

PARTICIPATION OF 4-H KEY CLUB MEMBERS IN LEADERSHIP
OF 4-H CLUB PROGRAMS IN OKLAHOMA

By

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CHAPTER I

THE PLAN OF THE STUDY

Introduction

Leadership is a vital element in the success of the 4-H program which is an integral part of cooperative extension work. To insure maximum growth of boys and girls through the 4-H program, a sufficient number of well qualified leaders are needed. A 4-H committee of the Oklahoma Extension Service has stated the following: "Oklahoma agriculture is in a period of readjustment. The size of farms is increasing; rural population is decreasing; a number of grade schools and small high schools are being replaced by larger consolidated schools."¹ To reach more boys and girls in rural and urban areas, stronger leadership in the community is necessary.

This investigation was made to determine the participation of 4-H Key Club members and willingness to participate in the leadership of 4-H club programs in Oklahoma. The writer's belief that 4-H Key Club members are willing and able to assume leadership responsibilities in 4-H programs in their respective communities was supported by discussions with state and federal extension leaders. Examination of related current literature gave additional support to this belief. Previous 4-H experience of this group would help to make them better qualified 4-H leaders and under favorable conditions, it is believed

¹Report of 4-H Committee Study. Mimeographed: Oklahoma Extension Service, January, 1957.

that these 4-H Key Club members are willing to use their experience to help younger 4-H club members.

The Oklahoma 4-H Key Club is the first of its kind to be organized in the United States of America. This organization is composed of older 4-H club members who exemplify outstanding citizenship development, active community leadership, superior project work and service to 4-H members and others. This permanent Oklahoma 4-H Key Club had in December, 1957, a total of 1097 members, who have been added since its founding in 1950.

The objectives of this organization, as listed in the Oklahoma 4-H Key Club Constitution, are to recognize the outstanding accomplishment of Oklahoma's top 4-H club members, to provide a common bond among former 4-H members, and to further develop 4-H work in Oklahoma.

These objectives would lead one to believe that 4-H Key Club members are a reservoir of potential leadership which can be drawn upon more heavily for leadership service to current and future 4-H programs.

Purpose of the Study

The need for adequate, high-quality leadership in 4-H club programs was apparent to the writer in her experience in working with Cooperative Extension Service in Oklahoma. One of the responsibilities of extension agents is to encourage and train volunteer 4-H leaders. The writer believes that 4-H Key Club members are virtually an untapped resource of volunteer leadership for 4-H club programs.

The following hypothesis was formulated as the basis for this

study: If the extent to which 4-H Key Club members are participating in 4-H leadership activities and the 4-H leadership responsibilities which they are willing to assume can be identified, extension leaders may have some bases for promoting participation of 4-H Key Club members in continued leadership responsibilities in 4-H programs.

There are three main purposes of this study.

1. To determine to what extent and what kinds of 4-H leadership responsibilities that Oklahoma 4-H Key Club members have assumed in 4-H club programs during the year of 1957.
2. To identify what 4-H leadership responsibilities that Oklahoma 4-H Key Club members are willing to assume in 4-H club programs, either at present or in the future.
3. To make suggestions for greater participation of 4-H Key Club members in the leadership of 4-H club programs.

Definition of Terms

Oklahoma 4-H Key Club, 4-H Key Club, and Key Club will be considered synonymous terms in this study, referring to the recipients of the key award in all of the counties of Oklahoma for the years 1950 to 1957, inclusive.

4-H Leader or Volunteer Leader shall be defined as one or more of the following:

- A. Serving as the sole leader of a 4-H club.
- B. Serving as a project leader within a club.
- C. Serving as an assistant in large clubs to another club leader or project leader.
- D. Serving on a county or community 4-H committee that deals with 4-H work.
- E. Serving in major responsibilities in connection with certain

major 4-H county or community events.²

This differs from the less formal type of leadership. A citizen within his community may promote 4-H club work and assist 4-H members, yet not be named a 4-H leader of a club. This informal type of leadership is a valuable support to 4-H club work; both types of leadership are essential for effective development of 4-H club programs.

Procedure

Tentative plans and procedures for a 4-H leadership study were outlined during July, 1957. It was determined that the sample would be selected from Oklahoma 4-H Key Club members who were graduates from 4-H club work before the year of 1957. Graduates referred to in this study are those 4-H Key Club members who are no longer 4-H club members. Many have terminated their active 4-H club work when they have completed high school and left the community to work or to attend college.

A state 4-H staff member suggested that the sample include Key Club members who received Key Club membership during the years 1950 to 1954, inclusive. The reason for selecting the first five years was that these 4-H Key Club members would have graduated from active 4-H club work before the year of 1957, therefore making it possible for them to assume the roles of a 4-H leader.

The outline and tentative plans for the 4-H leadership study of Key Club members were discussed with Ira J. Hollar, Oklahoma 4-H Leader, and with E. J. Niederfrank, Rural Sociologist, Federal Ex-

²E. J. Niederfrank, personal letter dated November 13, 1957.

tension Service.

A mailed questionnaire was constructed first, to determine what leadership responsibilities that 4-H Key Club members are now assuming and, second, to determine what 4-H leadership responsibilities they are willing to assume.

Items included in the questionnaire were selected from a compiled listing of leadership activities included in previous 4-H leadership studies, theses, Oklahoma 4-H Leaders' Manual and Oklahoma 4-H Junior Leader's Handbook. In addition to the above listed sources, a list of leadership activities were obtained by examining every fifth 4-H Record Book which was entered in competition for the State award in leadership in the year 1957. Items selected were those included in at least three of the four sources and approved by a member of the state 4-H staff and another administrative extension staff member.

Of the 738 Key 4-H members who received awards during the years 1950 through 1954, every other member was selected for the sample. This group represented a cross section of the various counties in Oklahoma and of the years in which awards were received. Names and addresses were acquired through the State 4-H Office.

The Oklahoma 4-H Key Club newsletter which was mailed in December, 1957, announced that this leadership study was being conducted. A brief description of the study was given and 4-H Key Club members were encouraged to participate by completing the questionnaires which were to be mailed in January, 1958.

The material sent to the group of 370 Key Club members, who had been selected as the sample, included an introductory letter, a personal

data sheet, a four-page questionnaire (including instructions for completing the questionnaire) and a stamped return envelope. A copy of the introductory letter, personal data sheet, and questionnaire are included in the appendix.

Three weeks after mailing the questionnaire a reminder letter written by Ira J. Hollar, State 4-H Leader, was mailed to those persons who had not returned their questionnaires. Reminder letters were mailed to 268 4-H Key Club members. A total of 221 questionnaires was returned. Data was then classified, compiled, and analyzed to obtain the information contained in the returned questionnaires.

CHAPTER II

PHILOSOPHY AND BACKGROUND

Philosophy of Leadership

Leadership is fundamental to social living in a democracy. In the broadest sense, leadership is that process whereby an individual directs, guides, influences, or controls the thoughts, feelings, or behavior of other human beings.¹ The term leadership implies a purpose on the part of a leader to direct the behavior of others toward a particular end. It is the power that moves a group to action.

By analyzing these definitions, there are certain elements present before leadership exists. There must be a leader and followers in an interaction process. Three essential elements in leadership are the leader, the members, and a problem.

All three elements are basic to 4-H club work. The volunteer local leader works with boys and girls through self-help programs toward the improvement of home, family, and community. In this way, both rural and urban youth are brought into touch with the best in each environment and helped to make of themselves useful citizens.

In a democracy, every person is important and has the right to grow and to develop. In a democracy, it may be observed:

That men like to lead.

That men like to help.

¹Franklin S. Haiman, Group Leadership and Democratic Action (Boston: Houghton-Mifflin, 1951), p. 4.

That men like to work.

That men would rather succeed than fail and will put forth a great deal of effort to succeed rather than fail if given a chance and helped.²

This spirit prevails in the volunteer leaders in 4-H club work and exemplifies the spirit of democracy in America. Millions of hours are devoted yearly by hard-working and willing people to worth-while community services. Volunteer leadership is responsible for the success of a 4-H club program.

Within the interaction and the development of 4-H club programs, growth occurs in both the leader and the members. The good leader trains those who follow and through a cooperative process, the members develop leadership abilities, attitudes and skills.

Harold T. Conner, project staff member of University of North Carolina working with the Southern States Cooperative Project in Educational Administration, lists the following as operational beliefs for leadership development:

1. Ordinary people can emerge as leaders when they are given the opportunity to work cooperatively together to meet their needs.
2. Inherent in democratic, cooperative group endeavor is an inter-personal relationship where all members play the role of both leader and follower.
3. Functions of leaders are not limited to the ability to give orders and direct others, but democratic leadership consists of a multitude of skills which no one individual exclusively possesses.
4. More and better leaders will blossom forth in a democratic climate.

²Verona J. Langford, "Leaders, Let's Do a Better Job" (unpub. Speech, North Carolina Extension Service).

5. In order to interest a sufficient number of individuals in a program designed to cultivate leaders, the first logical step is to find a problem in which the people have common interest, concern, and enthusiasm.³

The ultimate and primary purpose of extension work is the development of men and women and of boys and girls. Developing leadership is one segment in helping an individual to grow and develop. The participation of a local person in the leadership of 4-H programs serves a dual purpose--the local leader derives satisfaction and personal development through helping others and the group benefits from the guidance the leader gives.

Lincoln David Kelsey in his book, *Cooperative Extension Work*, when speaking of local leaders in 4-H club work states,

Groups are dependent on leaders and without them are helpless; leadership is associated with responsibility. What the leader does or fails to do directly affects the welfare of the group. The actions of the group also affect the leader ... The group will do almost anything for one who truly represents them and has earned their loyalty; with those qualities he might be a poor speaker, might be uneducated, or might have little personal magnetism or other commonly accepted attributes of leaders and still be successful.⁴

Where the 4-H club group and the leaders work cooperatively to achieve their common purposes, both members and local leaders may find themselves exercising leadership in one situation, yet following the leadership of another in a different situation.

For the development of an individual in a democracy, it is imperative that persons cooperate in the planning and initiating of a

³Harold T. Conner, "Operational Beliefs for Leadership Development," *High School Journal*, XXXVIII (April, 1955) 251-254.

⁴Lincoln David Kelsey, *Cooperative Extension Work*, (Ithaca, New York: Comstock Publishing Associates, 1955), p. 201.

program. No one person possesses all the skills necessary to guide 4-H project work and activities, but with members and leaders sharing their abilities and skills in working together for the good of all, much growth can occur. For instance, one homemaker and local leader may know nothing of organizing an effective demonstration, yet she may be skilled in the use of needle and thread, whereas, another leader may direct with dexterity the organization of a demonstration.

For a growing, active 4-H club program there needs to be interest, enthusiasm and cooperation based upon the development of the individual-- the development and sharing of leadership skills and special abilities.

Without leadership, a home, a club or a community cannot exist long as a unit. Only with sufficient number and properly trained leaders can 4-H club programs function and develop to the best advantage. Growth thrives in the democratic atmosphere of leaders and members planning and working together.

History of the 4-H Key Club

The 4-H Key award program was developed in the State of Oklahoma under the direction of Ira J. Hollar, State 4-H Leader in 1950. The program has since been adopted in other states to encourage 4-H club members to the highest possible achievement.

Cities Service Oil Company sponsors the 4-H Key Award program. To each eligible member, the Cities Service Company presents a gold key with the member's name engraved on the back. This key award is presented at a dinner or some other 4-H club achievement meeting when friends and supporters are present.

Before a 4-H club member may be considered for Key Club membership, he must meet the following basic requirements:

1. Minimum age -- 15 years.
2. Club membership -- at least four years.
3. Rated among the high one percent of the 4-H boys or the high one percent of the 4-H girls in his or her county the year the award is earned.
4. Kept a creditable permanent 4-H record book and given talks or demonstrations to civic groups.

These are but a few of the activities and achievements which make a 4-H club member eligible for the key award.

Winners of key awards simultaneously become members of a permanent organization called the 4-H Key Club of Oklahoma. This organization, composed of the key award winners in this state throughout the years, encourages the promotion of 4-H club activities. The Key Club operates under a written constitution with elected officers and directors. The club has one annual meeting in the spring on the campus of Oklahoma State University.

Recipients of the key award and Key Club membership prize this honor for it is the symbol of accomplishment, a challenge to do more, a sign of responsibility and leadership.

Review of Related Studies

Investigation of literature related to the subject of volunteer leaders in the leadership of 4-H club programs disclosed that few studies had been conducted in this area. Research for two master's theses had been completed within the last eight years. Most of the other 4-H leadership studies were found to have been conducted during or prior to

World War II. These studies were found to be of value in selecting items when constructing the 4-H leadership questionnaire.

The majority of the 4-H leadership studies had been concerned with investigating the kinds of leadership activities in which leaders were engaged and/or the leadership activities in which they had the most difficulty. One study was designed to determine the willingness of parents to assume 4-H leadership roles. All of these studies were reported in Extension Service circulars which were published by the United States Department of Agriculture.

For the purpose of discussion, the studies have been divided into two divisions:

- A. 4-H leadership studies published in Extension Service Circulars, and
- B. Unpublished theses concerning leadership in 4-H programs.

Each review is headed by the title or the descriptive subtitle as it appears in the written report of the study.

4-H Leadership Studies
Published in Extension Service Circulars

A Study of 4-H Local Leadership in South Carolina. This study was conducted by the State 4-H Club Agent who interviewed 114 leaders in six counties. Jobs performed by over 50 percent of both boys and girls were concerning work with local 4-H club, giving individual project instruction, attending or assisting with special county-wide events, and understanding needs and interests of boys and girls.⁵

⁵Clayton, Leon O., A Study of 4-H Local Leadership in South Carolina. U. S. Department of Agriculture, Extension Service Circular 450, 1948.

A Study of Local Leadership in 4-H Club Work in Kansas, Minnesota, Missouri, and Wisconsin. The purpose of this investigation was to enable the Extension Service to increase the effectiveness of volunteer local leadership in the 4-H program. Of 31 jobs listed, only eight were performed by less than one-half of the leaders studied. Sixteen jobs were performed by at least 65 percent of the leaders. Jobs performed by almost all (more than two-thirds of the leaders) were: guiding regular club meetings, planning for other events, helping members complete their project records, and attending leader-training meetings.⁶

A Study of 4-H Leadership Activities in Sixteen States. Meeting with 4-H clubs, informing members about meetings, checking on club projects, and instructing how to conduct clubs were activities in which over 80 percent of the leaders interviewed stated that they performed. The functions which they stated as being most difficult and with which help was needed were organizing and conducting clubs to keep up interest, training demonstration teams, and teaching subject matter.⁷

A Study of 4-H Club Local Leadership in Oklahoma. The main purpose of this study was to determine the major problems local leaders face, according to their own opinion, in the work they did in helping to direct 4-H clubs in their communities.

⁶Barnard Joy, Volunteer Leaders Are Essential to the 4-H Program. (A Study of Local Leadership in 4-H Club Work in Kansas, Minnesota, Missouri, and Wisconsin), 1938. U. S. Department of Agriculture, Extension Service Circular 347, 1941.

⁷Erwin H. Shinn, A Study of Local Leadership in 4-H Club Work. (A Study of 4-H Leadership Activities in Sixteen States). U. S. Department of Agriculture, Extension Service Circular 267, 1937.

Jobs performed with which over 90 percent of both men and women leaders stated that they had difficulty were:

1. Explaining the aims and objectives of 4-H club work.
2. Helping members select projects.
3. Training members in demonstration work.⁸

A Study of 4-H Local Leadership in New Hampshire. To provide a basis for the modification of the local leader training program of New Hampshire, this study was conducted. The nature of this study was obtaining more complete data about the situation and needs of local leaders. More leaders explained project instructions at club meetings than any other one item. Three-fourths of the leaders assisted by securing enrollments and helping members select projects, preparing 4-H club plan and accomplishment report, and planning and conducting local tours, exhibits, achievement meetings, parties, picnics, socials, etc.⁹

A Study of the Activities of 155 Local Extension Leaders in Two Nebraska Counties. The purpose of this study was to analyze as completely as possible the nature of the activities engaged in by local extension leaders and the amount of time devoted to each. The two activities entered into by 80 percent of the leaders during 1928 were

⁸E. H. Shinn and Paul G. Adams. A Study of 4-H Club Local Leadership in Oklahoma. U. S. Department of Agriculture, Extension Service Circular 383, 1942.

⁹C. B. Wadleigh. A Study of 4-H Local Leadership in New Hampshire, 1937. U. S. Department of Agriculture, Extension Service Circular 291, 1938.

presenting subject matter and assisting with exhibits.¹⁰

A Study of How to Get Parent Cooperation in 4-H Club Work. This study was made as the result of a specific need--to find out some better ways to interest the parents of 4-H club members and to get them to cooperate to the degree needed in effective 4-H club work. In connection with this need, other objectives of the study were to find out the amount of parent cooperation the local 4-H leaders wanted, and to get ideas about how their desire for parent cooperation might be increased, if necessary.

Willingness to help on the part of parents of younger 4-H members included:

1. Encourage children and to promote 4-H club work.
2. Help children with projects and with records.
3. Attend meetings and special events.
4. Help local leader or serve as a 4-H leader.¹¹

Unpublished Theses Concerning Leadership

The Training Given 4-H Club Leaders and Its Relation to the Jobs They Are Asked to Perform. The training given 4-H club leaders in North Carolina and its relation to jobs that county extension agents ask them to do is the problem of this study.

¹⁰M. C. Wilson and W. H. Brokaw. What Local Leaders Do. (A Study of the Activities of 155 Local Extension Leaders in Two Nebraska Counties), 1928. U. S. Department of Agriculture, Extension Service Circular 115, 1929.

¹¹E. W. Aiton and Laurel K. Sabrosky. A Study of How to Get Parent Cooperation in 4-H Club Work. (Maine, Massachusetts, New Hampshire, and Ohio, 1947). U. S. Department of Agriculture, Extension Service Circular 450, 1948.

Based on the total percentage of home agents and agricultural agents who asked leaders to do each of the jobs in the list of forty-two, the top fourteen or most important one-third of the jobs listed were as follows:

1. Visit 4-H members projects.
2. Talk with parents.
3. Assist with 4-H Church Sunday programs.
4. Attend leader training meetings.
5. Help 4-H members with records.
6. Assist with 4-H Achievement Day programs.
7. Assist with neighborhood meetings.
8. Assist with community clean-up campaigns.
9. Help with team demonstrations.
10. Attend regular 4-H meetings.
11. Help 4-H members to raise money for 4-H activities.
12. Make announcements about 4-H activities.
13. Assist with transportation of 4-H members to county events.
14. Assist with community picnics.¹²

Some Factors Associated with the Functions of a County 4-H Committee.

This research was conducted to determine the functions of a county 4-H committee and to serve as basis for a master's thesis. Conclusions of this study are listed in the following quotation:

Some of the major contributions made by members of this committee included such things as: talking with folks in town about 4-H work, visiting local club leaders, serving on various sub-committees, helping to plan and conduct local achievement programs, and attending local club meetings.¹³

¹²William C. Cooper. "The Training Given 4-H Club Leaders and Its Relation to the Jobs They Are Asked to Perform," Unpublished Master's Thesis, Cornell University, 1951.

¹³Maynard Calvin Heckel. "Some Factors Associated with the Functions of a County 4-H Committee," Unpublished Master's thesis, Cornell University, 1956.

CHAPTER III

A PICTURE OF 4-H KEY CLUB MEMBERS

When considering a study of 4-H Key Club members, one may immediately question--who are Key Club members and what are they like? To gain insight of the answers to these questions, attention will be directed to what Key Club members have said about themselves. Learning facts of what these Key Club members are like may suggest basic understandings of this young adult group and may point to reasons for their choice of checklist responses.

TABLE I
COMPARISON OF 4-H KEY CLUB GROUPS ACCORDING TO SEX
TO DETERMINE THE RELATIONSHIP OF SAMPLE

| Key Club Members 1950-1954 | Sample to Whom Questionnaires Were Mailed | | Completed Personal Data Sheets and Checklists | | | |
|-------------------------------|---|------|---|------|-----|------|
| | No. | % | No. | % | No. | % |
| Men | 287 | 38.8 | 139 | 37.6 | 60 | 33.1 |
| Women | 451 | 61.1 | 231 | 62.3 | 121 | 66.8 |
| Total | 738 | 99.9 | 370 | 99.9 | 181 | 99.9 |

The selected sample of 370 4-H Key Club members, as shown in Table I, is composed of 139 men and 231 women. There are three women for every two men in the sample. This same three to two proportion of women and men is also characteristic of the total group of Key Club members added from

1950 to 1954.

Table II shows that of the 370 questionnaires sent, 221 were returned. However, eighteen of the questionnaires that were returned could not be used for the following reasons: four were returned because addresses were unknown, and parents returned 14 of the questionnaires to the writer. Eleven of the 14 questionnaires which parents returned had been sent to 4-H Key Club members who, as parents indicated, were associated with armed forces. Omitting the group of 18, the remaining 203 represent a 54.8 percent return.

TABLE II
RETURNS RECEIVED FROM THREE HUNDRED SEVENTY
SELECTED 4-H KEY CLUB MEMBERS

| Questionnaires Sent | Questionnaires Returned | | Completed Personal Data Sheets | | Completed Personal Data Sheets and Checklists | |
|------------------------|----------------------------|------|-----------------------------------|------|---|------|
| (Sample) | No. | % | No. | % | No. | % |
| 370 | 221 | 59.7 | 203 | 54.8 | 181 | 48.9 |

Personal data has been compiled for the group of 203 4-H Key Club members. Twenty-two of this group completed personal data sheets, but did not complete the checklist. The number who completed both the personal data sheet and the checklist is 181 or 48.9 percent of the sample. Of the 22 who completed only the personal data sheet, fifteen added notes to explain the reason why they failed to complete the checklist. The following statements were included by some of the group of 22 in explaining

why they did not complete the checklist:

- | | |
|--------------------------------|--|
| Single man | "I am in college and have very little contact with 4-H club work." |
| Single woman | "I have been working since I have been out of school and do not come in contact with 4-H members as my work is out of a 4-H community." |
| Married woman, No Children | "My husband is a college student, so we are moving frequently. As long as my husband is in school, I shall be working when I can, but it is my hope that when we settle down in some town, I will be able to help in the 4-H program." |
| Married woman, No Children | "As I am an Air Force wife and we are on the move at all times, I am unable to participate in such activities as mentioned in the questionnaire." |
| Married woman, Has Children | "In our community, there isn't a school or 4-H club. Therefore, I don't have the opportunity to help with any of these activities. I did enjoy 4-H work myself and hope someday I can interest and help my children with it." |
| Married woman, Has Children | "I have been at home all year with two small children and I do not expect to again assume any responsibilities until my boys are in school and join a 4-H club." |

These comments lead one to believe that 4-H Key Club members are typical of young adults who are becoming independent of their parents, selecting fields of study and vocations, marrying during this period, starting families and serving with the Armed Forces. That this age group is mobile has been pointed out by an Oklahoma State University Home Economics faculty committee studying Oklahoma needs.¹ This study group found that the proportion of persons in age group 18-34 was less in Oklahoma than in the United States by the greatest difference

¹Oklahoma State University College of Home Economics Curriculum Study Group V. "Information About Oklahoma," March, 1958.

of any age group in 1955. This study group also pointed out that net migration from Oklahoma was greater during the five year period, 1950-1955, than the increase in population due to births.² Key Club members are young adults who are moving, not only from their parents' homes, but also out of state. These factors are in harmony with Key Club members as a whole.

TABLE III
MARITAL STATUS OF 4-H KEY CLUB MEMBERS

| | Completed Personal Data Sheets (203) | | Completed Personal Data Sheets and Checklists (181) | | | | | |
|---------------------------|--------------------------------------|------|---|------|-----|------|-------|------|
| | No. | % | Total Group | | Men | | Women | |
| | | | No. | % | No. | % | No. | % |
| Single | 93 | 45.8 | 87 | 48.0 | 37 | 61.6 | 50 | 41.3 |
| Married, No Child | 56 | 27.5 | 49 | 27.0 | 12 | 20.0 | 37 | 30.5 |
| Married, Have Children | 54 | 26.6 | 45 | 24.8 | 11 | 18.3 | 34 | 28.1 |

Marital Status. More than one-half of the 4-H Key Club members are married. The trend for women to marry earlier than the men seems to be supported in determining the marital status of this group. As shown in Table III, three of the women are married to every two men. One-fifth of the men are married, but do not have children; almost another fifth

²Ibid.

are married and have children. Thirty percent of the women are married, but have no children. Over one-fourth of the women are mothers.

TABLE IV
OCCUPATIONS OF 4-H KEY CLUB MEMBERS

| | Completed Personal Data Sheets (203) | | Completed Personal Data Sheets and Checklists (181) | | | | | |
|---------------------|---|------|--|------|-----|------|-------|------|
| | No. | % | Total Group | | Men | | Women | |
| | | | No. | % | No. | % | No. | % |
| College Students | 92 | 45.3 | 89 | 49.1 | 40 | 66.6 | 49 | 40.5 |
| Extension Work | 5 | 2.4 | 4 | 2.2 | 2 | 3.3 | 2 | 1.6 |
| Agriculture | 13 | 6.4 | 12 | 6.6 | 12 | 20.0 | - | - |
| Home Economics | 5 | 2.4 | 4 | 2.2 | - | - | 4 | 3.3 |
| Homemaker | 52 | 25.6 | 42 | 23.2 | - | - | 42 | 34.7 |
| Other | 34 | 16.7 | 28 | 15.4 | 6 | 10.0 | 22 | 18.1 |

Occupation. Four-H Key Club members are attending college. This statement is supported by the fact that nearly one-half of the group were enrolled in college at the time that they completed the questionnaire. As shown in Table IV, two-thirds of the men and two-fifths of the women are college students. This large percentage of both men and women enrolled in college may limit the amount and kinds of leadership responsibilities that these Key Club members can assume.

Homemakers form the next largest grouping according to occupation.

About one-fourth of the group are homemakers. Agricultural occupations claim six percent of the group, with extension work and home economics professions accounting for an additional two percent each. Other occupations claim one-sixth of the group.

Besides two-thirds of the men being enrolled in college, one-fifth of the men are engaged in agriculture as compared to one-tenth in other occupations. Although two-fifths of the women are enrolled in college, homemaking is the occupation listed by one-third of the women.

Viewing these statistics, one may assume that 4-H training in agriculture and home economics may have proved beneficial in preparing these young adults for the occupations which they are pursuing.

TABLE V
EDUCATIONAL LEVEL OF 4-H KEY CLUB MEMBERS

| | Completed Personal Data Sheets (203) | | Completed Personal Data Sheets and Checklists (181) | | | | | |
|--------------------|--------------------------------------|------|---|------|-----|------|-------|------|
| | No. | % | Total Group | | Men | | Women | |
| | | | No. | % | No. | % | No. | % |
| Less than 12 years | 1 | 0.4 | 1 | 0.5 | 1 | 1.6 | - | - |
| Only 12 years | 50 | 24.6 | 41 | 22.6 | 10 | 16.6 | 31 | 25.6 |
| 13 or more years | 148 | 72.9 | 135 | 74.5 | 48 | 80.0 | 87 | 71.9 |

Educational Level. All but one 4-H Key Club member in the sample have completed high school. Table V shows that one-fourth of the group

continued no farther in school than the high school level. Almost three-fourths of the group have had one or more years of college or specialized training. The median school years completed by ages 19-24 in 1950 in Oklahoma was 12 grades; the median school years completed by those 25 and older in Oklahoma was 9.1 years. Only 8.2 percent of the population had completed one or more years of college in 1950.³

A higher proportion of men than women have completed one or more years of advanced schooling among the Key Club members. Four-fifths of the men have had one or more years of advanced education beyond the high school as compared to less than three-fourths of the women.

Residence. Young adults upon maturing leave the parents' homes; this mark of maturity in young adults appears in the study of residence in this sample. Fifteen percent of the 203 live outside of Oklahoma; however, a large majority still live within the state. Migration from Oklahoma was estimated in the United States Census Report for the five year period, 1950-1955, to have been greater than the increase in population due to births. Net migration was estimated in this report to be -8.6 percent.⁴

The mobility of young adults is verified in Table VI. Three-fifths of the group have lived in their present residence less than three years. A greater percentage of men than women have lived in their present residence more than five years. In mobility of Oklahoma population as to residence, 73.5 percent of the families lived in the

³Statistical Abstracts of the United States, 1957, p. 112.

⁴Oklahoma State University College of Home Economics Study Group V, "Information About Oklahoma," March, 1958.

TABLE VI
RESIDENCE OF 4-H KEY CLUB MEMBERS

| | Completed Personal Data Sheets (203) | | Completed Personal Data Sheets and Checklists (181) | | | | | |
|------------------------|---|------|--|------|-----|------|-------|------|
| | No. | % | Total Group | | Men | | Women | |
| | | | No. | % | No. | % | No. | % |
| <u>Place of:</u> | | | | | | | | |
| Oklahoma | 171 | 84.2 | 156 | 86.1 | 57 | 95.0 | 99 | 81.8 |
| Out of State | 31 | 15.2 | 24 | 13.2 | 3 | 5.0 | 22 | 18.1 |
| Farm | 64 | 31.4 | 61 | 33.7 | 25 | 41.6 | 36 | 29.7 |
| Rural- Non Farm | 21 | 10.3 | 19 | 10.4 | 2 | 3.3 | 17 | 14.0 |
| Town or City | 118 | 58.1 | 101 | 55.8 | 33 | 55.0 | 68 | 56.2 |
| <u>Length of:</u> | | | | | | | | |
| - to 1 year | 60 | 29.5 | 51 | 28.1 | 16 | 26.6 | 35 | 28.9 |
| 13 months to 3 yrs. | 62 | 30.4 | 54 | 29.8 | 13 | 21.6 | 41 | 33.8 |
| 37 months to 5 yrs. | 25 | 12.3 | 24 | 13.2 | 7 | 11.6 | 17 | 14.0 |
| more than 5 years | 53 | 26.1 | 52 | 28.7 | 24 | 40.0 | 28 | 23.1 |
| <u>Ownership of:</u> | | | | | | | | |
| Own | 26 | 12.8 | 20 | 11.0 | 5 | 8.3 | 15 | 12.4 |
| Rent | 125 | 61.5 | 114 | 62.9 | 36 | 60.0 | 78 | 64.4 |
| Relatives Own | 51 | 20.1 | 47 | 25.9 | 19 | 31.6 | 28 | 23.1 |

same house in 1956 as in 1950.⁵ With over one-fourth of Oklahoma families not living in the same house as they did five years ago, it is logical that this young adult group would be even more mobile than the average population of the state.

The decreasing farm population of Oklahoma is apparent in the group of 4-H Key Club members. Almost three-fifths of the group live in towns or cities; 31 percent live on the farm and 10 percent have rural-nonfarm residences. This compares with 52.2 percent urban, 23 percent rural-farm, and 23.1 percent rural-nonfarm as recorded in the 1950 U. S. Census.⁶

Over three-fifths of the Key Club members live in rented property. Approximately one-eighth own the property on which they now live, while one-fifth of the group live on property owned by relatives. The large group who live on relatives' property may be partially explained by the fact that almost one-half of the group are single and may possibly be living with parents. With sixty percent of the group living in rented property, it may be assumed that many of this group have left their parents' homes to establish residence elsewhere, sometimes migrating toward the cities and into other states.

Personal Data According to College-
Non-College Status

Marital Status. Of the 181 Key Club members who completed both the checklist and the personal data sheet, approximately one-half are

⁵Ibid.

⁶Ibid.

not college students.

TABLE VII
MARITAL STATUS OF 4-H KEY CLUB MEMBERS ACCORDING TO COLLEGE--
NON-COLLEGE CLASSIFICATION

| | College | | | | Non-College | | | |
|--------------------------|---------|------|-------|------|-------------|------|-------|------|
| | Men | | Women | | Men | | Women | |
| | No. | % | No. | % | No. | % | No. | % |
| Single | 28 | 70.0 | 41 | 83.6 | 9 | 50.0 | 7 | 10.0 |
| Married, No Child | 8 | 20.0 | 8 | 16.3 | 3 | 16.6 | 29 | 41.4 |
| Married, Has Children | 4 | 10.0 | - | - | 6 | 33.3 | 34 | 48.5 |

In Table VII it may be observed that of the two-thirds of the men and two-fifths of the women who are college students, 78 percent or slightly less than four-fifths are single. Thirty percent of the men enrolled in college are married, and ten percent of these have children. A smaller percentage of married women, 16 percent, are enrolled in college and none of these have children.

The non-college group includes 18 men and 70 women. Approximately one-third of the men and three-fifths of the women in the sample of 181 are represented in this group. (Table IV) Half of the non-college group of men are single while the other half are married. One-sixth of the group do not have children while one-third of the group are fathers. This group has a larger percentage of single men than women, for 90

percent of the women are married with almost one-half of the group being mothers.

TABLE VIII
OCCUPATION OR FIELD OF STUDY ACCORDING TO COLLEGE--
NON-COLLEGE CLASSIFICATION

| | College | | | | Non-College | | | |
|----------------|---------|------|-------|------|-------------|------|-------|------|
| | Men | | Women | | Men | | Women | |
| | No. | % | No. | % | No. | % | No. | % |
| Agriculture | 18 | 45.0 | - | - | 14 | 77.7 | - | - |
| Home Economics | - | - | 29 | 59.1 | - | - | 44 | 62.8 |
| Other | 22 | 55.0 | 20 | 40.8 | 4 | 22.2 | 26 | 37.1 |

Agriculture-Home Economics. With 4-H Key Club members having been selected for membership to the Key Club upon active and outstanding 4-H club work, the writer believed that their interest and training in agriculture and in home economics might show transfer into selected fields of study and occupations. This belief appears to be supported by the data supplied by the 4-H Key Club members. Forty-five percent of the men enrolled in college are enrolled in agriculture, as is shown in Table VIII. Fifty-nine percent of the women enrolled in college are studying home economics. Of the group who are not college students, three-fourths of the men are engaged in agricultural occupations; over three-fifths of the women are full-time homemakers or professional home economists.

SUMMARY OF WHAT 4-H KEY CLUB MEMBERS ARE LIKE

| Trends | Evidences |
|--|---|
| Most are obtaining college or specialized training beyond the high school. | Three-fourths have had one or more years of college or specialized training. |
| These 4-H Key Club members are marrying and starting their families. | Two-thirds of the men and two-fifths of the women are college students. |
| This is a mobile age group. | One in every three men attending college is married; one in six has children. |
| Key Club members' interests and training in agriculture and home economics show transfer to fields of study and vocations. | One in six women attending college is married. |
| | Over one-half of the group are married. |
| | Three-fifths of the women and two-fifths of the men are married. |
| | Over one-fourth of the women have children; less than one-fifth of the men do. |
| | Fifteen percent of the group live out of state. |
| | Armed Forces have moved several Key Club members and their families from Oklahoma. |
| | Three-fifths of the group live in towns or cities. |
| | Three-fifths of the group have lived in present residence less than 3 years. |
| | Over three-fifths rent present residence. |
| | Of the college students, 45 percent of the men are enrolled in agriculture; 59 percent of the women are studying home economics. |
| | In the non-college group, over three-fourths of the men are engaged in agricultural occupations. Over three-fifths of the women are homemakers or professional home economists. |

Selection for Key Club membership was recognition of outstanding older 4-H club members for their achievements through 4-H club work.

That this group continues to be outstanding is supported by the fact that almost three-fourths of the group have had one or more years of college or specialized training as compared to 8.2 percent of the Oklahoma population who have completed one or more years of college.

Key Club members are representatives not only of 4-H club work but also of home economics and agriculture. Almost one-half of the men who are college students are studying agriculture and three-fifths of the women in college are enrolled in home economics. Combine this group with the three-fourths of the non-college men engaged in agricultural occupations and the three-fifths of the non-college women who are homemakers or professional home economists and it is evident that Key Club members are continuing in these fields. With their home economics and agriculture training and experiences in 4-H club work, this group is perhaps the greatest potential source of leadership for 4-H programs. The greatest value from this source of leadership may never be realized until these Key Club members are more permanently settled in a community and their children reach the age to become 4-H club members.

CHAPTER IV

LEADERSHIP ACTIVITIES OF 4-H KEY CLUB MEMBERS

Since 4-H Key Club members are social beings living in a complex society, one may predict that each individual would demonstrate some leadership in social interaction with others. To determine what kinds and to what extent Key Club members are assuming leadership responsibilities is the first purpose of this study.

To derive a relationship between 4-H Key Club members' participation in 4-H club work and their participation in other organized activities, Key Club members were requested to list the organizations with which they had participated during the past year.

Fifteen percent of the 181, who completed both the personal data sheet and the checklist, listed no organizations with which they had participated during the past year. Two-fifths of the group listed one or two organizations and over one-third of the group listed three to five organizations. Seven percent of the group participated with over five organizations. As shown in Figure I, the distribution has a tendency toward the normal curve, with the majority of the group participating with one to five organizations.

This distribution is not repeated in determining the leadership responsibilities assumed by Key Club members in these organizations. Figure II reveals that 45 percent of the men and almost 30 percent of the women listed no leadership responsibilities which they had assumed during the past year. The greatest number of men assuming the smallest

FIGURE 1

NUMBER OF ORGANIZATIONS WITH WHICH 4-H KEY CLUB MEMBERS PARTICIPATED DURING 1957.

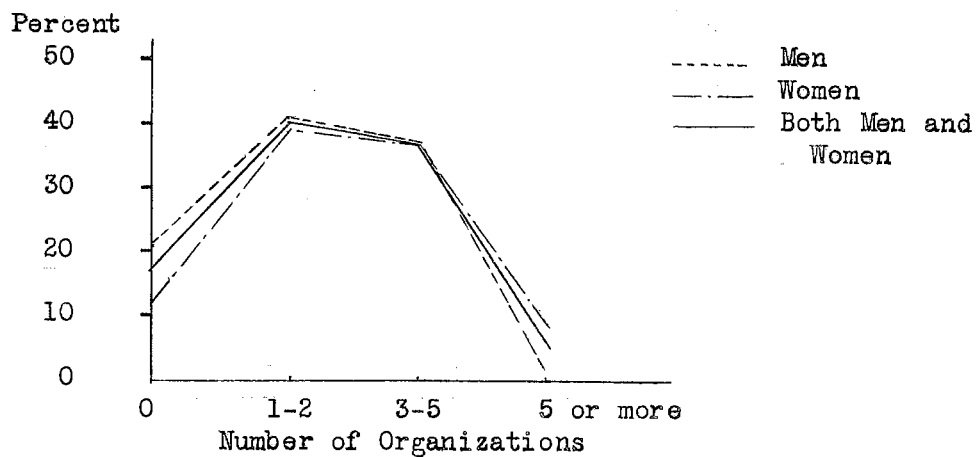
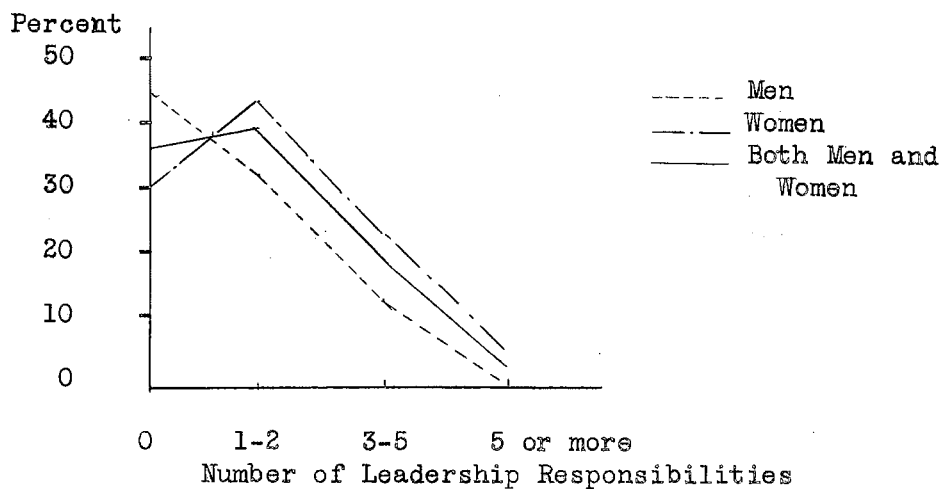


FIGURE 2

NUMBER OF LEADERSHIP RESPONSIBILITIES WHICH 4-H KEY CLUB MEMBERS ASSUMED DURING 1957



number of leadership responsibilities persists in a downward trend, with only one man assuming over five leadership responsibilities. The women show a tendency toward this pattern; however, 44 percent assumed one or two leadership responsibilities. This indicates that women may be more active members of organizations than are men, but there is insufficient data to support this supposition.

Over one-half of the organizations listed were college organizations. This seems reasonable when one considers that almost one-half of the sample are college students. Church or religious organizations, according to Table IX, form the next highest percentage or over one-fourth of the organizations listed. Home economics and agricultural organizations and other professional organizations included almost one-eighth of the group. Relatively few social or recreational organizations were listed by the group.

TABLE IX

KINDS OF ORGANIZATIONS WHICH KEY CLUB MEMBERS LISTED
WITH WHICH THEY PARTICIPATED IN 1967

| Kind | Number | Percent |
|--|--------|---------|
| Church or Religious | 124 | 28.5 |
| College | 232 | 53.2 |
| Professional (other than home economics and agriculture) | 22 | 5.0 |
| Home Economics and Agriculture (other than college) | 29 | 6.6 |
| Other | 29 | 6.6 |

TABLE X
NUMBER AND PERCENT OF 4-H LEADERS

| | Both Men and Women | | Men | | Women | |
|-------------|--------------------|------|-----|------|-------|------|
| | No. | % | No. | % | No. | % |
| Yes | 4 | 2.2 | 2 | 3.3 | 2 | 1.6 |
| No | 172 | 95.0 | 56 | 93.3 | 116 | 95.8 |
| No Response | 5 | 2.7 | 2 | 3.3 | 3 | 2.5 |

When asked whether or not they were "4-H leaders," 95 percent said "No"; only 2.2 percent said "Yes" and the remaining few did not answer as recorded in Table X. This "4-H Leader" has been interpreted as being the formal type of leadership of a specific 4-H group. Isolated from other portions of this study, this figure would seem remarkably low. However, with almost one-half of the group in college, many having just married and starting families, and others serving with armed forces or becoming established in a vocation, this low percentage of 4-H leaders appears to be in context with other portions of the study.

In Table XI, over 80 percent of the group stated that there were organized 4-H clubs in the communities in which they live. About one-eighth of the group replied that there were no organized 4-H clubs within their communities. With over one-half of the Key Club members living in towns or cities, one may conclude that many of these Key Club members no longer live within the community in which they were in active 4-H

TABLE XI

EXISTING 4-H CLUBS IN COMMUNITIES IN WHICH KEY CLUB MEMBERS LIVE

| | Both Men and Women | | Men | | Women | |
|-------------|--------------------|------|-----|------|-------|------|
| | No. | % | No. | % | No. | % |
| Yes | 152 | 83.9 | 49 | 81.6 | 103 | 85.1 |
| No | 20 | 11.0 | 7 | 11.6 | 13 | 10.7 |
| No Response | 9 | 5.0 | 4 | 6.7 | 5 | 4.1 |

club work. With 4-H club work less common in urban areas than in rural areas, it seems logical that there would not be organized 4-H clubs in every community in which the Key Club members live.

For more detailed 4-H leadership responsibilities that Key Club members are assuming, the first checking of the questionnaire checklist has been tabulated. This first portion of the questionnaire was formulated to determine to what extent and what kinds of 4-H leadership responsibilities that 4-H Key Club members have assumed during the year of 1957.

Items of leadership in 4-H activities were divided into four categories, namely, Promoting 4-H Club Programs, Working with Individual Members, Helping with 4-H Meetings and Activities, and Training for Leadership. The "First Checking" recorded what the Key Club members did in 4-H leadership during the 12 month period. Responses were tabulated and it was decided that those items which were checked by 25 percent or more of the Key Club members as having been done

"frequently" or "occasionally" during 1957 would be analyzed in this report. Items listed in the "rarely" column will not be analyzed because many of the Key Club members checked more than one response for the same item. With the high percentage of responses in the "rarely" column, it was not possible to determine accurately the extent which Key Club members were participating, for every item had a high percentage of responses.

The division at 25 percent was set only after data had been tabulated and it was found that for the group as a whole, item 4 (Emphasize that which is learned is of greater value than awards) was checked "frequently" by 24.3 percent of the group. This item represented the greatest number of responses checked "frequently." However, when the group was broken down according to marital status, etc., the percentage rose in some group divisions. Item 1 (Talk with parents about 4-H club work) was checked "occasionally" by 32.6 percent of the Key Club members, which represents the highest percentage of responses on any item checked "occasionally."

Of the 40 items on the checklist, nine items were checked by 25 percent or more of the group as "frequently" or "occasionally." Table XII lists the nine items which fell within only two categories, Promoting 4-H Club Programs and Working with Individual Members. It is felt that items in the other two categories, Helping with 4-H Meetings and Activities and Training for Leadership, were not generally participated in partially because of the mobility of this age group as was discussed in Chapter III. Items listed in both of the latter categories are the kinds of activities where the Key Club member would need to be associated with a specific

TABLE XII

ITEMS MENTIONED BY AT LEAST ONE-FOURTH OF SAMPLE ACCORDING TO
SEX, MARITAL STATUS, AND COLLEGE--NON-COLLEGE STATUS

| Item No. | Items Listed Frequently or Occasionally by 25% or More | Marital and College-- Non-College Status* | | | | | |
|----------------------------------|--|--|----|----|----|----|----|
| | | A | B | C | D | E | F |
| PROMOTING 4-H CLUB PROGRAMS: | | | | | | | |
| 1 | Talk with parents about 4-H club work | MW | MW | W | MW | MW | MW |
| 2 | Encourage community support of 4-H program | W | M | MW | M | MW | MW |
| 3 | Inspire and encourage 4-H members to plan their individual 4-H program for several years | MW | MW | MW | MW | MW | W |
| 4 | Emphasize that which is learned is of greater value than awards | W | MW | MW | MW | W | MW |
| WORKING WITH INDIVIDUAL MEMBERS: | | | | | | | |
| 7 | Help individuals select projects | M | M | MW | M | M | |
| 8 | Help members obtain livestock and/or supplies for project | | M | M | | M | |
| | <u>Give project instruction and assistance by:</u> | | | | | | |
| 15 | Visit to members' homes | | | | | | M |
| 16 | Help members prepare projects for shows or fairs | | W | | M | W | M |
| 17 | Other individual methods (Members visit leader's home, etc.) | | | W | | | |

* A - All C - Married, No Child E - College M - Men
B - Single D - Married, Have Children F - Non-College W - Women

4-H club and work continuously with the program over a period of time.

The reason why discussion has been limited to two categories is because of the relatively low participation in the items included in the latter two categories, 'Helping with 4-H Meetings and Activities and Training for Leadership. To illustrate the low percentages of participation found in these two categories, the following percentages represent the highest participation for any item included in the category. Of those activities participated in "frequently" in the category, Helping with 4-H Meetings and Activities, 11.7 percent of the men assisted a 4-H club with club projects; 6.6 percent of the women assisted with preparation for State 4-H Round-Up. "Occasionally," 11.7 percent of the men and 7.4 percent of the women attended and supervised local parties, picnics, tours or entertainments. In the category, Training for Leadership, 11.7 percent of the men "occasionally" attended leader's training meetings and 7.4 percent of the women "occasionally" assisted 4-H members with parliamentary procedure. With these percentages representing the highest of the group, it is evident that participation in these kinds of activities is rather low.

Four of the five items listed under the category, Promoting 4-H Club Programs, are found in this group of nine items. It was expected that promotion would be assumed by Key Club members for this informal assistance to the 4-H programs may be included in conversation and without a specific element of time or place. The remaining five items are pertaining to the assistance given individual 4-H club members with their projects. This help with projects may be either formal or informal types of leadership. With these activities, the Key Club member may

help at infrequent times, as would a college student who would be at home during vacations or during the summer.

These leadership activities are valuable to 4-H programs and are types of activities for which many Key Club members are able to assume responsibility. This limited number of activities which Key Club members have listed as having participated in during 1957 lends support to the writer's belief that 4-H Key Club members are willing and able to assume leadership responsibilities in their respective communities.

CHAPTER V

WILLINGNESS TO ASSUME LEADERSHIP ROLES

To identify leadership responsibilities that 4-H Key Club members are willing to assume in 4-H club work is the second purpose of this study. As was pointed out in the preceeding chapter, the 4-H leadership responsibilities that Key Club members assumed during 1957 was limited largely to only two categories, with less than one-third of the group participating in any one item. Although the participation in 4-H leadership is relatively low, the writer believes that Key Club members are willing to assume more responsibilities when they are more permanently settled as a part of a community. Some Key Club members may be willing and able to assume additional 4-H leadership responsibilities at the present time. Others may be able and willing to accept responsibilities later or in the future years; this group might include college students, mothers with small children, and those serving with the armed forces.

After tabulation and analysis of items, it was determined that if one-half or more of the Key Club members were willing to assume responsibility of the item that this would be significant, representing the majority of the group. Data for those items which Key Club members expressed willingness to assume responsibility either at present or at a future time will be discussed when 50 percent or more responded to that item. Items mentioned in the column "little or no interest" will be considered significant if 25 percent or more checked the item in this column.

For the purpose of discussion in this chapter, the results of the "Second Checking" will be divided into three parts: Those items checked in the column expressing willingness to do the activity at present; those items which Key Club members are willing to do at a later time or in the future; and finally, those items in which Key Club members have little or no interest in assuming leadership responsibility.

Willing to Do at Present

Nine items have been mentioned by 50 percent or more by group divisions of Key Club members as the ones for which they are willing to assume 4-H leadership responsibility. Seven of the nine items are the same as those which 25 percent or more Key Club members listed as having participated in "frequently" or "occasionally" in 1957 as recorded in Table XII. All nine items, as were those items participated in during 1957, fall within the two categories Promoting 4-H Club Programs and Working with Individual Members.

Table XIII differs from other tables in this report in the respect that data listed pertains to men only. In no item did 50 percent or more women express willingness to assume leadership responsibilities at present. This is possibly because 40 percent are enrolled in college, 28 percent have small children, and 23 percent are working outside the home full-time.

Table XIII shows that single men are willing to talk with parents about 4-H club work. Fifty percent or more of the married men who have children are willing to participate in all five items concerning promotion of 4-H club work in addition to helping individuals select projects

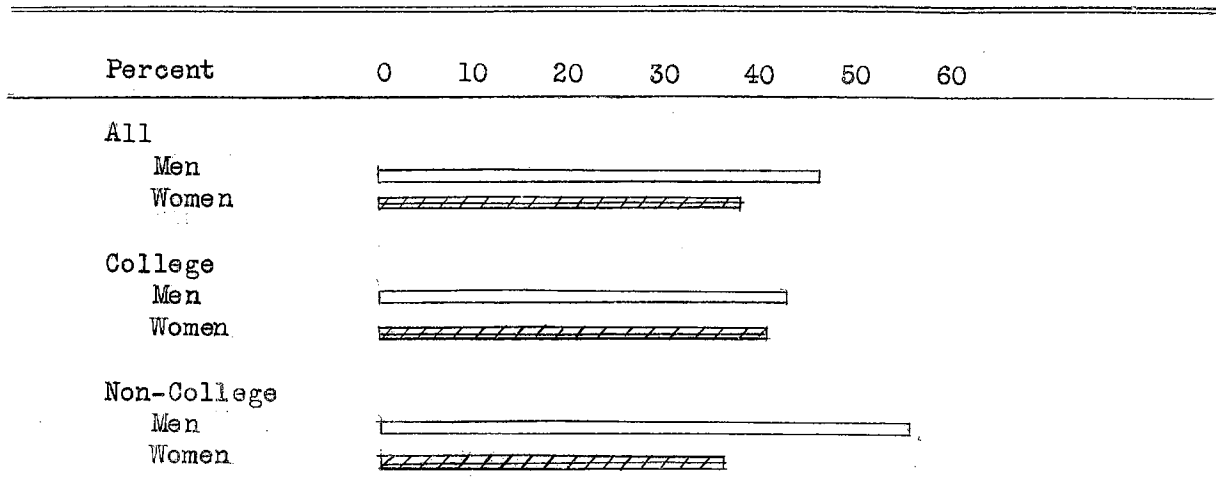
TABLE XIII

ITEMS THAT 50 PERCENT OR MORE KEY CLUB MEN EXPRESS WILLINGNESS
TO DO AT PRESENT

| Marital Status | Item Number |
|-----------------------------|--------------------------|
| Single | 1 |
| Married, No Child | |
| Married, Have Children | 1, 2, 3, 4, 5, 7, 8 |
| <u>College--Non-College</u> | |
| College | |
| Non-College | 1, 2, 3, 4, 7, 8, 15, 19 |

TABLE XIV

GROUP PERCENTAGES OF KEY CLUB MEMBERS WILLING TO EMPHASIZE THAT
WHICH IS LEARNED IN PROJECT WORK IS
OF GREATER VALUE THAN AWARDS



and to helping them to obtain livestock and/or supplies for projects.

Within the college--non-college classification, no item is listed by 50 percent or more college students as one which they are willing to assume 4-H leadership responsibility at present. The non-college group of men are willing to promote 4-H club work, assist with selection of projects, and obtaining livestock and/or supplies for projects. Non-college men are also willing to visit members' homes and to assist members in obtaining supplies with which to keep records.

Item 4, which is emphasizing that which is learned is of greater value than awards, was mentioned by about two-fifths of each group of men and women as an item which they are willing to do at present. This item, as presented in Table XIV, was selected because of the consistent high percentage found in the groups tabulated; although it ranks much higher than most of the items, it is considered important to show that the percentages found in all groups are comparable.

Promotion of 4-H club work and helping individuals with projects appear to be the responsibilities that more Key Club members are able to assume than other kinds of leadership activities at the present time. This is not a surprising fact when one considers that almost one-half of the Key members are college students. Many of the married young women who do not have children work full-time; over one-fourth of the women have small children to care for. Non-college men are engaged in full-time employment and some are in the armed forces. Considering these factors, it is logical that the kinds of leadership activities Key Club members are willing to assume at present are limited to informal types of leadership.

Willing to Do at a Later Time or in the Future

Items listed that indicate Key Club members' willingness to assume 4-H leadership responsibilities in the future are discussed by categories.

Promoting 4-H Club Programs. For the group as a whole, this category has been omitted in those activities which Key Club members are willing to assume at a later time or in the future. This lack of response for "later" is because these items are the ones which Key Club members are now participating in as well as willing to do at present.

Table XV shows that college women, the majority of whom are single, and married women who have children are willing to assume responsibility for promotion at a later time in such activities as to encourage community support of the 4-H program, inspire and encourage 4-H members to plan their individual 4-H program for several years, and report club activities to county extension office. These group divisions of women represent those who are unable to assume leadership responsibilities at present, but are willing to do so at a later time.

Working with Individual Members. Of the 16 items included in the category, Working with Individual Members, all 16 items are listed by some of the group divisions as items which they are willing to assume at a later time or in the future. The items mentioned most often by the Key Club members are to explain general project instructions at club meetings and to train members for individual or team demonstrations. The single group of women, many of whom are included in the college division, have stated a willingness to assume responsibility for all of the items, while the married women have been more selective of the items for which they are willing to assume responsibility at a later time.

TABLE XV

LEADERSHIP ITEMS WHICH KEY CLUB MEMBERS ARE WILLING TO ASSUME AT A LATER TIME OR IN THE FUTURE

| CATEGORY ITEMS AS CHECKED BY 50 PERCENT OR MORE | MEN* | | | | | | WOMEN* | | | | | | |
|---|---------------------------------|----------------------------|------------------------|-------|--|--|---|--|-------------------------|--|--|---|--|
| | A | B | C | D | E | F | A | B | C | D | E | F | |
| Promoting 4-H Club Programs (5 items) | | | | | 2,3, 5 | | | 2,3 5 | | 2,3, 5 | | 2 | |
| Working with Individual Members (16 items) | 9,10, 11,12, 13,17, 22 | | 10,11, 12,14, 17 | | 8,9, 10,11, 12,13, 14,17, 18,19, 21,22 | 11,12, 13,14, 15,16, 17,18, 19,22, | 12,13, 20,22, | 7,8, 9,10, 11,12, 13,14, 15,16, 17,18, 19,20, 21,22 | | 7,8, 9,10, 11,12, 13,14, 15,16, 17,18, 19,20, 21,22 | 12,19, 22 | | 9,15, 20,22 |
| Helping with 4-H Meetings and Activities (15 items) | 29 | 23,29, 30,34, 35,36, | | 29,35 | 23,24, 25,26, 29,30, 31,32, 33,34, 35,36, 37 | 23,27, 28,31, 32,37 | 23,24, 25,26, 27,28, 29,30, 31,32, 34,35, 36,37 | 23,24, 25,26, 27,28, 29,30, 31,32, 34,35, 36,37 | 27, 28, 29, 37 | 23,24, 25,26, 27,28, 29,30, 31,32, 33,34, 35,36, 37 | 23,24, 25,26, 27,28, 29,33, 35,36, 37 | | 23,24, 25,26, 27,28, 29,30, 31,32, 33,34, 35,36, 37 |
| Training for Leadership (3 items) | 39 | 39,40, | | 39,40 | 38,39, 40 | 38,39, 40 | 38,39, 40 | 38,39, 40 | | 38,39, 40 | 39 | | 38,39 40 |

* A - All C - Non-College E - Married, No Children
 B - College D - Single F - Married, Have Children

No item was listed by 50 percent or more of the non-college groups of men or women as one which they would like to do later or in the future. It is expected that the college group might be willing to assume greater responsibilities later since they are unable to assume extensive responsibilities in 4-H leadership at present. It is also assumed that these Key Club members would be excellent leaders having had 4-H training through club work.

Helping with 4-H Meetings and Activities. Fifty percent or more of the men are willing to assume 4-H leadership responsibility later for only one item of the 15 in this category whereas the women are willing to assume responsibility for 14 items. There is a possible reason for this response. Most of the men after leaving college become full-time employees; most of the 4-H meetings and activities are held during the daytime when these men are at work and are unable to assume this type of leadership responsibilities.

Examining the category, Helping with 4-H Meetings and Activities, found in Table XV, one may conclude that women anticipate helping with a larger number of activities than do men; however, men are willing to help with many of these activities and may be called upon to do so, if the activities do not conflict with work schedules. This is supported by the response of over 50 percent of the men that they are willing to arrange details, plan, and guide local parties, picnics, entertainment, and/or tours.

Training for Leadership. Over 50 percent of the men and women of the sample are willing to attend 4-H leaders' training meetings in the future. Of the three items listed in this category, attending 4-H

TABLE XVI

LEADERSHIP ITEMS WHICH KEY CLUB MEMBERS HAVE LITTLE OR NO
INTEREST IN ASSUMING LEADERSHIP RESPONSIBILITY

| Item No. | Items Checked by 25 Percent or More of Group | College--Non-College and Marital Status* | | | | | |
|--|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F |
| WORKING WITH INDIVIDUAL MEMBERS: | | | | | | | |
| 9 | Preparing and giving demonstra- tions at club meetings | | | M | M | | |
| 10 | Outlining demonstrations for members to prepare and give | | | M | | | |
| 11 | Assisting members in writing and giving demonstrations | | | M | | | |
| 12 | Explaining general project instructions at club meetings | | | M | | | |
| 20 | Conduct record book school | | | M | M | W | |
| 21 | Train members in judging | | W | | W | | |
| HELPING WITH 4-H MEETINGS AND ACTIVITIES: | | | | | | | |
| 25 | Attend regular 4-H club meetings | | | M | | | |
| 26 | Arrange detail, attend, and guide club meetings | | | M | | | |
| 30 | Distribute responsibilities among and obtain the help of members, officers, other leaders and parents. | | | M | | | |
| 33 | Assist with National 4-H week | | | M | M | | |

* A - All C - Non-College E - Married, No Child M - Men
 B - College D - Single F - Married, Have Children W - Women

leaders' training meetings is mentioned most often, followed closely by training officers and other 4-H leaders. The third item, assisting with parliamentary procedure, is mentioned less often than the other two items, but all three are mentioned repeatedly as shown in Table XV. College groups are more willing to assume these responsibilities than are the non-college groups.

Have Little or No Interest in Doing

In two categories, Working with Individual Members and Helping with 4-H Meetings and Activities, 25 percent or more have listed that they have little or no interest in assuming leadership responsibility of some of the items. Table XVI shows that non-college men have listed nine of the 40 items as ones in which they have little or no interest. Three of the items concern assisting with demonstrations and three of the items are concerned with 4-H club meetings. The remaining three items are conducting a record book school, assisting with National 4-H Week, and securing cooperation of local persons in the 4-H program.

Besides the non-college men, two other group divisions, single men and married women who have no children, are not interested in conducting record book schools. College and single women have little or no interest in training members in judging.

These items lead one to believe that men are not so interested in the routine activities of 4-H club work and the club meetings as they are in special events, promotion and individual project work. Women appear interested in all categories; however, some lack interest in judging and in record book schools.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

Since more and better qualified leaders are needed in 4-H club programs, this study was made to determine the participation of 4-H Key Club members and their willingness to participate in the leadership of 4-H club programs in Oklahoma. There were three main purposes of this study:

1. To determine to what extent and what kinds of 4-H leadership responsibilities that Oklahoma 4-H Key Club members have assumed in 4-H club programs during the year of 1957.
2. To identify what 4-H leadership responsibilities that Oklahoma 4-H Key Club members are willing to assume in 4-H club programs either at present or in the future.
3. To make suggestions for greater participation of 4-H Key Club members in the leadership of 4-H club programs.

A mailed questionnaire was constructed to obtain data which would fulfill the first two purposes, and from which suggestions for greater participation of 4-H Key Club members might be developed. Previous 4-H leadership studies helped in supplying items of leadership from which to construct the questionnaire. The questionnaire was mailed to 370, or one-half, of the Key Club members who were selected for membership in 1950 to 1954, inclusive. Of the 370 questionnaires submitted, 203 usable questionnaires or 54.8 percent were returned.

The data shows that Key Club members were found to have a high educational level for the group with three-fourths having had one or more years

of college or specialized training. Two-thirds of the men and two-fifths of the women were enrolled in college when the study was made. Over one-half of these young adults are married, and many have children. In establishing residences, fifteen percent live out of state and three-fifths of the group live in towns or cities. Mobility of this age group is exemplified in that three-fifths of the group have lived in their present residence less than three years and over three-fifths rent the property in which they live.

The interest and training in 4-H club work appears to be carried over into pursuing fields of study and occupations in agriculture and home economics. Of the college students, 45 percent of the men are enrolled in agriculture; 59 percent of the women are studying home economics. In the non-college group, over three-fourths of the men are engaged in agricultural occupations and over three-fifths of the women are homemakers or professional home economists.

Eighty-five percent of the sample participated in one or more organizations other than with 4-H clubs, yet over one-third of the group assume no leadership responsibilities. Only two percent are currently 4-H leaders. These factors lead one to believe that these members are not too busy to assume additional leadership responsibilities; their training in home economics and agriculture in addition to their 4-H experiences would tend to make them excellent leaders in 4-H club work.

The 4-H leadership responsibilities which Key Club members are now assuming are limited primarily to promoting of 4-H club programs and to working with individual members. These informal leadership

activities fit into the picture of what Key Club members are like, for many are college students and lack permanency within a community. Both of these types of responsibilities may be assumed infrequently and without extensive preparation.

The mobility of this age group appears to be an influencing factor in determining what Key Club members are willing to do at present in 4-H leadership. More men than women, and especially non-college men, are willing to assume 4-H leadership responsibilities at present in promoting 4-H club programs and working with individual members. Only in those activities that Key Club members said that they were willing to do in the future do responsibilities concerning assistance with 4-H meetings and activities appear, as well as training for leadership. More Key Club members responded that they were willing to assume 4-H leadership responsibilities in the future than in any other column.

The item which more Key Club members checked as having little or no interest in assuming leadership responsibility than any other item was conducting record book schools. Men have little interest in routine activities and 4-H club meetings. This is logical for most meetings occur during the daytime when men are employed with their occupations.

It may be concluded that both men and women are willing and able to assume leadership responsibilities. However, only with infrequent assistance may their leadership be utilized at present. The greatest value from this source may never be realized until Key Club members become permanently settled in a community and perhaps not until their children become 4-H club members.

The writer believes that the hypothesis of this study has been

supported for the study gives some evidence which extension leaders may use as bases for promoting participation of 4-H Key Club members in continued leadership responsibilities in 4-H programs.

In the principles of leadership development that Harold T. Conner has formulated, the first logical step in interesting individuals in a program to cultivate leaders is to find a problem in which the people have common interest, concern, and enthusiasm.¹ The problem of helping 4-H club programs is of common concern; interest in leadership has been expressed by 4-H Key Club members. Probably the next step will concern a program of action for incorporating more Key Club members in 4-H leadership.

Recommendations

From the results of this study, the writer has formulated a list of suggestions which might increase the participation of 4-H Key Club members in the leadership of 4-H club programs.

1. A permanent file of names and temporary and permanent addresses of Key 4-H Club members might be established in each County Extension Agent's office. Once each year, names and addresses will be mailed to the State 4-H Key Club which will compile a published list annually of Key Club members' names and addresses. This activity of keeping county file up-to-date may be a project of County 4-H Key Club. This list may be used by extension workers to locate Key Club members living

¹Harold T. Conner, p. 252.

within their county and to request their assistance through the coming years.

2. The data of this study show evidences that Key Club members are interested in 4-H club work, but they do not immediately become leaders because of this interest. The writer believes that extension workers must extend a welcome for additional leadership and help Key Club members to realize that they are wanted and needed in 4-H club programs. Extension agents could make a special effort to include Key Club members in the 4-H program at each opportunity. Key Club members might assume responsibility in fairs, achievement days, camps, etc., for instance, college students who are home during vacations. They are interested in the 4-H program and like to be recognized as being a part of 4-H club work.
3. Key Club members have stated a willingness to attend leaders' training meetings and to train officers and other 4-H leaders. With this willingness on the part of these members, it is the writer's belief that a stronger leaders' training program could be developed in Oklahoma in 4-H club work by capitalizing on the willingness of Key Club members to participate in leaders' training.
4. Some phases of 4-H club work, such as the value of keeping records, might be promoted, giving leaders more help and motivation to conduct record book schools.

If further study is made of 4-H Key Club members' participation in 4-H leadership, the writer would recommend a questionnaire similar to

the one used in this study but a few revisions need to be made to make it more desirable. It would be helpful if organizations were categorized on the personal data sheet. Some items, as number 17 (other individual methods [of giving project instruction and assistance]), need to be further clarified, either by spacing or writing in more specific terms. The writer feels that perhaps two separate checklists would clarify the first and second checkings and would thus eliminate more than one response per item.

Data secured from the questionnaires of this study could be further tabulated by more specific group divisions, but time would not permit further analysis in this report.

Further research on 4-H leadership concerning Key Club members should answer such questions as:

1. Are Key Club members participating more extensively in 4-H leadership five years (or in the future) from present?
2. Would 4-H leader-training meetings promote participation of Key Club members in 4-H leadership thereby producing a stronger adult leadership program in 4-H club work in Oklahoma?
3. When Key Club members' children become old enough for 4-H club membership, do more Key Club women become 4-H leaders?
4. What leadership difficulties do Key Club members encounter in the leadership of 4-H club programs?

As more research is conducted with Key Club members through the coming years, the data will add to the knowledge of extension workers in helping Key Club members and 4-H club members in assuming responsibility

which will promote personal growth and closer cooperation among 4-H club members, 4-H leaders, and extension workers.

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- Wadleigh, C. B. A Study of 4-H Local Leadership in New Hampshire, 1937. U. S. Department of Agriculture, Extension Service Circular 291, 1938.
- What We Said On Leadership Development. Mimeographed. Oklahoma Extension Service, 1957.
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APPENDIX

240 S. Husband, Apt. 3
Stillwater, Oklahoma
January 3, 1958

Dear 4-H Key member:

Your last Oklahoma 4-H Key newsletter stated that you would be receiving a questionnaire concerning 4-H leadership. You have been selected to participate in this leadership study. Approximately one-half of those receiving Key Awards in 1950 through 1954 will be participating.

The questionnaire is a part of my graduate work at Oklahoma State University in Home Economics Education. The information which you supply on the questionnaire form will be used as the basis for my Master's thesis. It is hoped that the information gained from this study will contribute toward greater development of 4-H Club work in Oklahoma.

The current need for additional and better qualified adult leaders in 4-H Club work has prompted me to conduct a study of ways to promote adult leadership in the 4-H Club program. Because of your interest and experiences in the 4-H program and the qualities you have demonstrated in becoming a 4-H Key member, I feel that you can provide valuable information concerning the activities of 4-H Key Club members in 4-H leadership.

It is expected that some of you have been or may be unable to assume 4-H leadership responsibilities because of young children, college enrollment, or other conditions. However, if you are not already assuming 4-H leadership responsibilities, you may be willing to help to a greater extent either now or in the future years when you become permanently settled in a community.

The information received will be kept confidential and reported only as a summary of the data. Names and addresses are requested only for the purpose of bringing the 4-H Key Club mailing list up to date.

I shall personally appreciate your completing the questionnaire form and returning it to me immediately. I am enclosing a stamped, self-addressed envelope for your use.

Sincerely,

Catherine Cook

Catherine Cook
Former Assistant Home
Demonstration Agent
(Graduate student on leave 1957-58)

CIRCULATION DEPARTMENT

renew by list:

Use 8½ x 11 paper.

Make a new list of the complete call numbers and accession numbers; and include your Name, Home Address, and ID Number.

Arrange list in call number order. See example.

| | | | | |
|----------|----------|----------|--------|-----------|
| 1. 370.1 | 2. 370.1 | 3. 382.4 | 4. 537 | 5. Thesis |
| C832i | E58a | A69c | D89 | 1980 |
| 188769 | 200102 | 101103 | 1960 | A831i |
| | | | 135491 | 503367 |

Make your list from the books, not from old lists.

Books may not be renewed if the call numbers are incorrect, out of order, or illegible; if another patron has placed a "hold" or request for the book; or if the book was checked out in another patron's name.

Lists must be received by the Circulation Department by the due date to avoid overdue charges. When a list is brought to the desk an ID card must be shown.

After the books on the list have been renewed, your list will be mailed to your home address and the new due date will be shown on the list. You should retain each returned list so that you will have proof of renewal.

Due date slips are not issued for books renewed by list; therefore, if you bring any of these books into the Library please come by the Circulation Desk and we will issue a new date due slip that will allow you to leave the building.

PERSONAL DATA

Please fill in and check blanks:

Name _____

Address _____

Marital status: () Single () Married () Divorced or Separated _____

If married, list name of husband or wife _____

If married woman, list maiden name _____

Do you have children? _____ If so, circle ages: 1 2 3 4 5 6 7 8 _____

Occupation _____ Your age _____

Place of residence: () Farm
 () Rural non-farm (under 2500 population)
 () Town or city (above 2500 population)

Length of residence: _____

Please, check one: () I own the property where I now live.
 () I rent the property where I now live.
 () I live on property owned by relatives.

Education: Circle number of grades completed: 9 10 11 12 13 14 15 16

Have you had college or other specialized training? _____

If so, in what field of study? _____

4-H Club work: In what year was your Key award presented? _____

In what county was your Key award presented? _____

In what year were you last an active 4-H club member? _____

Is there an organized 4-H club in the community in which you are living? _____

Are you now serving as an adult leader of a 4-H club? _____

Organizations: List the organizations with which you have participated during this past year, either as a member or a leader. If you hold special responsibilities or leadership positions, please list. If more space is needed, use the reverse side of this sheet.

| | | |
|-----------|---------------|----------------------------------|
| Examples: | Church member | Assistant teacher of Bible Class |
| | Cub Scouts | Den Mother |
| | Organization | Responsibility |

4-H Leadership Activities

This questionnaire is made up of a list of leadership activities that is representative of the kinds of leadership responsibilities that adult 4-H leaders and/or a former 4-H member living in a given community may assume in 4-H club work.

The purposes of this questionnaire are:

1. To determine to what extent and what kinds of 4-H leadership responsibilities that 4-H Key club members have assumed during the year of 1957.
2. To identify leadership responsibilities that 4-H Key Club members are willing to assume in 4-H Club Work.

This questionnaire is so planned that it must be checked twice.

First, please read each statement of activity carefully and indicate your experience with this activity during the year of 1957. Under the column at the right headed FIRST CHECKING, the following letters are found:

F means frequently. If you have done this activity frequently during 1957, check the response square beneath the letter F.

O means occasionally. If you have done this activity occasionally, check the response square beneath this letter O.

R means rarely. If you have done this activity rarely during 1957, check the response square beneath the letter R.

Do not check if you have not done this activity during the year of 1957.

FIRST CHECKING

Example:

Assist with county land judging

| | | |
|---|---|---|
| F | O | R |
|---|---|---|

Second. When you have completed the First Checking, turn again to the first page. This time carefully read each statement that you did not check on the first checking and indicate the responsibilities that you are willing to assume in 4-H club work.

SECOND CHECKING:

P means at present you are willing to do this if asked to do so.

L means at a later time or in the future you would be willing to do this.

N means that you have little or no interest in assuming leadership responsibility with this activity.

SECOND CHECKING

Example:

Selection of dress patterns

| | | |
|---|---|---|
| P | L | N |
|---|---|---|

FIRST CHECKING:

- F means frequently. If you have done this activity frequently during 1957, check the response square beneath the letter F.
- O means occasionally. If you have done this activity occasionally during 1957, check the response square beneath the letter O.
- R means rarely. If you have done this activity rarely during 1957, check the response square beneath the letter R.

SECOND CHECKING:

- P means at present you are willing to do this if asked to do so. Check the response square beneath the letter P.
- L means at a later time or in the future you would be willing to do this.
- N means that you have little or no interest in assuming leadership responsibility with this activity.

CHECKINGS
First Second

| LEADERSHIP IN 4-H ACTIVITIES | | F | O | R | P | L | N |
|------------------------------|---|---|---|---|---|---|---|
| I. | <u>Promoting 4-H Club Programs</u> | | | | | | |
| | 1. Talk with parents about 4-H club work | | | | | | |
| | 2. Encourage community support of the 4-H program | | | | | | |
| | 3. Inspire and encourage 4-H members to plan their individual 4-H program for several years | | | | | | |
| | 4. Emphasize that which is learned in project work is of greater value than awards | | | | | | |
| | 5. Report club activities to county Extension office | | | | | | |
| II. | <u>Working with Individual Members</u> | | | | | | |
| | 7. Help individuals select projects | | | | | | |
| | 8. Help members obtain livestock and/or supplies for project | | | | | | |
| | Give project instruction and assistance by: Demonstration | | | | | | |
| | 9. Preparing and giving demonstration at club meetings | | | | | | |
| | 10. Outlining demonstrations for members to prepare and give | | | | | | |
| | 11. Assisting members in writing and giving demonstrations | | | | | | |

FIRST CHECKING

F means Frequently
O means Occasionally
R means Rarely.

SECOND CHECKING

P means Present
L means at a Later time or in the future
N means little or No interest.

| | | First | | | Second | | |
|--|---|-------|---|---|--------|---|---|
| LEADERSHIP IN 4-H ACTIVITIES | | F | O | R | P | L | N |
| | Give project instruction and assistance by: Talks or discussions | | | | | | |
| 12. | Explaining general project instructions at club meetings | | | | | | |
| 13. | Helping club members explain instructions to other club members | | | | | | |
| 14. | Giving technical information to individuals or to groups of parents, members or leaders | | | | | | |
| 15. | Visit to members' homes | | | | | | |
| 16. | Help members prepare projects for shows or fairs | | | | | | |
| 17. | Other individual methods (Members visit leader's home, etc.) | | | | | | |
| | Help members with project records and reports: | | | | | | |
| 18. | Give individual assistance in completing records | | | | | | |
| 19. | Assist members in obtaining supplies with which to keep records | | | | | | |
| 20. | Conduct record book school | | | | | | |
| 21. | Train members in judging | | | | | | |
| 22. | Train members for individual or team demonstrations | | | | | | |
| III. <u>Helping with 4-H Meetings and Activities</u> | | | | | | | |
| 23. | Enroll 4-H members | | | | | | |
| 24. | Organize or reorganize 4-H club | | | | | | |
| | Participate in regular club meetings: | | | | | | |
| 25. | Attend regular 4-H club meetings | | | | | | |

FIRST CHECKING

F means Frequently
O means Occasionally
R means Rarely

SECOND CHECKING

P means Present
L means at a Later time or in the future
N means little or No interest

| | First | | | Second | | |
|--|-------|---|---|--------|---|---|
| | F | O | R | P | L | N |
| LEADERSHIP IN 4-H ACTIVITIES | | | | | | |
| 26. Arrange detail, attend, and guide club meetings | | | | | | |
| 27. Assist 4-H officers in planning and conducting 4-H club meetings | | | | | | |
| 28. Promotion of special meetings: Attend and supervise local parties, picnics, tours or entertainments | | | | | | |
| 29. Arrange details, plan, and guide local parties, picnics, entertainment, and/or tours | | | | | | |
| 30. Distribute responsibilities among and obtain the help of members, officers, other leaders and parents. | | | | | | |
| 31. Assist 4-H club with club projects | | | | | | |
| 32. Promotion of county, district, or state activities: Assist with Achievement Day programs | | | | | | |
| 33. Assist with National 4-H week | | | | | | |
| 34. Organize transportation to county events | | | | | | |
| 35. Organize transportation to out of county events | | | | | | |
| 36. Assist with preparation for State 4-H Round-up | | | | | | |
| 37. Accompany members to 4-H camp or State Fairs | | | | | | |
| IV. <u>Training for Leadership</u> | | | | | | |
| 38. Assist 4-H members with parliamentary procedure | | | | | | |
| 39. Attend 4-H leaders' training meetings | | | | | | |

FIRST CHECKING

F means Frequently
O means Occasionally
R means Rarely

SECOND CHECKING

P means Present
L means at a Later time or in the future
N means little or No interest

| LEADERSHIP IN 4-H ACTIVITIES | First | | | Second | | |
|--|-------|---|---|--------|---|---|
| | F | O | R | P | L | N |
| 40. Train officers and other 4-H leaders | | | | | | |

Others

COOPERATIVE EXTENSION WORK IN AGRICULTURE
AND HOME ECONOMICS

Oklahoma Agricultural and
Mechanical College and
United States Department of
Agriculture, Cooperating

STATE OF OKLAHOMA
Stillwater

Extension Service
County Agent Work

Re: Reply of questionnaire of Jan. 3

Miss Catherine Cook, former Assistant Home Demonstration Agent, is gathering material from 4-H Key members through a questionnaire on a very important study that will be beneficial to the 4-H Club program. It has been called to my attention that this questionnaire was mailed to you on January 3. We know that you plan to return this completed questionnaire, but it was perhaps misplaced temporarily. It is very important that she have a high percentage return of the forms for tabulation of data to meet the requirements of a Master's thesis.

I would personally appreciate it if you could return the questionnaire at your earliest convenience. Miss Cook needs to complete the leadership study of her Master's thesis. In case this has been misplaced and you cannot find same, advise and Miss Cook will send you another form. If you have sent your questionnaire in since this letter was mailed you may disregard this letter.

Assuring you we deeply appreciate your willingness to cooperate and the contribution you are willing to make in furthering Miss Cook's work on leadership, I am

APPROVED:

Luther H. Brannon

L. H. Brannon
Director

Very truly yours,

Ira J. Hollar

Ira J. Hollar
State 4-H Club Leader

PARTICIPATION OF 4-H KEY CLUB MEMBERS IN 4-H LEADERSHIP: SUMMARY OF
QUESTIONNAIRE CHECKLIST RESPONSES ACCORDING TO SEX, MARITAL STATUS,
AND COLLEGE--NON-COLLEGE CLASSIFICATION

Items included in this table are items that 25 percent or more Key Club members checked Frequently, Occasionally, or Little or No Interest; items listed in the columns Present or Later are the ones that 50 percent or more of the Key Club members checked.

I. By Sex

| | Men | Women |
|-----------------------|----------|---|
| | Item No. | Item No. |
| Frequently | | 4 |
| Occasionally | 1, 3, 7 | 1, 2, 3, 4 |
| Present | | |
| Later | 29, 39 | 12, 13, 20, 22, 23, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40 |
| Little or No Interest | | |

II. By Marital Status

| Participation and Willingness | Men | | | Women | | |
|-------------------------------------|--|--|--|---|--|---|
| | Single | Married, No Child | Married, Have Children | Single | Married, No Child | Married, Have Children |
| Frequently | 4 | 3,4,8 | 2 | 4 | 4 | 4 |
| Occasionally | 1,2,3 4,7,8 | 2,7,8 | 1,3,4 7,16 | 1,3,4 16 | 1,2,3 4,7, 17 | 1,3 |
| Present | 1 | | 1,2,3 4,5,7 8 | | | |
| Later | 10,11, 12,14, 17,29, 35,39, 40 | 2,3,5, 8,9,10 11,12, 13,14, 17,18, 17,18, 19,21, 22,23, 24,25, 26,29, 30,31, 32,33, 34,35, 36,37, 38,39, 40 | 11,12, 13,14, 15,16, 17,18, 19,22, 23,27, 28,31, 32,37, 38,39, 40 | 2,5,8 9,10, 11,12, 13,15, 16,17, 18,19, 20,21, 22,23, 24,25, 26,27, 28,29, 30,31, 33,34, 36,37, 38,39 | 12,19, 22,23, 24,25, 26,27, 28,29, 33,35, 36,37, 39 | 2,9,15 20,22, 23,24, 25,26, 27,28, 29,30, 31,32, 33,34, 35,36, 37,38, 39,40 |
| Little or No Interest | 9,20, 33 | | | 21 | 20 | |

III. By College -- Non-College Classification

| Participation and Willingness | MEN | | WOMEN | |
|-------------------------------------|---|---------------------------------------|---|-----------------|
| | College | Non-College | College | Non-College |
| Frequently | | 2, 15 | | 4 |
| Occasionally | 1,2,3, 7,8, | 1,4,16 | 1,2,3, 4,16 | 1,2,3, |
| Present | | 1,2,3,4, 7,8,15, 19 | | |
| Later | 5,9,10, 11,12, 13,17, 22,23, 29,30, 34,35, 36,39, 40 | | 2,3,5, 7,8,9, 10,11, 12,13, 14,15, 16,17, 18,19, 20,21, 22,23, 24,25, 26,27, 28,29, 30,31, 32,34, 35,36, 37,38, 39,40 | 27,28,29, 37 |
| Little or No Interest | | 9,10,11, 12,20, 25,26, 30,33 | 21 | |

VITA

Catherine June Cook

Candidate for the Degree of

Master of Science

Thesis: PARTICIPATION OF 4-H KEY CLUB MEMBERS IN LEADERSHIP OF 4-H CLUB PROGRAMS IN OKLAHOMA

Major Field: Home Economics Education

Biographical:

Personal data: Born in Chickasha, Oklahoma, June 22, 1934, the daughter of James Crafton and Foy Acenith Cook.

Education: Attended grade school near Blanchard, in Moore, and Lindsay, Oklahoma; graduated from Lindsay High School in 1952; received the Bachelor of Science degree from Oklahoma State University, with a major in Home Economics Education, in May, 1956; entered graduate school in June, 1957.

Experiences: Completed student teaching at Fairview, Oklahoma, in December, 1955; Assistant Home Demonstration Agent, Canadian County, Oklahoma, from February, 1956, to June, 1957; on leave of absence from Oklahoma Extension Service to accept General Foods Fund Fellowship for graduate study in Home Economics, June, 1957-May, 1958.