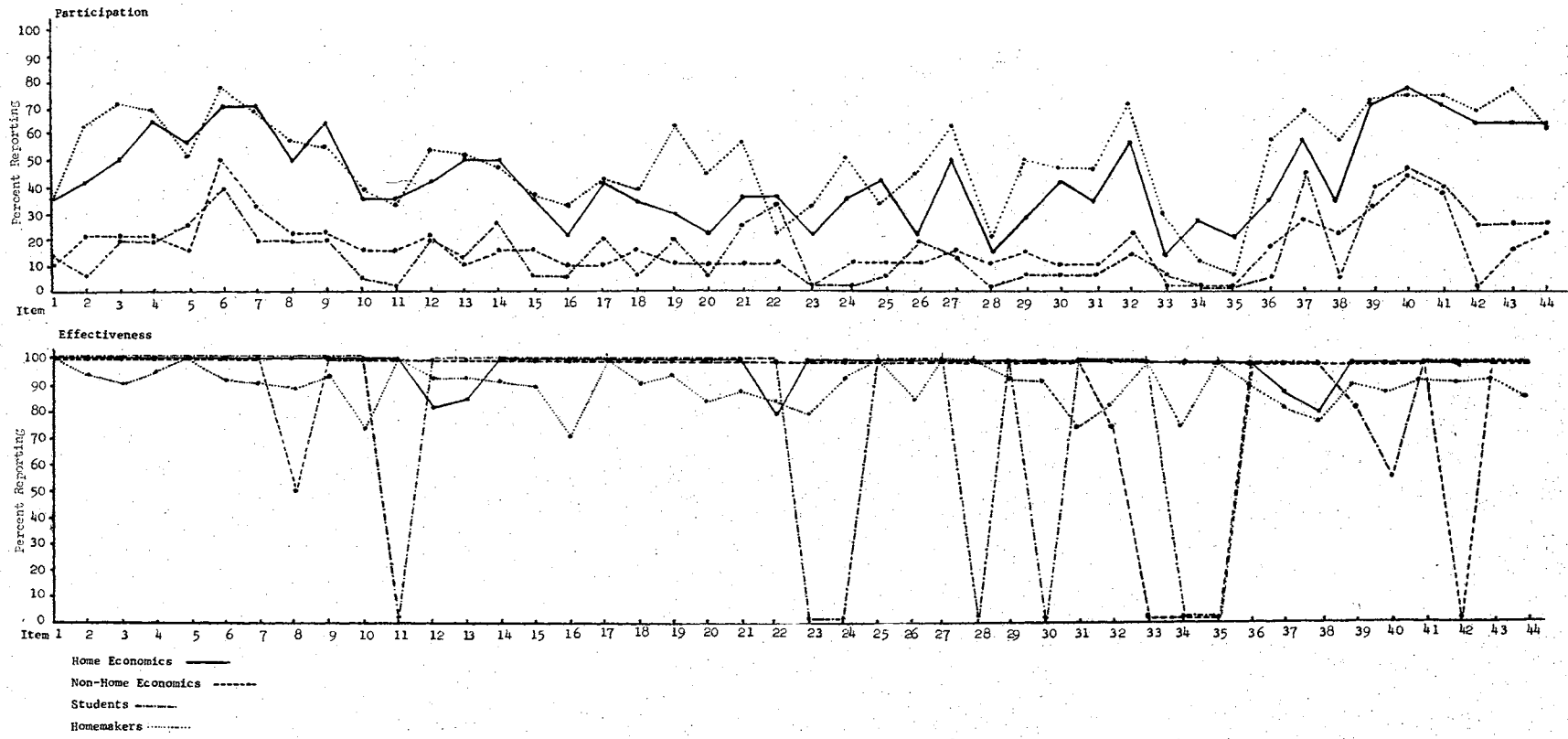
Responses from the male All Stars in non-agricultural related occupations indicated that they were participating in more leadership responsibility items in each of the four areas than All Stars in agricultural related occupations. It is possible that the agricultural related occupations are not "regular-hour" jobs; therefore, these All Stars would not have the time to assume leadership responsibilities.

The All Stars in agricultural related occupations reported that they did not assume any leadership responsibility in five of the items under the heading of Assistance to 4-H Club Work at Local, County, District, and State Levels, and six items under the heading of Leadership Training.

Of the females who were not students, a larger portion of the



Profile Chart V. Participation and Effectiveness of Leadership Responsibilities According to Occupation (Male).



Profile Chart VI. Participation and Effectiveness of Leadership Responsibilities According to Occupation (Female).

professional home economists reported participating in more of the leadership responsibility items than the females employed in other vocations or homemakers. The homemakers reported the least amount of participation in items under each of the headings. There were three items on which the homemakers and professional non-home economists reported no participation. These were: "assist State 4-H Club Staff with district and/or state events;" "assist with orientation for new adult leaders;" and "assist with training adult leaders."

A larger percentage of All Stars in agricultural related occupations reported being effective in participating in more leadership responsibility items in the area of Personal Guidance for Individual 4-H Club Members and Public Relations than did the non-agricultural workers or male students. However, it must be kept in mind that the All Stars in agricultural occupations did not assume some responsibilities as listed under the other two headings. The non-agricultural workers, as a group, considered themselves more effective in carrying out the responsibility involved in more of the items than did the students.

Concerning the effectiveness of the females in carrying out the responsibilities, a larger portion of the professional home economists, professional non-home economists, homemakers, and students responded to more items, in descending order.

Number Years Enrolled as a 4-H Club Member

Table XVIII summarizes the participation and effectiveness of participation in 4-H Leadership responsibilities of the All Stars according to the number of years enrolled as a 4-H Club member.

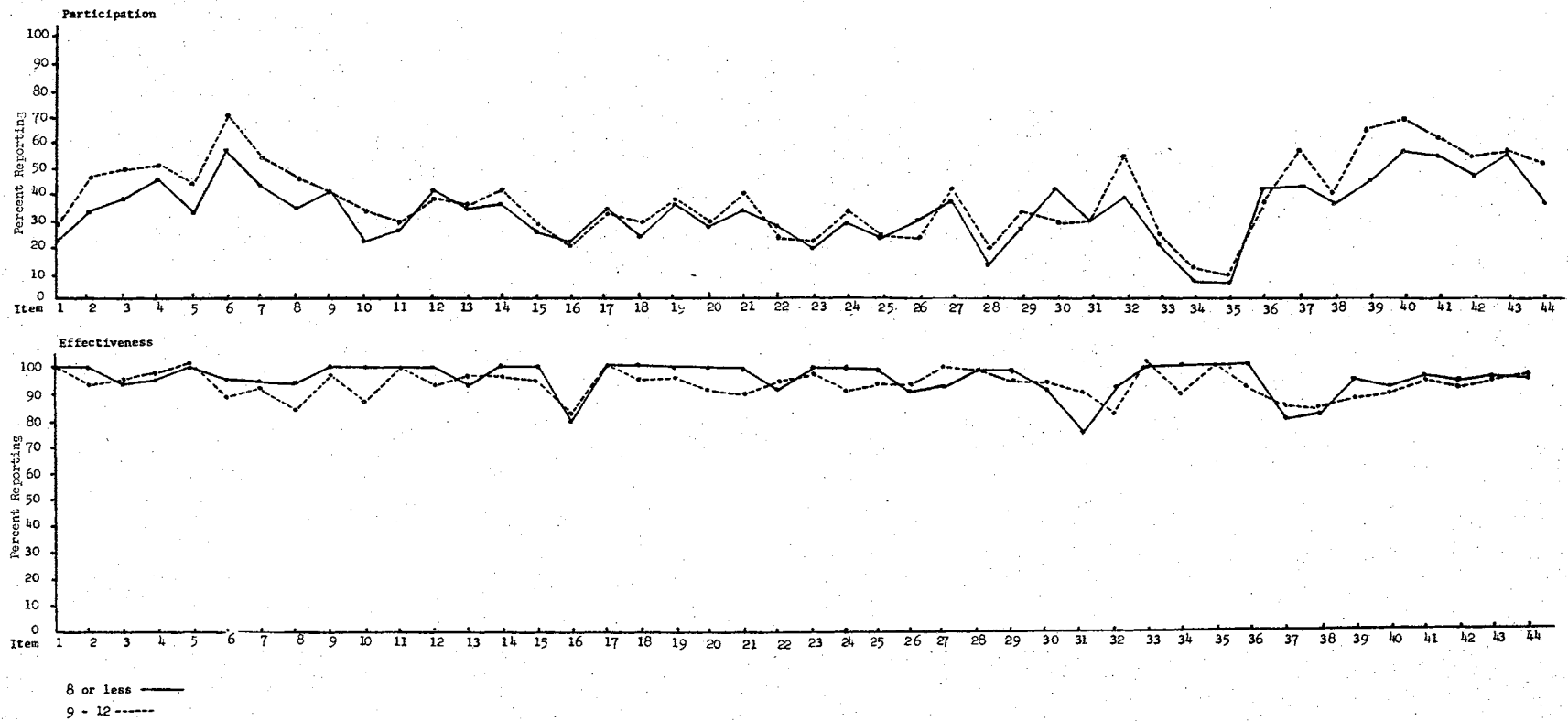
Forty-eight of the All Stars had been a 4-H Club member for eight years or less, and 78 reported having been enrolled in 4-H Clubs for nine to twelve years.

The responses from a larger percentage of All Stars who had been 4-H members from nine to twelve years than those who had been members eight years or less show participation in more items under each of the four broad areas as shown in Profile Chart VII.

On the other hand, the responses reveal that a larger percentage of All Stars who had been a member of a 4-H Club for eight years or less indicated that they felt effective in carrying out more of the leadership responsibilities listed under the four broad areas than did those who had been in 4-H Club work nine or more years.

4-H Leadership Activities, Organizations, and Offices Held By County 4-H Council Officer: Table XIX gives a summary of the participation and effectiveness of participation in 4-H leadership responsibilities of the All Stars according to the office held in the County 4-H Council. One hundred and twelve of the All Stars' responses indicated that they had been an officer of their County 4-H Council. Of the remaining number, 11 reported that they did not serve as a County 4-H Council officer and two did not respond to the question.

A larger percentage of the All Stars who were County 4-H Council officers assumed leadership responsibilities in more items listed under the four leadership responsibility areas than did those All Stars who were not an officer of their County 4-H Council. All Stars who had not been a County 4-H Council officer reported no participation in six of the items on the questionnaire, namely; "attend club meetings and provide



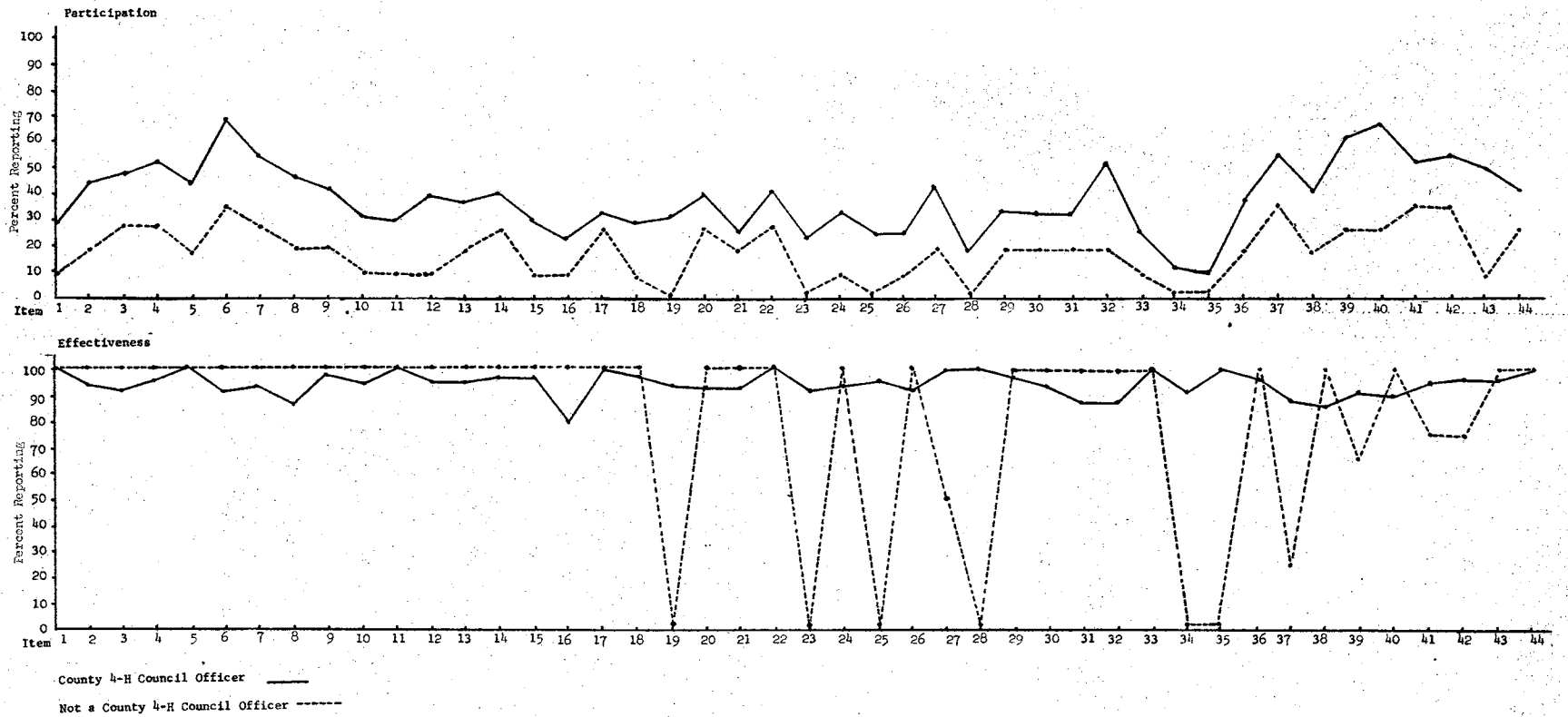
Profile Chart VII. Participation and Effectiveness of Leadership Responsibilities According to Number of Years Enrolled as a 4-H Club Member.

guidance when needed;" "assist State 4-H Club Staff with district and/or state events;" "assist with developing and maintaining a collection of resource materials related to 4-H projects and/or activities;" "assist with training meetings for officers;" "assist with orientation for new adult leaders;" and "assist with training adult leaders." It is interesting to note that the All Stars in agricultural occupations also reported no participation in the latter five items.

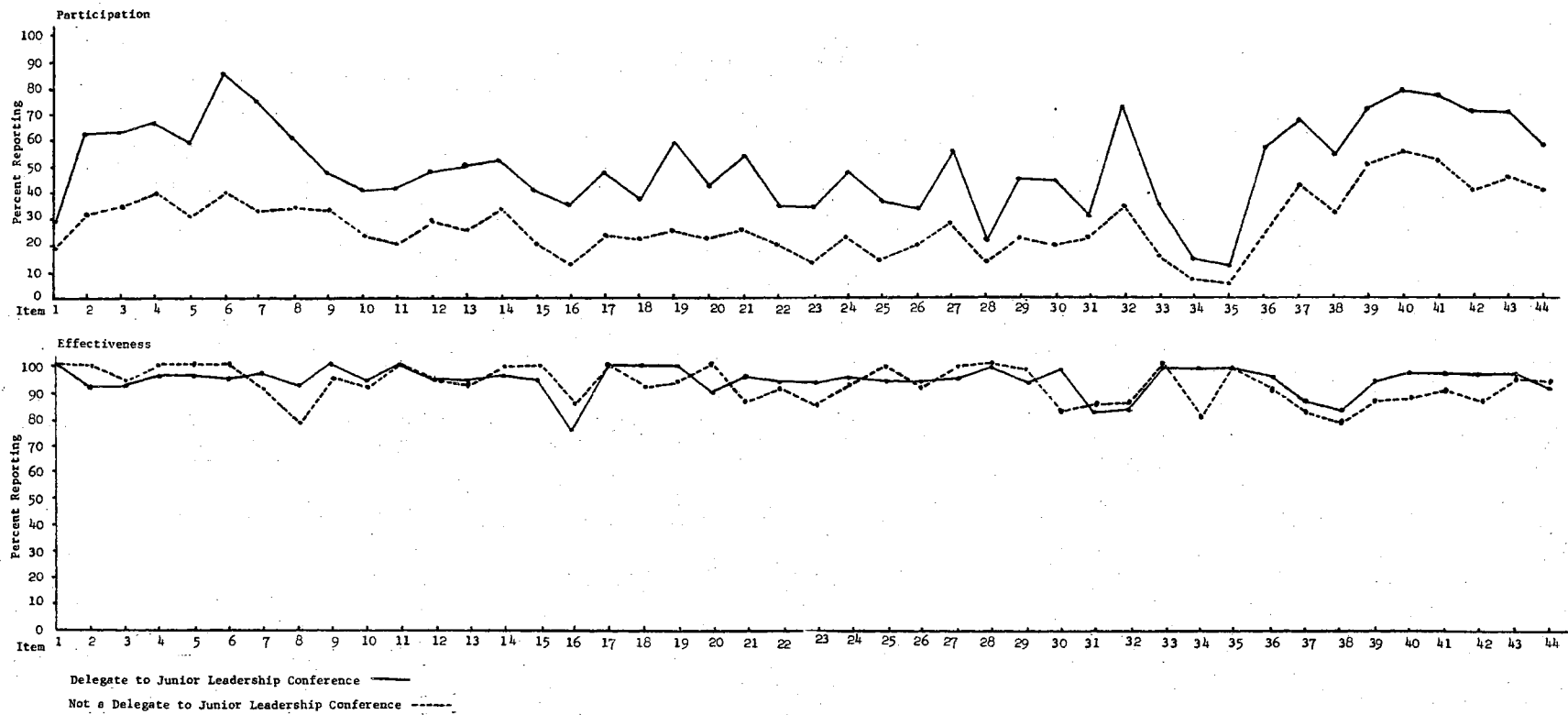
However, a larger portion of the All Stars who were not County 4-H Council Officers than those who were officers reported that they felt effective in assuming more leadership responsibilities listed under the areas: Personal Guidance for Individual 4-H Club Members; Assistance to 4-H Club Work at Local, County, District, and State Levels; and Leadership Training. A larger percentage of the All Stars who had been a County 4-H Council officer considered their participation effective in more responsibilities listed under Public Relations than did those who had not been a council officer.

Delegate to Junior 4-H Leadership Conference: A summary of the participation and effectiveness of participation in 4-H leadership responsibilities of the 4-H All Stars according to participation in Junior 4-H Leadership Conference is shown in Table XX. Of the 125 All Stars, 108 reported having attended a Junior 4-H Leadership Conference.

A larger percentage of the 4-H All Stars who had been a delegate to a Junior Leadership Conference than those who had not been a delegate indicated that they assumed leadership responsibilities in every item under the four areas of leadership responsibility. Those All Stars who had not been delegates to a Junior Leadership Conference reported no participation in six items, namely: "assist with organizing or



Profile Chart VIII. Participation and Effectiveness of Leadership Responsibilities According to County 4-H Council Officers and Non-Council 4-H Officers.



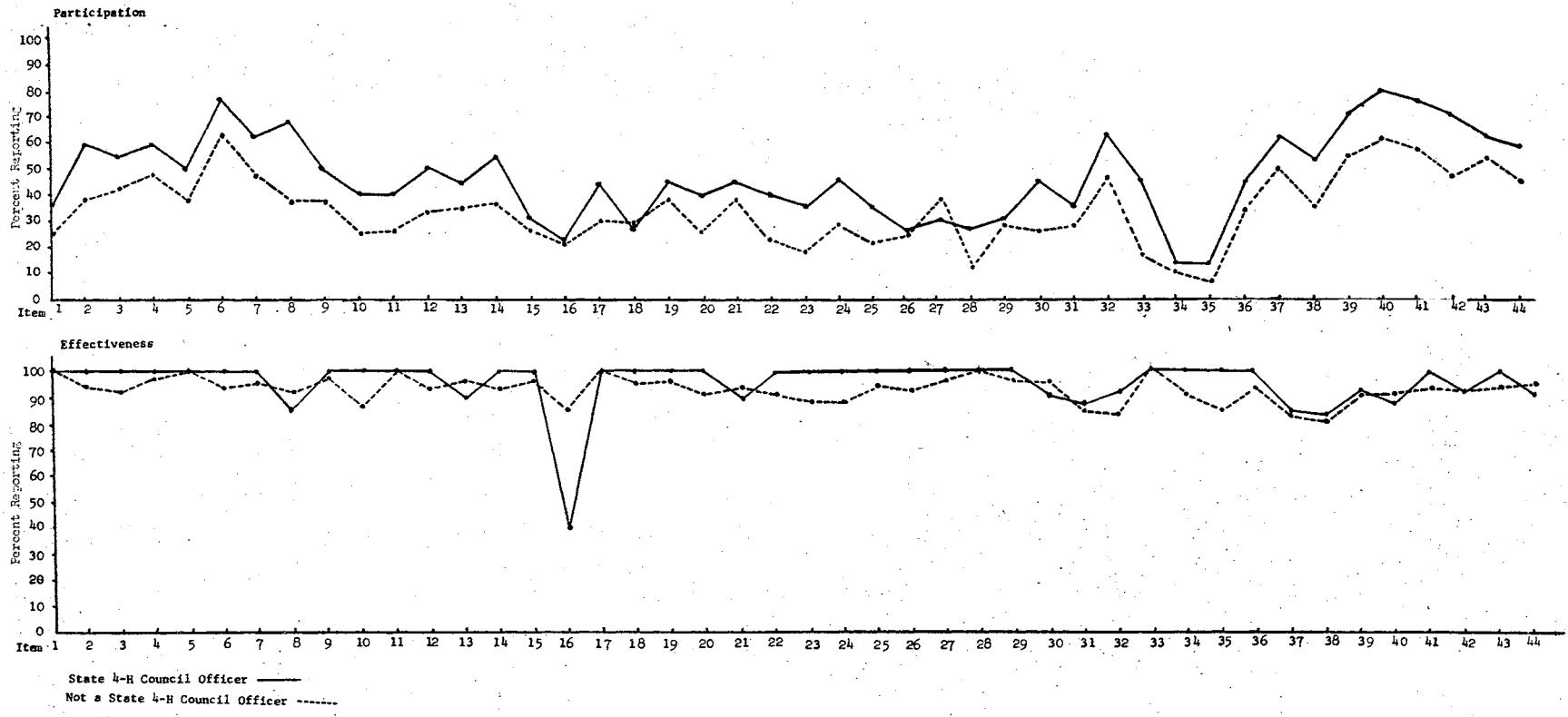
Profile Chart IX. Participation and Effectiveness of Leadership Responsibilities According to Delegates to Junior Leadership Conference and Non-Delegates.

reorganizing local club;" "assist the club with planning and carrying out programs for non 4-H groups;" "coordinate local club program with county program;" "attend and/or participate in county, district, and/or state leadership training programs;" "assist with orientation for new adult leaders;" and "assist with training adult leaders."

However, a larger portion of the All Stars who were not delegates to a Junior Leadership Conference than those who were delegates reported that they felt effective in carrying out leadership responsibilities in more items under the areas: Personal Guidance for Individual 4-H Club Members; Assistance to 4-H Club Work at Local, County, District, and State Levels; and Public Relations. A larger percentage of those who had been a delegate reported their participation as being effective to more items under the heading Leadership Training than those who had not been a delegate. However, one must remember that the delegates reported participation in more items in this area than did the non-delegates.

State 4-H Council Officer: In Table XXI will be found a summary of the participation and effectiveness of participation in 4-H Leadership responsibilities of the 4-H All Stars according to whether or not an office was held in the State 4-H Council. Responses from the All Stars reveal that 22 had held an office in the State 4-H Council, whereas 91 had not. Twelve did not answer this question.

Responses from All Stars who had been a State 4-H Council Officer showed that a larger percentage of these participated in leadership responsibilities under each of the four general headings than did All Stars who were not a State 4-H Council officers, with the exception of one item: "assist the club with planning and carrying out programs for non 4-H groups." A larger portion of the All Stars who had been a State



Profile Chart X. Participation and Effectiveness of Leadership Responsibilities According to State 4-H Council Officers AND Non-State 4-H Council Officers.

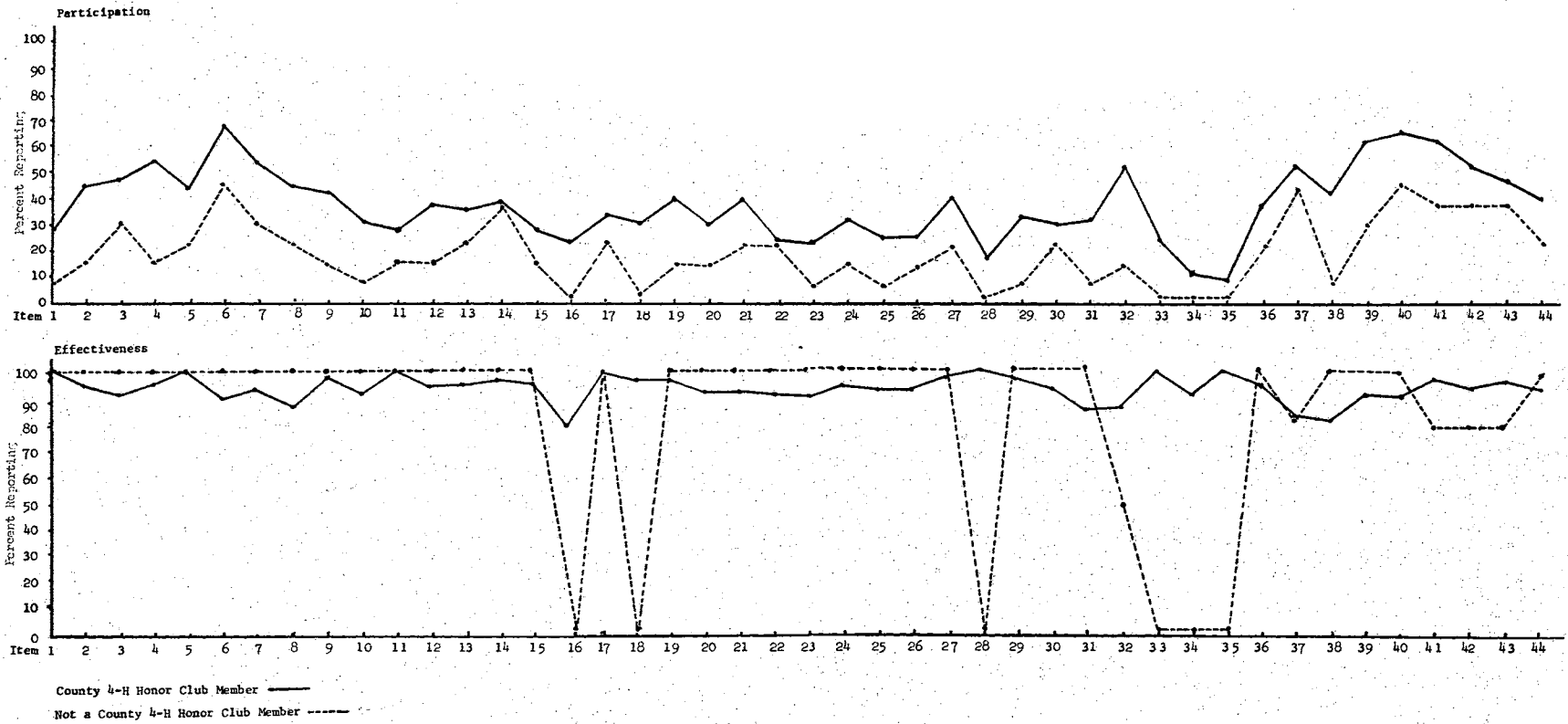
4-H Council officer than those who had not been an officer indicated that they felt effective in assuming leadership responsibilities in all items in the four areas except "assist with organizing or reorganizing local club."

4-H Honor Club Member: In Table XXII will be found a summary of the participation and effectiveness of participation in 4-H leadership responsibilities of the All Stars according to membership in the 4-H Honor Club. Forty-eight All Stars were a 4-H Honor Club member while 67 were not. Ten did not respond to this question. A larger percentage of the All Stars who were an Honor Club member indicated that they assumed leadership responsibilities in more items listed in the four areas than those All Stars who were not an Honor Club member.

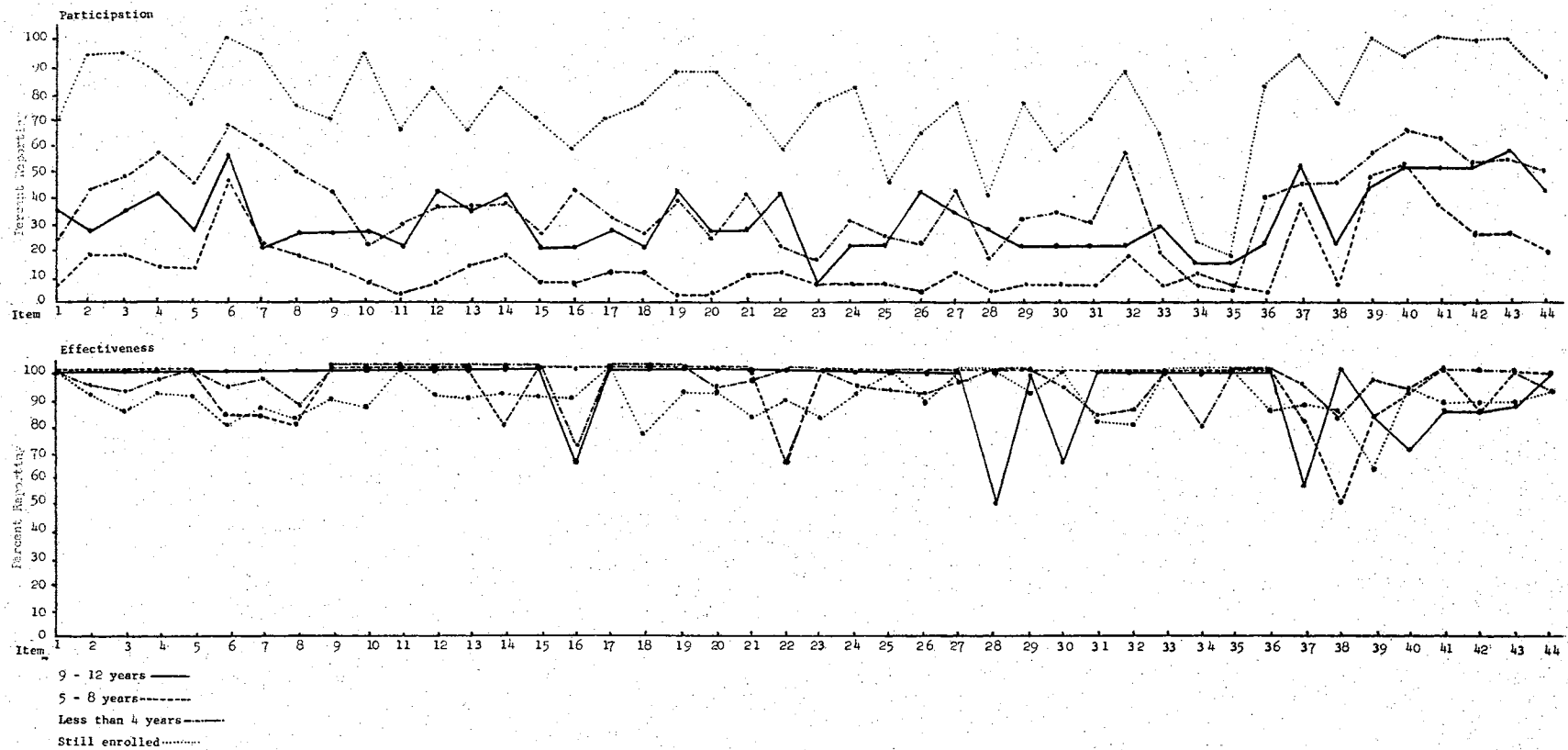
Responses from All Stars who were not an Honor Club member showed that they felt that they were effective when assuming more leadership responsibilities in the four areas. Whereas those All Stars who were a 4-H Honor Club member indicated that they felt more effective in assuming leadership responsibilities in Assistance to 4-H Club Work at Local, County, District, and State Levels; and Public Relations.

Length of Time Since Last A 4-H Club Member: A summary of the participation and effectiveness of participation in 4-H leadership responsibilities of the 4-H All Stars according to the length of time since last a 4-H Club member is given in Table XXIII. Seventeen All Stars were enrolled as 4-H Club members in 1961. Sixty-six had been out of 4-H Club work four or less years; 27 had been out from five to eight years; and 14 had been out from nine to 12 years.

A larger percentage of the All Stars' responses who were enrolled in 4-H Club work indicated that they assumed responsibilities in every



Profile Chart XI. Participation and Effectiveness of Leadership Responsibilities According to 4-H Honor Club Members and Non-Honor Club Members.



Profile Chart XII. Participation and Effectiveness of Leadership Responsibilities According to Number of Years Since Last An Active 4-H Club Member.

item listed in the four areas than those who had been out of 4-H Club work. This was to have been expected since active members are more likely to assume many of these responsibilities as Junior Leaders and as a part of their 4-H records.

For those 4-H All Stars who were not presently enrolled in 4-H Club work, a larger portion had been out of club work for four or less years reported participating in more items listed under the four leadership responsibility areas than did those who had been out from five to eight years or those who had been out from nine to 12 years.

The All Stars who had been out of 4-H Club work from nine to 12 years showed that they felt effective in assuming more leadership responsibilities under Personal Guidance for Individual 4-H Club Members and Assistance to 4-H Club Work at Local, County, District, and State Levels than either of the other two groups. The All Stars who had been out of club work from five to eight years indicated they felt effective in more items in these areas than did the remaining two groups, with those out four years or less feeling effective in more responsibilities than did the All Stars who were still enrolled in 4-H Club work.

A larger percentage of the group of All Stars who had been out of 4-H Club work from five to eight years indicated effectiveness in all responsibilities listed under Leadership Training than did the other three groups. The All Stars who had been out of club work from nine to 12 years ranked next in their feeling of effectiveness in responsibilities assumed in the area.

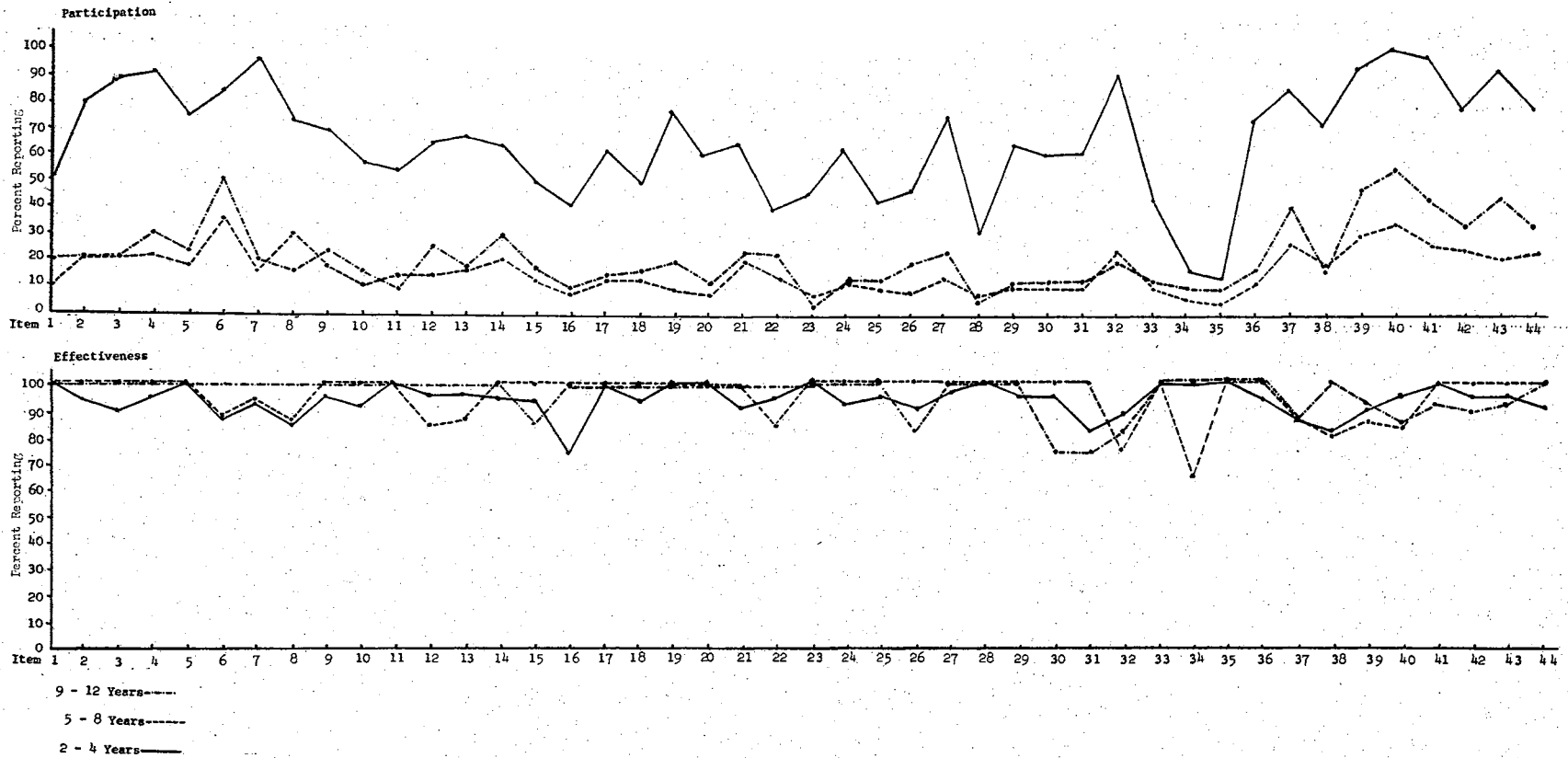
An analysis of the responses of the All Stars who had been 4-H members four years or less showed that a larger percentage reported they felt effective in assuming more leadership responsibilities in

Public Relations than in any other group. Other All Stars reported effectiveness in responsibilities of leadership in this area in the following order: those out of club work from five to eight years, those out of club work from nine to 12 years, and those who were then presently enrolled. The All Stars presently enrolled in 4-H Club work indicated that they felt effective in fewer responsibilities in all four areas than any other group.

Number of Years as an All Star: Table XXIV shows a summary of the participation and effectiveness of participation in 4-H Club leadership responsibilities of the All Stars according to the number of years as a member of the 4-H All Stars. Forty-seven All Stars had been a member from two to four years; 49 had been a member from five to eight years; and 29 had been in the All Star organization from nine to 12 years.

A larger part of the group who had been members in the 4-H All Stars from two to four years participated in all leadership responsibility items listed under the four headings than did either of the other two groupings. The responses show that the next group were All Stars from nine to 12 years, with those All Stars from five to eight years being less active in assuming leadership responsibilities.

Responses to items under Personal Guidance to Individual 4-H Club Members and Assistance to 4-H Club Work at Local, County, District, and State Levels indicated that a larger portion of the group who had been All Stars from nine to 12 years felt effective in more leadership responsibilities than the All Stars in the other groupings. Those who had had All Star membership from five to eight years felt effective in more leadership responsibility items in these areas than did those who had been All Stars from two to four years.



Profile Chart XIII. Participation and Effectiveness of Leadership Responsibilities According to Number of Years An Active Member of 4-H All Stars.

The All Stars who had been members from five to eight years reported that they felt effective in assuming more items under Leadership Training than did the other All Stars.

The All Stars who had been members from nine to 12 years and those who had been members from five to eight years indicated the same amount of effectiveness in six of the nine items in the area of Leadership Training.

Under Public Relations, a larger percentage of All Stars who had been members from five to eight years felt effective when assuming more leadership responsibilities in this area, than of the other two groups. Those who had been members from two to four years felt effective in more leadership responsibilities than did those from nine to 12 years.

Summary

Certain factors such as sex, marital status, occupation, number of years a 4-H Club member, 4-H leadership activities and organizations, number of years since an active member, and the number of years in All Stars seem to have some association with the leadership responsibilities assumed and the effectiveness of the responsibilities assumed by the All Stars. Those All Stars who were participating more in 4-H Club leadership responsibilities were male, single, college students, enrolled as a 4-H Club member, active as a 4-H Club member in 1961, and a member of the All Star organization for two to four years.

A larger portion of the All Stars who felt more effective in the leadership responsibilities assumed were male, widowed, non-agricultural related occupations (males) or a professional home economist (female), 4-H Club members eight years or less, not involved in leadership

training activities or organizations, last a 4-H Club member from nine to 12 years ago, and an All Star from nine to 12 years ago.

Strengths and Suggestions for Improving the Participation
of All Stars in Leadership Responsibilities

The All Stars and County Extension Agents were asked to indicate what they considered to be strengths of the participation of All Stars in leadership responsibilities in 4-H Club work and to make suggestions for increasing the All Stars' participation in assuming more responsibilities in leadership of 4-H Clubs in Mississippi.

The following strengths were listed by either or both groups of All Stars and county extension agents. The All Stars:

1. Are effective examples for 4-H Club work,
2. Are acquainted with most of the 4-H Club projects, enrollment cards, record keeping, and other procedures of 4-H Club work; therefore, they do not usually need preliminary training to assume responsibilities in assisting with club work,
3. Realize the importance of 4-H Club members' participating in local, county, district, and state events and assume the responsibility of seeing that the 4-H Club members get to these events,
4. Work closely with extension personnel,
5. Have opportunity to work with outstanding men and women leaders and county extension staff,
6. Are willing to tell others of the benefits they have received in 4-H Club training,
7. Are usually cooperative, but not too aggressive,
8. Are eager to help when they have time,
9. Are respected by leaders in their communities,
10. Often volunteer their services without being asked,
11. Have confidence in themselves and their ability to carry out activities, and

12. Are willing and able to carry out responsibilities with a minimum of adult guidance.

Suggestions made by either or both groups of the All Stars and agents for improving the participation of All Stars in leadership responsibilities in 4-H Club work are to:

1. Develop a better understanding on the part of county and state extension personnel as to the purposes and program of the All Star organization,
2. Increase coordination of All Star activities with the state 4-H Club activities,
3. Inform county extension personnel about All Stars living in their county,
4. Encourage local extension agents to ask All Stars to assist with 4-H Club work,
5. Inform All Stars about 4-H activities and events taking place in the county,
6. Encourage All Stars to become county extension agents and 4-H Leaders,
7. Encourage All Stars to contact county extension personnel about helping with 4-H Club work,
8. Schedule the time and place for All Star meetings so that working persons or homemakers might reasonably be able to attend,
9. Strengthen the district All Star organizations,
10. Plan regular meetings for All Stars on a county-wide basis.
11. Provide refresher training in leadership responsibilities, human relations, and teaching methods for All Stars.
12. Give more recognition to and publicity about the All Stars for the job they are doing,
13. Create more activities for the recent All Star members,
14. Encourage All Stars to more actively participate in the All Star organization,
15. Organize more Honor Clubs and coordinate their activities with those of All Stars,

16. Publish the newsletter "Smoke Signals" more frequently than twice annually,
17. Reconsider the requirements for All Star membership, and
18. Provide means for All Stars to periodically evaluate their participation in leadership responsibilities in 4-H Club work.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

The 4-H Club leaders at the county, state, and national levels recognize the importance of locating more qualified local leaders for the continued development of 4-H Club work. The 4-H All Stars were organized to meet the need of older youth and to promote 4-H Club work in Mississippi. This study was conducted to determine the participation and effectiveness of participation of Mississippi 4-H All Stars in assuming 4-H leadership responsibilities.

The writer believes that findings of this study seem to validate the hypothesis that: A study of a selected group of Mississippi 4-H All Stars and county extension agents would make it possible to:

1. Identify leadership responsibilities that 4-H All Stars are assuming.
2. Identify the extent of participation in leadership responsibilities by 4-H All Stars.
3. Determine the effectiveness of the leadership responsibilities being assumed by 4-H All Stars.

The first purpose of this study was to identify areas of leadership and leadership responsibilities which may be assumed by volunteer leaders in 4-H Club work. Literature in the field of leadership was reviewed. Various authorities have grouped leadership responsibilities under a variety of headings. These usually included guidance and

assistance to individuals and groups. When analyzing the literature, the writer discovered similarities in the leadership areas and decided to use the following classification for this study: (1) Personal Guidance for Individual 4-H Club Members; (2) Assistance to 4-H Club Work at Local, County, District, and State Levels; (3) Leadership training; and (4) Public Relations. Forty-four leadership responsibility items were classified according to these four general areas.

To obtain information needed in this study, questionnaires were developed from a review of literature in the field of leadership and from the writer's experience in 4-H Club work. The questionnaires were mailed to a selected group of 195 4-H All Stars and 99 county extension agents in Mississippi. Usable returns were received from 125 All Stars and 85 county extension agents.

To identify leadership responsibilities being assumed by Mississippi 4-H All Stars was the second purpose of the study. The All Stars are assuming leadership responsibilities in 4-H Club work as listed under each of the four areas according to information obtained from the questionnaires. However, responses from All Stars and county extension agents indicated that they do vary in their participation in the leadership responsibility items in the areas. On the whole, the All Stars felt that they were participating in more leadership responsibilities than the agents indicated they were assuming.

The third purpose of the study was to determine and compare the extent of participation by Mississippi 4-H All Stars in leadership responsibilities as indicated by the 4-H All Stars and Mississippi county extension agents. When checking the extent of participation in the leadership responsibilities, the All Stars reported that they assumed

more of the leadership responsibilities almost always while the agents felt that the All Stars were participating in more of the leadership responsibilities part of the time.

Presented as the fourth purpose of the study was: to determine and compare the effectiveness of the leadership responsibilities assumed by Mississippi 4-H All Stars in 4-H Club work as indicated by the All Stars and county extension agents. According to replies from both the agents and All Stars the All Stars are effective when they assume leadership responsibilities in 4-H Club work. A larger percentage of the agents felt that the All Stars were effective in assuming more responsibilities than did the All Stars. When responding to the degree of effectiveness, the All Stars felt that they were quite effective when assuming more of the leadership responsibilities in the four areas, whereas the majority of agents felt that the All Stars were fairly effective in their participation.

The fifth purpose was to determine if sex, marital status, occupation, length of time enrolled as a 4-H Club member, 4-H leadership activities and organizations, length of time since a 4-H Club member, and the number of years a member of the 4-H All Stars has any association with the leadership responsibilities assumed and the effectiveness of the responsibilities assumed, as indicated by the All Stars. These factors do seem to have some association with the All Stars' participation and the effectiveness of their participation in leadership responsibilities.

The male All Stars were assuming more leadership responsibilities in 4-H Club work than were the females, and they considered themselves to be more effective in assuming these responsibilities than did the females.

The single All Stars were participating more than those who were widowed or married. The married All Stars reported the least amount of participation. However, those who were widowed felt that they were effective in more leadership responsibilities than the single or married group.

The male and female All Stars who were students participated more extensively in leadership responsibilities than did those who were engaged in business and professional work or the homemakers. The male All Stars who were in non-agricultural related occupations were more active in participation than were those who were in agricultural related occupations. The females who were professional home economists were assuming more leadership responsibilities in 4-H Club work than the professional non-home economists or the homemakers. The homemakers reported the least participation. The effectiveness of participation reported by the All Stars shows that a majority of those in agricultural related occupations and the professional home economists felt effective when assuming leadership responsibilities than the other occupational groups.

All Stars who had been 4-H Club members from nine to 12 years assumed more responsibilities than those who had been members eight years or less. A larger portion of those who were members from nine to 12 years felt effective when assuming responsibilities than did those who were members eight years or less.

Those All Stars who were involved in leadership training activities, or were a member or an officer in 4-H organizations while a 4-H Club member reported a larger percentage of participation in leadership responsibilities than did those who were not. However, those who were not involved in leadership training activities or as a member or an officer in 4-H organizations while a 4-H member felt more effective in assuming leadership responsibilities than did those who were.

As was expected, the All Stars who were still enrolled in 4-H Club work in 1961 assumed more responsibilities than did those who were no longer a 4-H Club member. Those who had been out of 4-H Club work from nine to 12 years indicated that they felt effective in assuming more leadership responsibilities than was indicated by any other group.

Those who had been members of the All Star organization from two to four years were more active in assuming leadership responsibilities than those who had been All Stars from nine to 12 years. The All Stars who had been members from nine to 12 years indicated effectiveness in more leadership responsibilities assumed than those in any other group.

On the whole, approximately one-third of the All Stars who reported participation were assuming responsibility in each of the leadership items included in this study. This is a rather large percentage of participation from a group of volunteer leaders. Notes from the All Stars included on their questionnaires indicated that they are interested in 4-H Club work and plan to continue assuming leadership responsibilities, for they believe they could do more to help 4-H Club work.

The sixth purpose of the study was to develop suggestions which may be used to promote more effective leadership through the 4-H All Star organization in Mississippi. These will be presented in the

following section.

Recommendations

From the findings of the study, the writer has formulated the following suggestions for increasing the participation and effectiveness of participation of the 4-H All Stars in leadership responsibilities in Mississippi 4-H Club work:

1. Develop more effective coordination between the All Star organization, County Honor Clubs, and the state 4-H Club program.
2. Provide for more frequent correspondence and news letters, at the district and state levels, to keep All Stars informed and motivated to participate; and to keep agents informed of All Stars who move from one county to another.
3. Schedule a phase of in-service training and orientation training meetings for extension personnel so that they may develop an understanding of 4-H organizations, including the All Stars.
4. Invite county extension agents to attend and participate in the open meetings of the All Stars at the district and state levels. It may help the county extension agents to develop further understanding of the objectives, programs, and projects of the Mississippi 4-H All Stars.
5. Plan and conduct training schools for the All Stars to help them develop further understanding of the philosophy and background of the Cooperative Extension Service, 4-H Club work, methods of Extension teaching, skill in human relations, and evaluate their participation and effectiveness in assuming leadership responsibilities.

If additional studies are made concerning the Mississippi 4-H All Stars, the writer suggests that consideration be given to evaluating the All Stars meeting, annual plan of work, and accomplishments; determining the leadership responsibilities that All Stars are willing to assume; locating areas where All Stars need further training; and determining ways for increasing the effectiveness of the All Stars as they assume leadership responsibilities in 4-H Club work in Mississippi.

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APPENDIX A

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
Mississippi State University and
U. S. Department of Agriculture Cooperating
State of Mississippi

Extension Service
County Agent Work
Home Demonstration Work

State College, Miss.
March 20, 1962

Dear 4-H All Star:

You probably realize that if 4-H All Stars are to be of maximum service to 4-H Club Work in Mississippi, each member will need to become more aware of the objectives and activities of the organization. Many of you have expressed concern over the lack of interest of many adults in the 4-H All Star organization.

To be able to SELL yourselves to others, you should know what the 4-H All Stars are doing to assist with 4-H Club Work in Mississippi. Mary Jane Hall, Associate Home Demonstration Agent, Hinds County, on leave for graduate study, has selected to study the participation and effectiveness of 4-H All Stars in leadership responsibilities in Mississippi 4-H Club Work during 1961.

The enclosed questionnaire is a part of Miss Hall's graduate work in Home Economics Education at Oklahoma State University. Information collected through the questionnaire will be used as a basis for her master's thesis. It is hoped that information from this study will help in the further development of the 4-H All Star program and 4-H Club Work in Mississippi.

We realize that no one 4-H All Star would have assumed all of the responsibilities listed in the questionnaire. It is also understood that you may not have been in a position to participate in leadership responsibilities as much as you would like to have. However, let us urge you to read each statement carefully, for it is possible that you may have assumed some of the responsibilities as you visited with friends and neighbors.

Please complete the questionnaire and return it by March 27th to Miss Earle Gaddis. A self-addressed envelope requiring no postage is enclosed for your use.

Sincerely,

/S/ W. M. Bost
Associate Director

/S/ Earle Gaddis, State
Home Demonstration Agent

QUESTIONNAIRE - 4-H ALL STARS

Please fill in or check (✓) blanks:

Name _____

Address _____ County _____

Marital Status: () Single, () Married, () Widowed, () Divorced
or Separated. If married woman, give maiden name _____

Number of children _____

Occupation _____

Education: Circle highest grade in high school completed: 9 10 11 12
Have you had college and/or other specialized training? Yes ___ No ___
If yes, in what field of study? _____

Circle number of years you were a 4-H member. 1 2 3 4 5 6 7 8 9 10 11 12
Were you: enrolled in the Junior Leadership project? Yes ___ No ___
a County 4-H Council Member? Yes ___ No ___
a County 4-H Council Officer? Yes ___ No ___
a delegate to the Jr. Leadership Conference? Yes ___ No ___
a State 4-H Council Officer? Yes ___ No ___

In what year were you last enrolled as a 4-H Member? _____
In what county? _____

In what year were you initiated into the Mississippi 4-H All Stars? _____

Is there a 4-H Council in the county where you now live?
Yes ___ No ___ Don't know ___

Are you a 4-H Honor Club Member? Yes ___ No ___
Is there a 4-H Honor Club in the county where you now live?
Yes ___ No ___ Don't know ___
If yes, are you a member? Yes ___ No ___

Is there an organized 4-H Club in your community? Yes ___ No ___ Don't know ___

Are you serving as an adult leader of a 4-H Club? Yes ___ No ___
If yes, is it: a school club? _____
an out-of-school club? _____
a project or activity club? _____
a college club? _____

Is there a 4-H Adult Leaders Council in your county?
Yes ___ No ___ Don't know ___
If yes, are you a member? Yes ___ No ___

LEADERSHIP OF MISSISSIPPI 4-H ALL STARS

This questionnaire is made up of a list of leadership opportunities and responsibilities that junior and adult leaders and/or former 4-H club members may assume in 4-H club work. As a general rule, no one 4-H All Star would be expected to have assumed all responsibilities listed.

The purposes of this questionnaire are:

1. To determine the kinds and extent of leadership responsibilities that 4-H All Stars assumed in 4-H club work in 1961.
2. To determine the opinions of 4-H All Stars regarding the effectiveness of their leadership responsibilities assumed in 4-H club work during 1961.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

First, read each statement carefully and indicate your experiences with this leadership responsibility during the past year. Under the heading Extent Assumed, indicate the amount of leadership responsibilities you assumed by checking (✓) in:

Column ALMOST ALWAYS if, when the opportunity arose during 1961, you nearly always assumed this responsibility;

Column PART OF THE TIME, if when the opportunity arose during 1961, you assumed this responsibility half or less than half of the time; OR

Column NEVER if, the opportunity did not arise, or when the opportunity arose in 1961 you did not assume this responsibility.

(Example:

EXTENT ASSUMED		
ALMOST ALWAYS	PART OF THE TIME	NEVER
	✓	

Attend club meetings & provide guidance when needed.

If you assumed the responsibility ALMOST ALWAYS or PART OF THE TIME, reconsider the statement. Give your judgment of how effective you were in carrying out the leadership responsibility. Under the heading Effectiveness, indicate how effective you were in assuming the leadership responsibility by checking (✓) in:

Column QUITE EFFECTIVE if, you were satisfied with the quality of the work done; in that desirable results were achieved;

Column FAIRLY EFFECTIVE if, you were partially satisfied with the quality of the work done, in that some desirable results were achieved; OR

Column NOT EFFECTIVE if, you were unsatisfied with the quality of the work done, in that little or no desirable results were achieved.

(Example:

EFFECTIVENESS		
QUITE EFFECTIVE	FAIRLY EFFECTIVE	NOT EFFECTIVE
✓		

Help members to complete enrollment cards.

	EXTENT ASSUMED			EFFECTIVE-NESS		
	ALMOST ALWAYS	PART OF THE TIME	NEVER	QUITE EFFECTIVE	FAIRLY EFFECTIVE	NOT EFFECTIVE
<u>LEADERSHIP OPPORTUNITIES AND RESPONSIBILITIES</u>						
<u>Personal Guidance for Individual 4-H Club Members.</u>						
1. Help members complete enrollment cards.						
2. Help members select suitable projects.						
3. Assist members in keeping records.						
4. Guide and assist members in carrying out projects, activities, and/or programs.						
5. Help members select and obtain suitable information and/or materials for projects or activities.						
6. Recognize and praise the individual for progress in his work.						
7. Help members recognize and use their interests and abilities.						
8. Assist members in determining long-time goals.						
9. Guide members in recognizing and solving personal problems.						
<u>Assistance to 4-H Club Work at Local, County, District, and State Levels.</u>						
10. Contact boys and girls eligible for membership.						
11. Assist with training meetings for members in projects and/or activities.						
12. Assist with planning and carrying out local club projects and/or activities.						

	EXTENT ASSUMED			EFFECTIVENESS		
	ALMOST ALWAYS	PART OF THE TIME	NEVER	QUITE EFFECTIVE	FAIRLY EFFECTIVE	NOT EFFECTIVE
<u>LEADERSHIP OPPORTUNITIES AND RESPONSIBILITIES</u>						
13. Accompany members to 4-H events. _____						
14. Assist local club to prepare for events as: rally, shows, fairs, educational or project tours, etc. _____						
15. Assist with arrangements for meeting places. _____						
16. Assist with organizing or re-organizing local club. _____						
17. Arrange for and/or provide transportation to 4-H events. _____						
18. Assist the club with planning and carrying out programs for non 4-H groups. _____						
19. Attend club meetings and provide guidance when needed. _____						
20. Help officers and members plan a variety of interesting and well-balanced club meetings. _____						
21. Assist county extension agents with county events. _____						
22. Inform county extension agents of the local club's programs, activities, needs, progress, etc. _____						
23. Assist State 4-H Club Staff with district and/or state events. _____						
24. Assist officers and members to determine club goals and program of work. _____						
25. Assist with developing and maintaining a collection of resource materials related to 4-H projects and/or activities. _____						

	EXTENT ASSUMED			EFFECTIVE-NESS		
	ALMOST ALWAYS	PART OF THE TIME	NEVER	QUITE EFFECTIVE	FAIRLY EFFECTIVE	NOT EFFECTIVE
<u>LEADERSHIP OPPORTUNITIES AND RESPONSIBILITIES</u>						
26. Coordinate local club program with county program. _____						
<u>Leadership Training.</u>						
27. Help officers understand and assume their responsibilities. _____						
28. Assist with training meetings for officers. _____						
29. Assist committees with their functions. _____						
30. Assist members to plan for leadership opportunities. _____						
31. Provide appropriate leadership opportunities for members. _____						
32. Help members recognize their leadership abilities. _____						
33. Attend and/or participate in county, district, and/or state leadership training programs. _____						
34. Assist with orientation for new leaders. _____						
35. Assist with training adult leaders. _____						
<u>Public Relations.</u>						
36. Assist individuals and/or groups with publicity concerning 4-H club work, through newspapers, radio, and/or TV. _____						
37. Encourage parents to attend and participate in 4-H events. _____						

	EXTENT ASSUMED			EFFECTIVE-NESS		
	ALMOST ALWAYS	PART OF THE TIME	NEVER	QUITE EFFECTIVE	FAIRLY EFFECTIVE	NOT EFFECTIVE
LEADERSHIP OPPORTUNITIES AND RESPONSIBILITIES						
38. Encourage former 4-H club members and other adults to serve as 4-H leaders. _____						
39. Encourage individuals and groups to attend and/or participate in 4-H club events. _____						
40. Encourage individuals and groups to support 4-H club work. _____						
41. Help parents see advantages of 4-H club work. _____						
42. Encourage 4-H members to express appreciation to individuals and groups for their support of 4-H club work. _____						
43. Express appreciation to parents, other individuals and groups for their support of 4-H club work. _____						
44. Assist with helping community develop an understanding of 4-H club work. _____						

What do you consider to be strengths in the participation of 4-H All Stars in leadership responsibilities in 4-H Club Work in Mississippi?

(In this study - strengths refer to those activities or things which produced desirable results.)

What suggestions do you have for improving the participation in leadership responsibilities in Mississippi 4-H Club Work by the 4-H All Stars?

PLEASE GO BACK OVER THE QUESTIONNAIRE TO SEE THAT ALL QUESTIONS WERE ANSWERED AND ITEMS CHECKED.

Return the enclosed envelope to: Miss Earle Gaddis
State Home Demonstration Agent
State College, Mississippi

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
Mississippi State University and
U. S. Department of Agriculture Cooperating
State of Mississippi

Extension Service
County Agent Work
Home Demonstration Work

State College, Miss.
March 20, 1962

Dear Agent:

The Mississippi State 4-H Club Staff has been encouraging County Extension Agents to locate people willing to serve as leaders. The State 4-H Staff has been training leaders through county leader training meetings over the state. They believe that our 4-H Clubs need more and better trained leaders.

We realize your problems in locating people willing to serve and many of the problems encountered as they attempt to serve. The Mississippi 4-H All Stars have been trained in leadership work by you. They are members of an organization "dedicated to serve Mississippi 4-H Clubs." It is possible, then, that we have been looking too far away to find leaders for our 4-H Clubs?

The enclosed questionnaire was prepared by Mary Jane Hall, Associate Home Demonstration Agent of Hinds County, as a part of her graduate work in Home Economics Education at Oklahoma State University. Information collected through the questionnaire will be used as a basis for her master's thesis. It is hoped that information from this study will assist in the further development of the 4-H All Star program and 4-H Club Work in Mississippi.

We would like to have your opinion regarding the leadership responsibilities assumed and the effectiveness of the responsibilities assumed by 4-H All Stars in your county in 1961.

The list of 4-H All Stars initiated prior to January 1, 1961 and who lived in your county in 1961 are attached. We realize that there are other 4-H All Stars from your county; however, they were living in other counties or in other states during 1961. When responding to the questionnaire, we would like for you to consider only those on the enclosed list and their participation during 1961.

Please complete the questionnaire and return it by March 27th to Miss Earle Gaddis.

Sincerely,

/S/ W. M. Bost
Associate Director

/S/ Earle Gaddis, State
Home Demonstration Agent

QUESTIONNAIRE - COUNTY EXTENSION AGENTS

Please fill in and/or check blanks:

Name _____

Title _____

Address _____ County _____

How long have you worked in this county? _____

Do you have a 4-H Council in your county? Yes ___ No ___
 If yes, did the 4-H All Stars assist with organizing it?
 Yes ___ No ___ Don't know ___

Do you have a 4-H Honor Club in your county? Yes ___ No ___
 If yes, did the 4-H All Stars assist with organizing it?
 Yes ___ No ___ Don't know ___

Do you have a 4-H Adult Leaders Council in your county? Yes ___ No ___
 If yes, did the 4-H All Stars assist with organizing it?
 Yes ___ No ___ Don't know ___

LEADERSHIP OF MISSISSIPPI 4-H ALL STARS

This questionnaire is made up of a list of leadership opportunities and responsibilities that junior and adult leaders and/or former 4-H club members may assume in 4-H club work. As you fill out the questionnaire, think of the majority of the 4-H All Stars in your county rather than of one or two individuals.

The purposes of this questionnaire are:

1. To determine the kinds and extent of leadership responsibilities that 4-H All Stars assumed in 4-H club work in 1961.
2. To determine the opinions of county extension agents regarding the effectiveness of the leadership responsibilities assumed by 4-H All Stars in 4-H club work during 1961.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

First, read each statement carefully and indicate the experience of the 4-H All Stars in your county with this leadership responsibility during the past year. Under the heading Extent Assumed, indicate the amount of leadership responsibilities they assumed, by checking (✓) in:

Column ALMOST ALWAYS if, when the opportunity arose during 1961, the majority of 4-H All Stars nearly always assumed this responsibility;

Column PART OF THE TIME if, when the opportunity arose during 1961, the majority of 4-H All Stars assumed this responsibility half or less than half of the time;

Column NEVER if, the opportunity did not arise, or when the opportunity arose in 1961, the majority of 4-H All Stars did not assume this responsibility; OR

Column DON'T KNOW if, you are unable to answer because of lack of information.

(Example)

Attend club meetings and provide guidance when needed. _____

Extent Assumed			
ALMOST ALWAYS	PART OF THE TIME	NEVER	DON'T KNOW
	✓		

If they assumed the responsibility ALMOST ALWAYS or PART OF THE TIME reconsider the statement. Give your judgment of how effective the 4-H All Stars in your county were in carrying out the leadership responsibility. Under the heading Effectiveness, indicate how effective they were in assuming the leadership responsibility by checking (✓) in:

Column QUITE EFFECTIVE if, you were satisfied with the quality of the work of the majority of 4-H All Stars, in that desirable results were achieved;

Column FAIRLY EFFECTIVE if, you were partially satisfied with the quality of work of the majority of 4-H All Stars, in that some desirable results were achieved;

Column NOT EFFECTIVE if, you were unsatisfied with the quality of work of the majority of 4-H All Stars, in that little or no desirable results were achieved; OR

Column DON'T KNOW if, you are unable to answer because of lack of information.

(Example:

Effectiveness			
ALMOST ALWAYS	PART OF THE TIME	NEVER	DON'T KNOW
✓			

Help members to complete enrollment cards.

What do you consider to be strengths in the participation of 4-H All Stars in leadership responsibilities in 4-H Club Work in Mississippi?

(In this study - strengths refer to those activities or things which produced desirable results.)

What suggestions do you have for improving the participation in leadership responsibilities in Mississippi 4-H Club Work by the 4-H All Stars?

PLEASE GO BACK OVER THE QUESTIONNAIRE TO SEE THAT ALL QUESTIONS WERE ANSWERED AND ITEMS CHECKED.

Return in the enclosed envelope to: Miss Earle Gaddis
State Home Demonstration Agent
State College, Mississippi

APPENDIX B

TABLE XII

SUMMARY OF THE PARTICIPATION, EXTENT OF PARTICIPATION, AND EFFECTIVENESS OF PARTICIPATION IN 4-H CLUB LEADERSHIP RESPONSIBILITIES AS REPORTED BY 125 MISSISSIPPI 4-H ALL STARS

Item	Extent of Participation						Degree of Effectiveness					
	Participation		Almost Always		Part of the Time		Effectiveness		Quite Effective		Fairly Effective	
	Number Reporting	Percent N = 125	Number Reporting	Percent *	Number Reporting	Percent *	Number Reporting	Percent **	Number Reporting	Percent ***	Number Reporting	Percent ***
1	35	28.0	18	51.4	17	48.6	35	100.0	25	71.4	10	28.6
2	54	43.2	19	35.2	35	64.8	52	96.3	21	40.4	31	59.6
3	58	46.4	18	31.0	40	69.0	54	93.1	28	51.8	26	48.2
4	63	50.4	25	39.7	38	60.3	61	96.8	22	36.1	39	63.9
5	52	41.6	17	32.7	35	67.3	52	100.0	24	46.1	28	53.9
6	83	66.4	51	61.4	32	38.6	76	91.6	45	59.2	31	40.8
7	65	52.0	22	33.8	43	66.2	61	93.8	21	34.4	40	65.6
8	55	44.0	16	29.1	39	70.9	48	87.3	12	25.0	36	75.0
9	49	39.2	17	34.7	32	65.3	48	97.9	9	18.7	39	81.3
10	37	29.6	13	35.1	24	64.9	35	44.6	11	31.4	24	68.6
11	36	28.8	12	33.3	24	66.7	36	100.0	20	55.5	16	44.5
12	46	36.8	26	56.5	20	43.5	44	95.6	25	56.8	19	43.2
13	45	36.0	18	40.0	27	60.0	43	95.6	23	53.5	20	46.5
14	50	40.0	28	56.0	22	44.0	49	98.0	30	61.2	19	38.7
15	34	27.2	19	55.9	15	44.1	34	100.0	25	73.5	9	26.5
16	27	21.6	16	59.3	11	40.7	22	81.5	15	68.2	7	31.8
17	42	33.6	15	35.7	27	64.3	42	100.0	29	69.0	13	31.0
18	35	28.0	16	45.7	19	54.3	34	97.1	22	64.7	12	35.3
19	48	38.4	23	47.9	25	52.1	47	97.9	26	55.3	21	44.7
20	37	29.6	19	51.3	18	48.7	35	44.6	22	62.8	13	37.2
21	48	38.4	20	41.6	28	58.4	45	93.8	30	66.7	15	33.3
22	33	26.4	18	54.5	15	45.5	31	93.9	18	58.1	13	41.9

TABLE XII (Continued)

Item	Extent of Participation						Degree of Effectiveness					
	Participation		Almost Always		Part of the Time		Effectiveness		Quite Effective		Fairly Effective	
	Number Reporting	Percent N = 125	Number Reporting	Percent *	Number Reporting	Percent *	Number Reporting	Percent **	Number Reporting	Percent ***	Number Reporting	Percent ***
23	27	21.6	15	55.5	12	44.5	25	92.6	16	64.0	9	36.0
24	40	32.0	21	52.5	19	47.5	38	95.0	21	55.3	17	44.7
25	30	24.0	13	43.3	17	56.7	29	96.7	15	51.7	14	48.3
26	33	26.4	20	60.6	13	39.4	31	93.9	20	64.5	11	35.5
27	50	40.0	26	52.0	24	48.0	49	98.0	26	53.1	23	46.9
28	21	16.8	11	52.4	10	47.6	21	100.0	15	71.4	6	28.6
29	39	31.2	16	41.0	23	59.0	38	97.4	17	44.7	21	55.3
30	38	30.4	17	44.7	21	55.3	36	94.7	11	30.6	25	69.4
31	38	30.4	13	34.2	25	65.8	33	86.8	11	33.2	22	66.7
32	61	48.8	21	34.4	40	65.6	53	86.9	21	39.6	32	60.4
33	30	24.0	17	56.7	13	43.3	30	100.0	21	70.0	9	30.0
34	14	11.2	4	28.6	10	71.4	13	92.8	4	30.7	9	69.3
35	11	8.8	3	27.3	8	72.7	11	100.0	3	27.3	8	72.7
36	45	36.0	18	40.0	27	60.0	43	95.6	28	65.1	15	34.9
37	66	52.8	26	39.4	40	60.6	56	84.8	21	37.5	35	62.5
38	49	39.2	16	32.6	33	67.4	41	83.7	11	26.8	30	73.2
39	73	58.4	35	47.9	38	52.1	66	90.4	19	28.8	47	71.2
40	81	64.8	44	54.3	37	45.7	74	91.4	24	32.4	50	67.6
41	75	60.0	38	50.7	37	49.3	72	96.0	28	38.8	44	61.2
42	65	52.0	39	60.0	26	40.0	61	93.8	32	52.5	29	47.5
43	68	54.4	43	63.3	25	36.7	65	95.6	37	56.9	28	43.1
44	59	47.2	34	57.6	25	42.4	56	94.9	22	39.3	34	60.7

* Percent of Extent of Participation = $\frac{\text{Number reporting extent}}{\text{Number participating}}$

** Percent of Effectiveness = $\frac{\text{Number reporting effectiveness}}{\text{Number participating}}$

*** Percent of Degree of Effectiveness = $\frac{\text{Number reporting degree}}{\text{Number reporting effectiveness}}$

TABLE XIII

SUMMARY OF THE PARTICIPATION, EXTENT OF PARTICIPATION, AND EFFECTIVENESS OF PARTICIPATION IN LEADERSHIP RESPONSIBILITIES OF 4-H ALL STARS AS REPORTED BY 85 MISSISSIPPI COUNTY EXTENSION AGENTS

Item	Extent of Participation						Degree of Effectiveness					
	Participation		Almost Always		Part of the Time		Effectiveness		Quite Effective		Fairly Effective	
	Number Reporting	Percent N = 80	Number Reporting	Percent *	Number Reporting	Percent *	Number Reporting	Percent **	Number Reporting	Percent ***	Number Reporting	Percent ***
1	33	38.8	7	21.2	26	78.8	31	93.9	16	51.6	15	48.4
2	34	40.0	8	23.5	26	76.5	33	97.1	16	48.5	17	51.5
3	39	45.8	11	28.2	28	71.8	36	92.3	17	47.2	19	42.8
4	42	49.4	8	19.0	34	81.0	38	90.5	13	34.2	25	65.8
5	34	40.0	5	14.7	29	85.3	31	91.2	9	29.0	22	71.0
6	42	49.4	13	30.9	29	69.1	37	88.1	23	62.2	14	37.8
7	38	44.7	10	26.3	28	73.7	35	92.1	14	40.0	21	60.0
8	19	22.3	3	15.7	16	84.3	15	78.9	4	26.7	11	73.3
9	15	17.6	4	26.6	11	73.4	15	100.0	4	26.7	11	73.3
10	31	36.4	5	16.1	26	83.9	27	87.1	8	29.6	19	70.4
11	36	42.3	14	38.8	22	61.2	34	94.4	20	58.8	14	41.2
12	38	44.7	14	36.8	24	63.2	36	94.7	14	38.9	22	61.1
13	33	38.8	9	27.2	24	72.8	31	93.9	15	48.4	16	51.6
14	36	42.3	12	33.3	24	66.7	34	94.4	18	52.9	16	47.1
15	21	24.7	6	28.6	15	71.4	20	95.2	8	40.0	12	60.0
16	24	28.2	9	37.5	15	62.5	22	91.7	11	50.0	11	50.0
17	25	29.4	6	24.0	19	76.0	25	100.0	12	48.0	13	52.0
18	14	16.4	6	42.8	8	57.2	13	92.9	8	61.5	5	38.5
19	32	37.6	10	31.2	22	68.8	32	100.0	18	56.3	14	43.7
20	21	24.7	10	47.6	11	52.4	21	100.0	11	52.4	10	47.6
21	36	42.3	20	55.5	16	44.5	35	97.2	23	65.7	12	34.3
22	25	29.4	8	32.0	17	68.0	23	92.0	8	34.8	15	65.2
23	19	22.3	9	47.4	10	52.6	19	100.0	9	47.4	10	52.6
24	25	29.4	7	28.0	18	72.0	25	100.0	8	32.0	17	68.0
25	19	22.3	9	47.4	10	52.6	19	100.0	10	52.6	9	47.4
26	23	27.0	6	26.1	17	73.9	22	95.6	6	27.3	16	72.7
27	33	38.8	11	33.3	22	66.7	32	96.9	12	37.5	20	62.5
28	20	23.5	9	45.0	11	55.0	19	95.0	11	57.9	8	42.1
29	25	29.4	11	44.0	14	56.0	24	96.0	12	50.0	12	50.0
30	30	35.2	8	26.6	22	73.4	30	100.0	11	36.7	19	63.3
31	22	25.8	5	22.7	17	77.3	21	95.5	5	23.8	16	76.2
32	27	31.7	6	22.2	21	77.8	25	92.6	7	28.0	18	72.0
33	32	37.6	11	34.4	21	65.6	30	93.7	14	46.7	16	53.3
34	11	12.9	3	27.2	8	72.8	9	81.8	2	22.2	7	77.8
35	10	11.7	2	20.0	8	80.0	9	90.0	3	33.3	6	66.7
36	35	41.1	13	37.1	22	62.9	35	100.0	17	48.6	18	51.4
37	41	48.2	15	36.6	26	63.4	40	97.6	19	47.5	21	52.5
38	24	28.2	9	37.5	15	62.5	24	100.0	12	50.0	12	50.0
39	41	48.2	14	34.1	27	65.9	38	92.7	17	47.7	21	55.3
40	40	47.0	21	52.5	19	47.5	38	95.0	23	60.5	15	39.5
41	43	50.5	16	37.2	27	62.8	42	97.7	18	42.9	24	57.1
42	35	41.1	16	45.7	19	54.3	33	94.3	18	54.5	15	45.5
43	40	47.0	19	47.5	21	52.5	37	92.5	21	56.7	16	43.3
44	38	44.7	16	42.1	22	57.9	37	97.4	18	48.6	19	51.4

* Percent of Extent of Participation = $\frac{\text{Number reporting extent}}{\text{Number participating}}$

** Percent of Effectiveness = $\frac{\text{Number reporting effectiveness}}{\text{Number participating}}$

*** Percent of Degree of Effectiveness = $\frac{\text{Number reporting degree}}{\text{Number reporting effectiveness}}$

TABLE XIV
 SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN 4-H CLUB LEADERSHIP
 RESPONSIBILITIES OF 125 MISSISSIPPI 4-H ALL STARS ACCORDING TO SEX

Item	Males N = 45				Females N = 80			
	Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	14	31.1	14	100.0	21	26.3	21	100.0
2	22	48.9	21	95.4	32	40.0	31	96.9
3	20	44.4	18	90.0	38	47.5	36	92.3
4	24	53.3	22	91.7	39	48.8	38	97.4
5	20	44.4	20	100.0	32	40.0	32	100.0
6	32	71.1	27	84.4	51	63.7	49	96.1
7	23	51.1	21	91.3	42	52.5	40	95.2
8	22	48.9	19	86.4	33	41.3	29	87.9
9	15	33.3	15	100.0	34	42.5	33	97.1
10	15	33.3	15	100.0	22	27.5	19	86.4
11	17	37.8	17	100.0	19	23.7	19	100.0
12	15	33.3	15	100.0	31	38.7	29	93.5
13	17	37.8	17	100.0	28	35.0	26	92.8
14	20	44.4	20	100.0	30	37.5	29	96.7
15	14	31.1	14	100.0	21	26.3	20	95.2
16	10	22.2	8	80.0	17	21.3	14	82.4
17	17	37.8	17	100.0	25	31.3	25	100.0
18	13	28.9	13	100.0	22	27.5	21	95.5
19	18	40.0	18	100.0	30	37.5	29	96.7
20	16	35.5	16	100.0	21	26.3	19	90.5
21	18	40.0	17	94.4	30	37.5	28	93.3
22	14	31.1	14	100.0	19	23.7	17	89.5
23	13	28.9	13	100.0	14	17.5	12	85.7
24	16	35.5	15	93.7	24	30.0	23	95.8
25	10	22.2	9	90.0	20	25.0	20	100.0
26	10	22.2	10	100.0	23	28.8	21	91.3
27	17	37.8	16	94.1	33	41.3	33	100.0
28	10	22.2	10	100.0	11	13.8	11	100.0
29	14	31.1	14	100.0	25	31.3	24	96.0
30	13	28.9	12	92.3	25	31.3	23	92.0
31	14	31.1	13	92.8	24	30.0	20	83.3
32	23	51.1	20	86.9	38	47.5	33	86.8
33	17	37.8	17	100.0	13	16.3	13	100.0
34	6	13.3	6	100.0	8	10.0	7	88.8
35	6	13.3	6	100.0	5	6.3	5	100.0
36	17	37.8	17	100.0	28	35.0	26	92.8
37	23	51.1	20	86.9	43	53.8	36	83.7
38	20	44.4	17	85.0	29	36.3	24	82.7
39	27	60.0	23	85.2	46	57.5	43	93.5
40	30	66.7	29	96.7	51	63.7	45	88.2
41	27	60.0	26	96.3	48	60.0	46	95.8
42	25	55.5	23	92.0	40	50.0	38	95.0
43	26	57.8	25	96.2	42	52.5	40	95.2
44	21	46.7	21	100.0	38	47.5	35	92.1

* Percent of effectiveness = $\frac{\text{number reporting effectiveness}}{\text{number participating}}$

TABLE XV
SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN 4-H CLUB LEADERSHIP RESPONSIBILITIES OF
125 MISSISSIPPI 4-H ALL STARS ACCORDING TO MARITAL STATUS

Item	Single N = 63				Married N = 54				Widowed N = 8			
	Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	24	38.1	24	100.0	7	12.9	7	100.0	3	37.5	3	100.0
2	37	58.7	35	94.6	13	24.1	12	92.3	4	50.0	4	100.0
3	38	60.3	35	92.1	16	29.6	15	93.8	4	50.0	4	100.0
4	42	66.6	41	97.6	16	29.6	16	100.0	5	62.5	5	100.0
5	34	53.9	33	97.1	17	31.5	17	100.0	2	25.0	2	100.0
6	47	74.6	44	93.6	30	55.5	28	93.3	5	62.5	5	100.0
7	41	65.1	38	92.7	21	38.9	20	95.2	3	37.5	3	100.0
8	35	55.5	31	88.6	15	27.8	12	80.0	5	62.5	5	100.0
9	32	50.8	30	93.8	14	25.9	14	100.0	3	37.5	3	100.0
10	28	44.4	26	92.8	8	14.8	8	100.0	1	12.5	1	100.0
11	28	44.4	27	96.4	5	9.3	5	100.0	3	37.5	3	100.0
12	33	52.4	32	96.9	10	18.5	9	90.0	4	50.0	4	100.0
13	34	53.9	33	97.1	7	12.9	7	100.0	3	37.5	3	100.0
14	31	49.2	30	96.8	15	27.8	15	100.0	2	25.0	2	100.0
15	29	46.0	27	93.1	6	11.1	6	100.0	0	----	0	----
16	22	34.9	20	90.9	5	9.3	5	100.0	0	----	0	----
17	32	50.8	32	100.0	10	18.5	10	100.0	1	12.5	1	100.0
18	28	44.4	28	100.0	6	11.1	6	100.0	0	----	0	----
19	36	57.1	35	97.2	9	16.7	9	100.0	2	25.0	2	100.0
20	29	46.0	28	96.6	6	11.1	5	83.3	2	25.0	2	100.0
21	33	52.4	30	90.9	14	25.9	14	100.0	2	25.0	2	100.0
22	23	36.5	22	95.7	9	16.7	8	88.7	1	12.5	1	100.0
23	30	47.6	24	80.0	1	1.9	1	100.0	0	----	0	----
24	30	47.6	30	100.0	6	11.1	5	83.3	3	37.5	3	100.0
25	22	34.9	22	100.0	8	14.8	7	87.5	0	----	0	----
26	21	33.3	21	100.0	7	12.9	7	100.0	2	25.0	2	100.0
27	36	57.1	35	97.2	9	16.7	9	100.0	4	50.0	4	100.0
28	18	28.6	18	100.0	3	5.5	3	100.0	1	12.5	1	100.0
29	28	44.4	28	100.0	9	16.7	9	100.0	1	12.5	1	100.0
30	31	49.2	31	100.0	6	11.1	5	83.3	1	12.5	0	----
31	32	50.8	28	87.5	5	9.3	5	100.0	1	12.5	1	100.0
32	42	66.6	39	92.9	17	31.5	15	88.2	3	37.5	2	66.7
33	24	38.1	24	100.0	6	11.1	6	100.0	2	25.0	2	100.0
34	11	17.5	10	90.9	4	7.4	4	100.0	0	----	0	----
35	9	14.3	9	100.0	3	5.5	3	100.0	0	----	0	----
36	35	55.5	34	97.1	7	12.9	7	100.0	3	37.5	3	100.0
37	39	61.9	35	89.7	24	44.4	20	83.3	4	50.0	4	100.0
38	34	53.9	29	85.3	10	18.5	8	80.0	5	62.5	5	100.0
39	42	66.6	38	90.5	26	48.1	23	84.5	5	62.5	5	100.0
40	45	71.4	42	93.3	32	59.3	27	84.4	5	62.5	4	80.0
41	44	69.8	42	95.5	28	51.9	26	92.8	4	50.0	4	100.0
42	43	68.3	40	93.3	19	35.2	17	89.5	4	50.0	4	100.0
43	45	71.4	43	95.6	18	33.3	16	88.9	5	62.5	5	100.0
44	38	60.3	35	92.1	17	31.5	17	100.0	5	62.5	5	100.0

* Percent of effectiveness = $\frac{\text{number reporting effectiveness}}{\text{number participating}}$

TABLE XVI
SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN 4-H CLUB LEADERSHIP RESPONSIBILITIES OF
45 MALE 4-H ALL STARS ACCORDING TO OCCUPATION

Item	Agriculture Related Occupations N = 9				Non-Agriculture Related Occupations N = 12				Students N = 24			
	Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	1	11.1	1	100.0	2	16.7	2	100.0	11	45.8	11	100.0
2	2	22.2	2	100.0	4	33.3	3	75.0	16	66.7	16	100.0
3	2	22.2	2	100.0	12	8.3	3	25.0	14	58.3	13	92.8
4	3	33.3	3	100.0	2	16.7	2	100.0	19	79.2	18	94.7
5	1	11.1	1	100.0	2	16.7	2	100.0	17	70.8	17	100.0
6	4	44.4	4	100.0	8	66.7	5	62.5	20	83.3	18	90.0
7	1	11.1	1	100.0	4	33.3	3	75.0	18	75.0	17	94.4
8	3	33.3	3	100.0	5	41.7	3	60.0	14	58.3	13	92.8
9	1	11.1	1	100.0	1	8.3	1	100.0	13	54.2	13	100.0
10	2	22.2	2	100.0	1	8.3	1	100.0	12	50.0	12	100.0
11	1	11.1	1	100.0	2	16.7	2	100.0	14	58.3	14	100.0
12	1	11.1	1	100.0	1	8.3	1	100.0	13	54.2	13	100.0
13	1	11.1	1	100.0	1	8.3	1	100.0	15	62.5	15	100.0
14	2	22.2	2	100.0	3	33.0	3	100.0	15	62.5	15	100.0
15	0	----	0	----	1	8.3	1	100.0	13	54.2	13	100.0
16	0	----	0	----	1	8.3	1	100.0	9	37.5	7	77.8
17	0	----	0	----	2	16.7	2	100.0	15	62.5	15	100.0
18	1	11.1	1	100.0	1	8.3	1	100.0	11	45.8	11	100.0
19	2	22.2	2	100.0	2	16.7	2	100.0	14	58.3	14	100.0
20	1	11.1	1	100.0	2	16.7	2	100.0	13	54.2	13	100.0
21	2	22.2	2	100.0	4	33.3	4	100.0	12	50.0	11	91.7
22	1	11.1	1	100.0	1	8.3	1	100.0	14	58.3	12	85.7
23	0	----	0	----	2	16.7	2	100.0	11	45.8	11	100.0
24	1	11.1	1	100.0	3	33.0	2	66.7	12	50.0	12	100.0
25	0	----	0	----	3	33.0	2	66.7	7	29.2	7	100.0
26	1	11.1	1	100.0	1	8.3	1	100.0	8	33.3	8	100.0
27	1	11.1	1	100.0	2	16.7	2	100.0	14	58.3	13	92.8
28	0	----	0	----	2	16.7	2	100.0	8	33.3	8	100.0
29	0	----	0	----	2	16.7	2	100.0	12	50.0	12	100.0
30	0	----	0	----	2	16.7	2	100.0	11	45.8	11	100.0
31	0	----	0	----	2	16.7	2	100.0	12	50.0	11	91.7
32	2	22.2	1	50.0	4	33.3	3	75.0	17	70.8	16	94.1
33	1	11.1	1	100.0	3	8.3	3	100.0	13	54.2	13	100.0
34	0	----	0	----	2	16.7	2	100.0	4	16.7	4	100.0
35	0	----	0	----	2	16.7	2	100.0	4	16.7	4	100.0
36	1	11.1	1	100.0	2	16.7	2	100.0	14	58.3	14	100.0
37	2	22.2	2	100.0	5	41.7	4	80.0	16	66.7	14	87.5
38	2	22.2	1	50.0	2	16.7	2	100.0	16	66.7	14	87.5
39	3	33.3	3	100.0	6	50.0	4	66.7	18	75.0	16	88.9
40	4	44.4	4	100.0	7	58.3	6	85.7	19	79.2	19	100.0
41	3	33.3	3	100.0	4	33.3	4	100.0	20	83.3	19	95.0
42	2	22.2	2	100.0	4	33.3	4	100.0	19	79.2	17	89.5
43	4	44.4	4	100.0	2	16.7	2	100.0	20	83.3	19	95.0
44	3	33.3	3	100.0	3	33.3	3	100.0	15	62.5	15	100.0

* Percent of effectiveness = $\frac{\text{number reporting effectiveness}}{\text{number participating}}$

TABLE XVII

SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN 4-H CLUB LEADERSHIP RESPONSIBILITIES OF
80 FEMALE 4-H ALL STARS ACCORDING TO OCCUPATION

Item	Professional Home Economists N = 14				Professional Non-Home Economists N = 18				Homemakers N = 15				Students N = 33			
	Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	5	35.7	5	100.0	2	11.1	2	100.0	2	13.3	2	100.0	12	36.4	12	100.0
2	6	42.8	6	100.0	4	22.2	4	100.0	1	6.7	1	100.0	21	63.6	20	95.2
3	7	50.0	7	100.0	4	22.2	4	100.0	3	20.0	3	100.0	24	72.7	22	91.7
4	9	64.3	9	100.0	4	22.2	4	100.0	3	20.0	3	100.0	23	69.7	22	95.7
5	8	57.1	8	100.0	3	16.6	3	100.0	4	26.7	4	100.0	17	51.5	17	100.0
6	10	71.4	10	100.0	9	50.0	9	100.0	6	40.0	6	100.0	26	78.8	24	92.3
7	10	71.4	10	100.0	6	33.3	6	100.0	3	20.0	3	100.0	23	69.7	21	91.3
8	7	50.0	7	100.0	4	22.2	2	50.0	3	20.0	3	100.0	19	57.6	17	89.5
9	9	64.3	9	100.0	4	22.2	4	100.0	3	20.0	3	100.0	18	54.5	17	94.4
10	5	35.7	5	100.0	3	16.6	3	100.0	1	6.7	1	100.0	13	39.4	10	76.9
11	5	35.7	5	100.0	3	16.6	3	100.0	0	----	0	----	11	33.3	11	100.0
12	6	42.8	5	83.3	4	22.2	4	100.0	3	20.0	3	100.0	18	54.5	17	94.4
13	7	50.0	6	85.7	2	11.1	2	100.0	2	13.3	2	100.0	17	51.5	16	94.1
14	7	50.0	7	100.0	3	16.6	3	100.0	4	26.7	4	100.0	16	48.5	15	93.8
15	5	35.7	5	100.0	3	16.6	3	100.0	1	6.7	1	100.0	12	36.4	11	91.7
16	3	21.4	3	100.0	2	11.1	2	100.0	1	6.7	1	100.0	11	33.3	8	72.7
17	6	42.8	6	100.0	2	11.1	2	100.0	3	20.0	3	100.0	14	42.4	14	100.0
18	5	35.7	5	100.0	3	16.6	3	100.0	1	6.7	1	100.0	13	39.4	12	92.3
19	4	28.6	4	100.0	2	11.1	2	100.0	3	20.0	3	100.0	21	63.6	20	95.2
20	3	21.4	3	100.0	2	11.1	2	100.0	1	6.7	1	100.0	15	45.5	13	86.7
21	5	35.7	5	100.0	2	11.1	2	100.0	4	26.7	4	100.0	19	57.6	17	89.5
22	5	35.7	4	80.0	2	11.1	2	100.0	5	33.3	5	100.0	7	21.2	6	85.7

TABLE XVII (Continued)

Item	Professional Home Economists N = 14				Professional Non-Home Economists N = 18				Homemakers N = 15				Students N = 33			
	Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
23	3	21.4	3	100.0	0	----	0	----	0	----	0	----	11	33.3	9	81.8
24	5	35.7	5	100.0	2	11.1	2	100.0	0	----	0	----	17	51.5	16	94.1
25	6	42.8	6	100.0	2	11.1	2	100.0	1	6.7	1	100.0	11	33.3	11	100.0
26	3	21.4	3	100.0	2	11.1	2	100.0	3	20.0	3	100.0	15	45.5	13	86.7
27	7	50.0	7	100.0	3	16.6	3	100.0	2	13.3	2	100.0	21	63.6	21	100.0
28	2	14.3	2	100.0	2	11.1	2	100.0	0	----	0	----	7	21.2	7	100.0
29	4	28.6	4	100.0	3	16.6	3	100.0	1	6.7	1	100.0	17	51.5	16	94.1
30	6	42.8	6	100.0	2	11.1	2	100.0	1	6.7	0	----	16	48.5	15	93.8
31	5	35.7	5	100.0	2	11.1	2	100.0	1	6.7	1	100.0	16	48.5	12	75.0
32	8	57.1	8	100.0	4	22.2	3	75.0	2	13.3	2	100.0	24	72.7	20	83.3
33	2	14.3	2	100.0	0	----	0	----	1	6.7	1	100.0	10	30.3	10	100.0
34	4	28.6	4	100.0	0	----	0	----	0	----	0	----	4	12.1	3	75.0
35	3	21.4	3	100.0	0	----	0	----	0	----	0	----	2	6.1	2	100.0
36	5	35.7	5	100.0	3	16.6	3	100.0	1	6.7	1	100.0	19	57.6	17	89.5
37	8	57.1	7	87.5	5	27.7	5	100.0	7	46.7	7	100.0	23	69.7	19	82.6
38	5	35.7	4	80.0	4	22.2	4	100.0	1	6.7	1	100.0	19	57.6	15	78.9
39	10	71.4	10	100.0	6	33.3	6	100.0	6	40.0	5	83.3	24	72.7	22	91.7
40	11	78.6	11	100.0	8	44.4	8	100.0	7	46.7	4	57.1	25	75.7	22	88.0
41	10	71.4	10	100.0	7	38.8	7	100.0	6	40.0	6	100.0	25	75.7	23	92.0
42	9	64.3	9	100.0	0	----	0	----	4	26.7	4	100.0	23	69.7	21	91.3
43	9	64.3	9	100.0	3	16.6	3	100.0	4	26.7	4	100.0	26	78.8	24	92.3
44	9	64.3	9	100.0	4	22.2	4	100.0	4	26.7	4	100.0	21	63.6	18	85.7

* Percent of effectiveness = $\frac{\text{number reporting effectiveness}}{\text{number participating}}$

TABLE XVIII

SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN LEADERSHIP RESPONSIBILITIES
OF 125 MISSISSIPPI 4-H ALL STARS ACCORDING TO NUMBER OF YEARS
ENROLLED AS A 4-H CLUB MEMBER

Item	8 Years or Less N = 46				9 to 12 Years N = 78			
	Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	11	23.9	11	100.0	24	30.7	24	100.0
2	16	34.8	16	100.0	38	48.7	36	94.7
3	18	39.1	17	94.4	40	51.2	38	95.0
4	22	47.8	21	95.5	41	52.6	40	97.6
5	16	34.8	16	100.0	36	46.2	36	100.0
6	27	58.7	26	96.3	56	71.8	50	89.3
7	21	45.6	20	95.2	44	56.4	41	93.2
8	17	36.9	16	94.1	38	48.7	32	84.2
9	15	42.6	15	100.0	34	43.6	33	97.1
10	10	21.7	10	100.0	27	34.6	24	88.9
11	12	26.1	12	100.0	24	30.8	24	100.0
12	15	42.6	15	100.0	31	39.7	29	93.5
13	16	34.8	15	93.8	29	37.2	28	96.6
14	17	36.9	17	100.0	33	42.3	32	96.9
15	12	26.1	12	100.0	23	29.5	22	95.7
16	10	21.7	8	80.0	17	21.8	14	82.3
17	17	34.8	16	100.0	26	33.3	26	100.0
18	11	23.9	11	100.0	24	30.8	23	95.8
19	17	36.9	17	100.0	31	39.7	30	96.8
20	13	28.3	13	100.0	24	30.8	22	91.7
21	16	34.8	16	100.0	32	41.0	29	90.6
22	13	28.3	12	92.3	20	25.6	19	95.0
23	9	19.6	9	100.0	18	23.1	16	88.9
24	13	28.3	13	100.0	27	34.6	25	92.6
25	11	23.9	11	100.0	19	24.4	18	94.7
26	14	30.4	13	92.9	19	24.4	18	94.7
27	17	36.9	16	94.1	33	42.3	33	100.0
28	6	13.0	6	100.0	15	19.2	15	100.0
29	13	28.3	13	100.0	26	33.3	25	96.2
30	15	42.6	14	93.3	23	29.5	22	95.7
31	14	30.4	11	78.6	24	30.8	22	91.7
32	18	39.1	17	94.4	43	55.1	36	83.7
33	10	21.7	10	100.0	20	25.6	20	100.0
34	4	8.7	4	100.0	10	12.8	9	90.0
35	3	6.5	3	100.0	8	10.3	8	100.0
36	15	42.6	15	100.0	30	38.5	28	93.3
37	20	43.5	16	80.0	45	57.7	39	86.7
38	17	36.9	14	82.4	32	41.0	27	84.4
39	21	45.6	20	95.2	51	65.4	45	88.2
40	26	56.5	24	92.3	54	69.2	49	90.7
41	25	54.3	24	96.0	49	62.6	47	95.9
42	22	47.8	21	95.5	43	55.1	40	93.0
43	15	34.3	24	96.0	43	55.1	41	95.3
44	17	36.9	16	94.1	42	53.8	40	95.2

* Percent of effectiveness = $\frac{\text{number reporting effectiveness}}{\text{number participating}}$

TABLE XIX
SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN LEADERSHIP RESPONSIBILITIES
OF 125 MISSISSIPPI 4-H ALL STARS ACCORDING TO COUNTY 4-H COUNCIL OFFICERS AND
NON-COUNTY 4-H OFFICERS

Item	County 4-H Council Officer N = 112				Non-County 4-H Council Officer N = 11			
	Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	33	29.5	33	100.0	1	9.1	1	100.0
2	51	45.5	48	94.1	2	18.2	2	100.0
3	54	48.2	50	92.6	3	27.3	3	100.0
4	59	52.6	57	96.6	3	27.3	3	100.0
5	50	44.6	50	100.0	2	18.2	2	100.0
6	78	69.6	71	91.0	4	36.4	4	100.0
7	62	55.4	58	93.5	3	27.3	3	100.0
8	53	47.3	46	86.8	1	9.1	1	100.0
9	48	42.8	47	97.9	1	9.1	1	100.0
10	35	31.3	33	94.3	1	9.1	1	100.0
11	34	30.4	34	100.0	1	9.1	1	100.0
12	44	39.3	42	95.5	1	9.1	1	100.0
13	42	37.5	40	95.2	2	18.2	2	100.0
14	46	41.1	45	97.8	3	27.3	3	100.0
15	34	30.4	33	97.1	1	9.1	1	100.0
16	26	23.2	21	80.8	1	9.1	1	100.0
17	39	34.8	39	100.0	3	27.3	3	100.0
18	34	30.4	33	97.1	1	9.1	1	100.0
19	36	32.1	34	94.4	0	---	0	----
20	45	40.2	42	93.3	3	27.3	3	100.0
21	30	26.8	28	93.3	2	18.2	2	100.0
22	46	42.9	48	100.0	3	27.3	3	100.0
23	27	24.3	25	92.6	0	---	0	----
24	38	33.9	36	94.7	1	9.1	1	100.0
25	30	26.8	29	96.7	0	---	0	----
26	31	27.7	29	93.5	1	9.1	1	100.0
27	47	42.9	47	100.0	2	18.2	1	50.0
28	21	18.8	21	100.0	0	---	0	----
29	37	33.0	36	97.3	2	18.2	2	100.0
30	36	32.1	34	94.4	2	18.2	2	100.0
31	36	32.1	32	88.9	2	18.2	2	100.0
32	59	52.6	52	88.1	2	18.2	2	100.0
33	28	26.0	28	100.0	1	9.1	1	100.0
34	14	12.6	13	92.8	0	---	0	----
35	11	10.8	11	100.0	0	---	0	----
36	43	38.4	41	95.4	2	18.2	2	100.0
37	61	54.5	54	88.5	4	36.4	1	25.0
38	46	41.1	40	86.9	2	18.2	2	100.0
39	69	61.6	63	91.3	3	27.3	2	66.7
40	76	67.9	69	90.8	3	27.3	3	100.0
41	60	53.6	57	95.0	4	36.4	3	75.0
42	63	56.3	61	96.8	4	36.4	3	75.0
43	56	50.0	54	96.4	1	9.1	1	100.0
44	48	42.9	48	100.0	3	27.3	3	100.0

* Percent of effectiveness = $\frac{\text{Number reporting effectiveness}}{\text{Number participating}}$

TABLE XX

SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN LEADERSHIP RESPONSIBILITIES OF
125 MISSISSIPPI 4-H ALL STARS ACCORDING TO DELEGATES TO JUNIOR LEADERSHIP
CONFERENCE AND NON-DELEGATES

Item	Delegate to Junior Leadership Conference N = 108				Non-Delegate to Junior Leadership Conference N = 13			
	Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	32	29.6	32	100.0	1	7.7	1	100.0
2	49	45.4	47	95.9	2	15.4	2	100.0
3	51	47.2	47	92.2	4	30.7	4	100.0
4	59	54.6	57	96.6	2	15.4	2	100.0
5	48	44.4	48	100.0	3	23.1	3	100.0
6	74	68.5	68	91.9	6	46.2	6	100.0
7	59	54.6	56	94.9	4	30.7	4	100.0
8	49	45.4	43	87.8	3	23.1	3	100.0
9	46	42.6	45	97.8	2	15.4	2	100.0
10	34	31.5	31	91.2	1	7.7	1	100.0
11	32	29.6	32	100.0	2	15.4	2	100.0
12	42	38.9	40	95.2	2	15.4	2	100.0
13	40	37.0	38	95.0	3	23.1	3	100.0
14	43	39.8	42	97.7	5	38.5	5	100.0
15	32	29.6	31	96.8	2	15.4	2	100.0
16	26	24.1	21	80.8	0	----	0	----
17	38	35.2	38	100.0	3	23.1	3	100.0
18	34	31.5	33	97.1	0	----	0	----
19	44	40.7	43	97.7	2	15.4	2	100.0
20	33	30.6	31	93.9	2	15.4	2	100.0
21	44	40.7	41	93.2	3	23.1	3	100.0
22	28	25.9	26	92.9	3	23.1	3	100.0
23	26	24.1	24	92.3	1	7.7	1	100.0
24	36	33.3	34	94.4	2	15.4	2	100.0
25	29	26.8	27	93.1	1	7.7	1	100.0
26	29	26.8	27	93.1	2	15.4	2	100.0
27	45	41.7	44	97.8	3	23.1	3	100.0
28	20	18.5	20	100.0	0	----	0	----
29	37	34.3	36	97.3	1	7.7	1	100.0
30	34	31.5	32	94.1	3	23.1	3	100.0
31	36	33.3	31	86.1	1	7.7	1	100.0
32	58	53.7	51	87.9	2	15.4	1	50.0
33	28	25.9	28	100.0	0	----	0	----
34	13	12.0	12	92.3	0	----	0	----
35	10	9.9	10	100.0	0	----	0	----
36	41	37.9	39	95.1	3	23.1	3	100.0
37	57	52.8	48	84.2	6	46.2	5	83.3
38	46	42.6	38	82.6	1	7.7	1	100.0
39	66	61.1	60	90.9	4	30.7	4	100.0
40	72	66.7	65	90.3	6	46.2	6	100.0
41	67	62.0	65	97.0	5	38.5	4	80.0
42	57	52.8	54	94.7	5	38.5	4	80.0
43	61	57.5	59	96.7	5	38.5	4	80.0
44	54	50.0	51	94.4	3	23.1	3	100.0

* Percent of effectiveness = $\frac{\text{Number reporting effectiveness}}{\text{Number participating}}$

TABLE XIII

SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN LEADERSHIP RESPONSIBILITIES
OF 125 MISSISSIPPI 4-H ALL STARS ACCORDING TO STATE 4-H COUNCIL OFFICERS AND
NON-STATE 4-H COUNCIL OFFICERS

Item	State 4-H Council Officer N = 22				Non-State 4-H Council Officer N = 91			
	Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	8	36.4	8	100.0	23	25.3	23	100.0
2	13	59.1	13	100.0	36	39.6	34	94.4
3	12	54.5	12	100.0	40	43.9	37	92.5
4	13	59.1	13	100.0	44	48.4	43	97.7
5	11	50.0	11	100.0	36	39.6	36	100.0
6	17	77.3	17	100.0	58	63.7	54	93.1
7	14	63.6	14	100.0	44	48.4	42	95.4
8	15	68.2	13	86.7	35	38.5	32	91.4
9	11	50.0	11	100.0	35	38.5	34	97.1
10	9	40.9	9	100.0	23	25.3	20	86.9
11	9	40.9	9	100.0	24	26.4	24	100.0
12	11	50.0	11	100.0	31	34.1	29	93.5
13	10	45.4	9	90.0	32	35.2	31	96.9
14	12	54.5	12	100.0	34	37.4	32	94.1
15	7	31.8	7	100.0	25	27.5	24	96.0
16	5	22.7	2	40.0	20	21.9	17	85.0
17	10	45.4	10	100.0	28	30.7	28	100.0
18	6	27.3	6	100.0	26	28.6	25	96.2
19	10	45.4	10	100.0	34	37.4	33	97.1
20	9	40.9	9	100.0	24	26.4	22	91.7
21	10	45.4	9	90.0	35	38.5	33	94.3
22	9	40.9	9	100.0	21	23.1	19	90.5
23	8	36.4	8	100.0	17	18.7	15	88.2
24	10	45.4	10	100.0	27	29.7	24	88.9
25	8	36.4	8	100.0	20	21.9	19	95.0
26	6	27.3	6	100.0	24	26.4	22	91.7
27	10	45.4	10	100.0	36	39.6	35	97.2
28	6	27.3	6	100.0	12	13.2	12	100.0
29	7	31.8	7	100.0	27	29.7	26	96.3
30	10	45.4	9	90.0	25	27.5	24	96.0
31	8	36.4	7	87.5	27	29.7	23	85.2
32	14	63.6	13	92.8	43	47.3	36	83.7
33	10	45.4	10	100.0	17	18.7	17	100.0
34	3	13.6	3	100.0	10	10.9	9	90.0
35	3	13.6	3	100.0	7	7.7	6	85.7
36	10	45.4	10	100.0	32	35.2	30	93.7
37	14	63.6	12	85.7	46	50.5	39	84.8
38	12	54.5	10	83.3	33	36.3	27	81.8
39	16	72.7	15	93.7	50	54.9	46	92.0
40	18	81.8	16	88.9	56	61.5	52	92.8
41	17	77.3	17	100.0	52	57.1	49	94.2
42	16	72.7	15	93.7	43	47.3	40	93.0
43	14	63.6	14	100.0	50	54.9	47	94.0
44	13	59.1	12	92.3	42	46.2	40	95.2

* Percent of effectiveness = $\frac{\text{Number reporting effectiveness}}{\text{Number participating}}$

TABLE XXII

SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN LEADERSHIP RESPONSIBILITIES
OF 125 MISSISSIPPI 4-H ALL STARS ACCORDING TO 4-H HONOR CLUB MEMBERS
AND NON-HONOR CLUB MEMBERS

Item	4-H Honor Club Member N = 48				Non-4-H Honor Club Member N = 67			
	Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	19	39.6	19	100.0	13	19.4	13	100.0
2	30	62.5	28	93.3	22	32.8	22	100.0
3	30	62.5	28	93.3	24	35.8	23	95.8
4	32	66.7	31	96.9	27	40.3	27	100.0
5	28	58.3	27	96.4	21	31.3	21	100.0
6	41	85.4	39	95.1	27	40.3	27	100.0
7	36	75.0	35	97.2	26	33.8	24	92.3
8	29	60.4	27	93.1	24	35.8	19	79.2
9	23	47.9	23	100.0	23	34.3	22	95.7
10	20	41.7	19	95.0	16	23.9	15	93.8
11	20	41.7	20	100.0	14	20.9	14	100.0
12	23	47.9	22	95.6	20	29.9	19	95.0
13	24	50.0	23	95.8	18	26.9	17	94.4
14	25	52.1	24	96.0	23	34.3	23	100.0
15	20	41.7	19	95.0	14	20.9	14	100.0
16	17	35.4	13	76.5	9	13.4	8	88.9
17	23	47.9	23	100.0	16	23.9	16	100.0
18	18	37.5	18	100.0	15	22.4	14	93.3
19	28	58.3	28	100.0	17	25.4	16	94.1
20	21	43.8	19	90.5	15	22.4	15	100.0
21	26	54.2	25	96.2	18	26.9	16	88.9
22	17	35.4	16	94.1	14	20.9	13	92.8
23	17	35.4	16	94.1	9	13.4	8	88.9
24	23	47.9	22	95.6	16	23.9	15	93.8
25	18	37.5	17	94.4	10	14.9	10	100.0
26	17	35.4	16	94.1	14	20.9	13	92.8
27	27	56.3	26	96.3	20	29.9	20	100.0
28	11	22.9	11	100.0	9	13.4	9	100.0
29	22	45.8	21	95.5	16	23.9	16	100.0
30	22	45.8	22	100.0	14	20.9	12	85.7
31	20	41.7	17	85.0	16	23.9	14	87.5
32	35	72.9	30	85.7	24	35.8	21	87.5
33	17	35.4	17	100.0	11	16.4	11	100.0
34	7	14.6	7	100.0	6	8.9	5	83.3
35	6	12.5	6	100.0	4	5.9	4	100.0
36	27	56.3	26	96.3	16	23.9	15	93.8
37	33	67.8	29	87.9	29	43.3	25	86.2
38	26	54.2	22	84.6	22	32.8	18	81.8
39	35	72.9	33	94.3	34	50.7	30	88.2
40	38	79.2	37	97.4	38	56.7	34	89.5
41	37	77.1	36	97.3	35	52.2	33	94.3
42	34	70.8	33	97.1	28	41.8	25	89.3
43	34	70.8	33	97.1	31	46.3	30	96.8
44	28	58.3	26	92.9	28	41.8	27	96.4

* Percent of effectiveness = $\frac{\text{Number reporting effectiveness}}{\text{Number participating}}$

TABLE XXIII

SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN 4-H CLUB LEADERSHIP RESPONSIBILITIES OF
125 MISSISSIPPI 4-H ALL STARS ACCORDING TO NUMBER OF YEARS SINCE LAST AN ACTIVE 4-H CLUB MEMBER

Item	9 to 12 Years N = 14				5 to 8 Years N = 27				Less than 4 Years N = 66				Still 4-H Club Members in 1961 N = 17			
	Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	5	35.7	5	100.0	2	7.4	2	100.0	16	24.2	16	100.0	12	70.6	12	100.0
2	4	28.6	4	100.0	5	18.5	5	100.0	29	43.9	28	96.6	16	94.1	15	93.7
3	5	35.7	5	100.0	5	18.5	5	100.0	32	48.5	30	93.8	16	94.1	14	87.5
4	6	42.9	6	100.0	4	14.8	4	100.0	38	57.6	37	97.4	15	88.2	14	93.3
5	4	28.6	4	100.0	4	14.8	4	100.0	31	46.9	31	100.0	13	76.5	12	92.3
6	8	57.1	8	100.0	13	48.1	11	84.6	45	68.2	43	95.6	17	100.0	14	82.4
7	3	21.4	3	100.0	6	22.2	5	83.3	40	60.6	39	97.5	16	94.1	14	87.5
8	4	28.6	4	100.0	5	18.5	4	80.0	33	50.0	29	87.9	13	76.5	11	84.6
9	4	28.6	4	100.0	4	14.8	4	100.0	29	43.9	29	100.0	12	70.6	11	91.7
10	4	28.6	4	100.0	2	7.4	2	100.0	15	22.7	15	100.0	16	94.1	14	87.5
11	3	21.4	3	100.0	1	3.7	1	100.0	21	31.8	21	100.0	11	64.7	11	100.0
12	6	42.9	6	100.0	2	7.4	2	100.0	24	36.4	24	100.0	14	82.4	13	92.9
13	5	35.7	5	100.0	4	14.8	4	100.0	24	36.4	24	100.0	11	64.7	10	90.9
14	6	42.9	6	100.0	5	18.5	4	80.0	25	37.9	25	100.0	14	82.4	13	92.9
15	3	21.4	3	100.0	2	7.4	2	100.0	18	27.3	18	100.0	12	70.6	11	91.7
16	3	21.4	2	66.7	2	7.4	2	100.0	29	43.9	21	72.4	10	58.8	9	90.0
17	4	28.6	4	100.0	3	11.1	3	100.0	22	33.3	22	100.0	12	70.6	12	100.0
18	3	21.4	3	100.0	3	11.1	3	100.0	18	27.3	18	100.0	13	76.5	10	76.9
19	6	42.9	6	100.0	1	3.7	1	100.0	26	39.4	26	100.0	15	88.2	14	93.3
20	4	28.6	4	100.0	1	3.7	1	100.0	17	25.8	16	94.1	15	88.2	14	93.3
21	4	28.6	4	100.0	3	11.1	3	100.0	28	42.4	27	96.4	13	76.5	11	84.6
22	6	42.9	6	100.0	3	11.1	2	66.7	14	21.2	14	100.0	10	58.8	9	90.0

TABLE XXIII (Continued)

Item	9 to 12 Years N = 14				5 to 8 Years N = 27				Less than 4 Years N = 66				Still 4-H Club Members in 1961 N = 17			
	Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
23	1	7.1	1	100.0	2	7.4	2	100.0	11	16.7	11	100.0	13	76.5	11	84.6
24	3	21.4	3	100.0	2	7.4	2	100.0	21	31.8	20	95.2	14	82.4	13	92.9
25	3	21.4	3	100.0	2	7.4	2	100.0	17	25.8	16	94.1	8	47.1	8	100.0
26	6	42.9	6	100.0	1	3.7	1	100.0	15	22.7	14	93.3	11	64.7	10	90.9
27	5	35.7	5	100.0	3	11.1	3	100.0	29	43.9	28	96.6	13	76.5	13	100.0
28	4	28.6	2	50.0	1	3.7	1	100.0	11	16.7	11	100.0	7	41.2	7	100.0
29	3	21.4	3	100.0	2	7.4	2	100.0	21	31.8	21	100.0	13	76.5	12	92.3
30	3	21.4	2	66.7	2	7.4	2	100.0	23	34.8	22	95.7	10	58.8	10	100.0
31	3	21.4	3	100.0	2	7.4	2	100.0	21	31.8	18	85.7	12	70.6	10	83.3
32	3	21.4	3	100.0	5	18.5	5	100.0	38	57.6	33	86.8	15	88.2	12	80.0
33	4	28.6	4	100.0	2	7.4	2	100.0	13	19.7	13	100.0	11	64.7	11	100.0
34	2	14.3	2	100.0	3	11.1	3	100.0	5	7.6	4	80.0	4	23.5	4	100.0
35	2	14.3	2	100.0	2	7.4	2	100.0	4	6.1	4	100.0	3	17.6	3	100.0
36	3	21.4	3	100.0	1	3.7	1	100.0	27	40.9	27	100.0	14	82.4	12	85.7
37	7	50.0	4	57.1	10	37.0	8	80.0	31	46.9	30	96.8	16	94.1	14	87.5
38	3	21.4	3	100.0	2	7.4	1	50.0	31	46.9	26	83.8	13	76.5	11	84.6
39	6	42.9	5	83.3	12	44.4	10	83.3	38	57.6	37	97.4	17	100.0	11	64.7
40	7	50.0	5	71.4	14	51.8	13	92.9	43	65.2	40	93.0	16	94.1	15	93.7
41	7	50.0	6	85.7	10	37.0	10	100.0	41	62.1	41	100.0	17	100.0	15	88.2
42	7	50.0	6	85.7	7	25.9	6	85.7	34	51.5	34	100.0	17	100.0	15	88.2
43	8	57.1	7	87.5	7	25.9	7	100.0	36	54.5	36	100.0	17	100.0	15	88.2
44	6	42.9	6	100.0	5	18.5	5	100.0	33	50.0	31	93.1	15	88.2	14	93.3

* Percent of effectiveness = $\frac{\text{number reporting effectiveness}}{\text{number participating}}$

TABLE XXIV

SUMMARY OF THE PARTICIPATION AND EFFECTIVENESS OF PARTICIPATION IN 4-H CLUB LEADERSHIP RESPONSIBILITIES OF
125 MISSISSIPPI 4-H ALL STARS ACCORDING TO NUMBER OF YEARS A MEMBER OF 4-H ALL STARS

Item	2 to 4 Years N = 47				5 to 8 Years N = 49				9 to 12 Years N = 29			
	Participation		Effectiveness		Participation		Effectiveness		Participation		Effectiveness	
	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*	Number Reporting	Percent	Number Reporting	Percent*
1	24	51.1	24	100.0	5	10.2	5	100.0	6	20.7	6	100.0
2	38	80.8	36	94.7	10	20.4	10	100.0	6	20.7	6	100.0
3	42	89.4	38	90.5	10	20.4	10	100.0	6	20.7	6	100.0
4	43	91.5	41	95.3	11	22.4	11	100.0	9	31.0	9	100.0
5	36	76.6	36	100.0	9	18.4	9	100.0	7	24.1	7	100.0
6	40	85.1	35	87.5	18	36.7	16	88.8	15	51.7	15	100.0
7	46	97.9	43	93.5	13	26.5	12	92.3	6	20.7	6	100.0
8	35	74.5	30	85.7	15	30.6	13	86.7	5	17.2	5	100.0
9	33	70.2	32	96.9	9	18.4	9	100.0	7	24.1	7	100.0
10	27	57.4	25	92.6	5	10.2	5	100.0	5	17.2	5	100.0
11	26	55.3	26	100.0	7	14.3	7	100.0	3	10.3	3	100.0
12	31	65.9	30	96.8	7	14.3	6	85.7	8	27.6	8	100.0
13	32	68.1	31	96.9	8	16.3	7	87.5	5	17.2	5	100.0
14	31	65.9	30	96.8	10	20.4	10	100.0	9	31.0	8	88.8
15	24	51.1	23	95.8	6	12.2	6	100.0	5	17.2	5	100.0
16	20	42.5	15	75.0	4	8.2	4	100.0	3	10.3	3	100.0
17	30	63.8	30	100.0	6	12.2	6	100.0	4	13.8	4	100.0
18	24	51.1	23	95.8	6	12.2	6	100.0	5	17.2	5	100.0
19	37	78.7	37	100.0	5	10.2	5	100.0	6	20.7	6	100.0
20	29	61.7	29	100.0	4	8.2	4	100.0	4	13.8	4	100.0
21	31	65.9	28	90.3	10	20.4	10	100.0	7	24.1	7	100.0
22	19	40.4	18	94.7	7	14.3	6	85.7	7	24.1	7	100.0
23	22	46.8	22	100.0	4	8.2	4	100.0	1	3.4	1	100.0
24	30	63.8	28	93.3	6	12.2	6	100.0	4	13.8	4	100.0
25	21	44.7	20	95.2	5	10.2	5	100.0	4	13.8	4	100.0
26	23	48.9	21	91.3	4	8.2	4	100.0	6	20.7	5	83.3
27	36	76.6	35	97.2	7	14.3	7	100.0	7	24.1	7	100.0
28	15	31.9	15	100.0	4	8.2	4	100.0	2	6.9	2	100.0
29	31	65.9	30	96.8	5	10.2	5	100.0	3	10.3	3	100.0
30	29	61.7	28	96.5	5	10.2	5	100.0	4	13.8	3	75.0
31	29	61.7	24	82.8	5	10.2	5	100.0	4	13.8	3	75.0
32	43	91.5	39	88.4	12	24.5	9	75.0	6	20.7	5	83.3
33	21	44.7	21	100.0	5	10.2	5	100.0	4	13.8	4	100.0
34	8	17.0	8	100.0	3	6.1	2	66.7	3	10.3	3	100.0
35	7	14.9	7	100.0	1	2.0	1	100.0	3	10.3	3	100.0
36	34	72.3	32	94.1	6	12.2	6	100.0	5	17.2	5	100.0
37	40	85.1	35	87.5	14	28.6	12	85.7	12	41.4	9	75.0
38	34	72.3	28	82.4	10	20.4	8	80.0	5	17.2	5	100.0
39	44	93.6	40	90.9	15	30.6	13	86.7	14	48.3	13	92.8
40	47	100.0	45	95.7	18	36.7	15	83.3	16	55.2	14	87.5
41	46	97.8	46	100.0	14	28.6	14	100.0	13	44.8	12	92.3
42	42	89.4	40	95.2	13	26.5	13	100.0	10	34.5	9	90.0
43	44	93.6	42	95.4	11	22.4	11	100.0	13	44.8	12	92.3
44	37	78.7	34	91.9	12	24.5	12	100.0	10	34.5	10	100.0

* Percent of effectiveness = $\frac{\text{number reporting effectiveness}}{\text{number participating}}$

VITA

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Master of Science

Thesis: THE PARTICIPATION AND EFFECTIVENESS OF MISSISSIPPI 4-H ALL
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