AN ANALYSIS OF THE PARTICIPATION EXPERIENCES OF ASSOCIATE
4-H CLUB MEMBERS IN OHIO

A Thesis

Presented in Partial Fulfillment of the Requirements for the
Degree Master of Science in the Graduate School
of The Ohio State University

By

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THE OHIO STATE UNIVERSITY

1961

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CHAPTER I

NATURE OF THE STUDY

A review of the history of 4-H Club work in Ohio indicated that under age members had been participating for many years. In the past this participation generally had not been questioned and in some areas was actively encouraged. Recent increases in enrollment, and new program emphasis indicated that an evaluation of the under age or associate member situation seemed desirable at this time.

An under age or associate 4-H Club member, as defined in Ohio, is a boy or girl younger than the recognized enrollment age who is associated with the 4-H Club program. Those members enrolled in 4-H Club work who were not yet 10 years of age, as of January 1 of the current year, are classified as associate members. The first phase of this study, conducted by the author in 1960, revealed an associate member enrollment of 2513 in 53 Ohio counties.\(^1\) Also indicated was some degree of associate member participation in practically all phases of the 4-H Club program. The author has conducted the present study in order to give guidance and direction to the development of future programs through an analysis of the participation experiences of associate 4-H Club membership in Ohio.

\(^1\) Clair W. Young, "The Status of Associate 4-H Club Members in Ohio," special study, Department of Agricultural Education, The Ohio State University, 1960, p. 6.
Need for the Study

At the present time there is conflicting opinion as to the role of the associate member in the Ohio 4-H Club program. The State 4-H Club Advisory Committee has recommended that associate members not be officially included in the program but that each county may determine its own policy in this issue. This situation has led to a wide variety of individual county policies and procedures governing associate member participation.

The present 4-H Club program in Ohio, including projects, literature, and related activities, is designed for members with a minimum age of 10 years. Some County Extension Agents, parents, and 4-H Advisors, however, have urged and insisted that associate members be included in the 4-H Club program. These differences in opinion and procedure indicated a need for a study to determine some of the measurable values of the participation experiences of associate 4-H Club members.

In relation to the associate member situation, and of concern to the Ohio 4-H Club program, is the problem of member drop-out. This problem gave rise to the question, "Do members with associate experience stay in 4-H Club work longer after age 10 than do those members who enroll for the first time at age 10?" A study by Copp and Clark showed that members enrolling at age 10 had the highest re-enrollment rate and tended to stay in 4-H Club work longer than those enrolling after age 10.²

No study has been made in Ohio to determine whether or not experience in

4-H Club work prior to age 10 has an effect on re-enrollment and tenure. These factors indicated a need for further analysis of the associate member situation in regard to tenure and re-enrollment.

**Hypotheses**

In order to clarify the purpose of the study and to determine a basis of investigation, the following hypotheses were formulated:

1. Associate 4-H Club membership and participation make significant contribution to the future development and effectiveness of the 4-H Club member.

2. Associate 4-H Club membership and participation tend to increase member tenure after age 10.

**Purpose and Specific Objectives**

The purpose of the study was to identify some of the values of associate membership through an analysis of the participation experiences and membership records of selected members. In order to achieve the purpose of the study, the author outlined the following specific objectives:

1. To compare, in selected counties, 15 year old members with continuing 4-H Club experience from age 10, to 15 year old members with continuing experience from age 8 or 9. The specific points for comparison were these:
   a. Selected achievement experiences from age 10
   b. 4-H Club project program from age 10
   c. Scope of participation in county activities and events
   d. Ability to plan and organize activities and events
e. Ability to conduct and carry out activities and events
f. Ability to achieve a satisfactory relationship with others
g. Ability to counsel and work with younger members

2. To analyze, in selected counties, the available membership records of all 4-H Club members who were enrolled at age 10, 1955, in order to:
   a. Determine member drop-outs in the two groups being compared
   b. Establish the relationship between tenure and age at first enrollment

**Basic Assumptions**

In making this study the writer assumed:

1. The initial motivation for joining a 4-H Club is the same for age 8 or 9 as it is for age 10.

2. Selected points for member comparison will provide an adequate and valid basis for comparison of the two groups in terms of identified values.

3. Responding agents possess sufficient knowledge of selected members to render a valid opinion as to comparative points.

4. Age 15 with six years 4-H Club experience is a significant age and situation to sample for optimum member experience.

5. All members in responding counties have similar opportunity for participation in the 4-H Club program from age 10.

**Limitations**

The study was limited by the following factors:
1. The size of the sample was limited by the criteria designated for selection of responding counties.

2. County filing systems and procedures for keeping records varied from one responding county to another.

3. Grading systems, award selection procedures, and local policy varied from one responding county to another.

**Determination of Sample**

The basis for the study was the strata of 4-H membership, age 10, as of January 1, 1955. From this strata a sample was drawn of those who remained in 4-H Club work continuously through 1960 and were 15 years of age, as of January 1 of that year. Also involved as a part of the study were the membership records of those members in this strata who dropped out of 4-H Club work some time prior to the 1960 4-H Club season.

**Selection of Responding Counties.**

Nine counties were selected as responding counties from which a membership sample was drawn. Criteria for the selection of responding counties were as follows:

1. The county selected must have a 4-H member file on all members, including drop-outs, from 1953 through 1960.

2. The county selected must have had 50 or more associate members enrolled in 1959.

3. The responding agent must have had at least one year's tenure in that county as of March 1, 1961.

Figure 1 shows the counties finally selected for the membership sample. Eleven counties originally met the criteria established, but two were later eliminated due to an inadequate number of eligible res-
pondents in the membership strata being considered.

The final selection of counties represented an adequate geographical distribution by Ohio Extension Supervisory districts and was somewhat in proportion to associate member population as determined by the 1960 status study of associate membership. Table 1 shows the 1959 associate member population by districts and indicates the number of counties selected by Extension Supervisory districts.

Three counties each were selected in the Northwest and Southeast districts, two counties in the Southwest district, and one county in the Northeast district. Although the Southwest district and the Northwest district had approximately the same number of associate members indicated in the 1959 population, the criteria for the selection of counties restricted the selection of more counties in the Southwest district.

County Extension Agents, 4-H, were designated as responding agents. County Extension Agents, Chairmen, were respondents in counties where there were no County Extension Agents, 4-H.

Selection of Member Sample

The responding agents in each of the counties were asked to review their active 4-H member card file and withdraw the records of those members who were 15 years of age, as of January 1, 1960, and had continuous membership from age 8, 9, or 10. From these records were selected those members whom the agent knew well enough to judge on the basis of leadership, personal growth, and participation. The selected members' names were submitted to the author for random sampling in order to establish a definite population for the study. Table 2 indicates the number originally selected by agents and the number randomly sampled by counties.
### TABLE 1

**COUNTIES SELECTED IN RELATION TO 1959 DISTRICT ASSOCIATE MEMBER POPULATION**

<table>
<thead>
<tr>
<th>District</th>
<th>1959 Associate Member Population</th>
<th>Number of Responding Counties Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>400</td>
<td>1</td>
</tr>
<tr>
<td>Southwest</td>
<td>584</td>
<td>2</td>
</tr>
<tr>
<td>Northwest</td>
<td>595</td>
<td>3</td>
</tr>
<tr>
<td>Southeast</td>
<td>934</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2513</td>
<td>9</td>
</tr>
</tbody>
</table>

The member sample was categorized by sex and tenure with the following description governing the classification of members by tenure:

**"Control Group"**
Members enrolling in 4-H Club work for the first time at age 10, January 1, 1955

**"Experimental Groups"**
Members 10 years of age, January 1, 1955, with one or more years of prior experience as an associate member

The selected members were consecutively numbered in the two categories and through the use of a table of random numbers, were randomly
<table>
<thead>
<tr>
<th>Selected Counties</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Original Sample</td>
<td>Random Sample</td>
<td>Original Sample</td>
<td>Random Sample</td>
</tr>
<tr>
<td>Hancock</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Jackson</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Madison</td>
<td>9</td>
<td>5</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Marion</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Meigs</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Perry</td>
<td>--</td>
<td>--</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Scioto</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Stark</td>
<td>7</td>
<td>3</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Williams</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>44</td>
<td>26</td>
<td>73</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Original Sample</th>
<th>Random Sample</th>
<th>Original Sample</th>
<th>Random Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hancock</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Jackson</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Madison</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Marion</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Meigs</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Perry</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Scioto</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Stark</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Williams</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>34</td>
<td>33</td>
<td>45</td>
<td>42</td>
</tr>
</tbody>
</table>

Total Random Sample: 75
sampled at the rate of 75 from each category. This procedure established two equal and distinct groups for later comparison and analysis.

Due to the fact that the originally selected sample was somewhat representative of the Ohio 4-H Club boy-girl ratio of 1-2, no attempt was made to readjust the sampling procedure to duplicate this ratio in the final random sample. Final sampling, as indicated in Table 2, shows 26 boys and 49 girls in the associate or "experimental" group and 33 boys and 42 girls in the regular or "control" group.

Collection of Data

The author made a personal visit to each of the nine responding counties for the purpose of collecting research data. Prior to the county visit, the names of those members randomly sampled from that county were placed on 3x5 index cards designed to handle all data to be collected. Following is the individual member data card used:

<table>
<thead>
<tr>
<th>1. Plan &amp; Organize</th>
<th>Member's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Cond. &amp; Carry Out</td>
<td></td>
</tr>
<tr>
<td>3. Satis. Relation</td>
<td></td>
</tr>
<tr>
<td>4. Coun. &amp; Work With</td>
<td></td>
</tr>
</tbody>
</table>

Participation Scale (circle one)
0 1 2 3 4 5 6 7 8 9 10

---

Ohio 4-H Results - 1960, The Ohio State University and The Agricultural Extension Service, Columbus, Ohio, 1961, p. 11.
### Calculation of Project Score

Selected member records were withdrawn from the county member card file. The author recorded the number of projects carried from age 10 and the grades received; then he calculated a project score. The basis for the project score was as follows:

- **Total number of projects**—one point each
- **One project in sequence for six years**—12 points
- **One project in sequence for three years**—six points
- **Each additional year in sequence over three years**—two points
- **Projects related to those taken in sequence**—two points each

These criteria for scoring projects, and for scoring the following section relating to achievement and recognition, were developed with the help of the State 4-H Club Staff and met their approval before becoming a part of the research design.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>County</td>
<td>No Projects</td>
<td>Project Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Achievement & Recognition Score:**

- State Camp \( \times 8 = \) Jr. L. Officer \( \times 4 = \)
- Club Congress \( \times 7 = \) Jr. Fair Supt. \( \times 3 = \)
- Camp Counsellor \( \times 6 = \) Jr. Fair Bd. \( \times 2 = \)
- State Awards \( \times 5 = \) Local Club Off. \( \times 1 = \)

Total Score __________
Calculation of Achievement and Recognition Score

A further analysis of membership records dealt specifically with recognition and achievement. An achievement score was assigned each member by the use of a weighted score sheet. The author recorded personal achievement and recognition experiences, indicative of member effectiveness and leadership, that could be attained by only a few members in a given year. These experiences and their weighted score are as follows:

- Attendance at a state 4-H camp — eight points
- Attendance at Ohio 4-H Club Congress — seven points
- Serving as a camp counselor in county camps — six points
- Submitting records for State Awards program — five points
- Serving as an officer of the Junior Leadership Club — four points
- Serving as a Junior Fair superintendent — three points
- Serving as a member of the Junior Fair Board — two points
- Serving as an officer of the local 4-H club — one point

The frequency of the listed achievement and recognition experiences was multiplied by the assigned score in order to determine a total score for later analysis and comparison.

Determination of Member Effectiveness

The responding agent's opinion was required in two areas of the study relative to: (1) member effectiveness, (2) scope of participation in 4-H activities and events.

In order to measure adequately and to compare member effectiveness, four areas were developed as follows:

1. Member's ability to plan and organize activities and events
2. Member's ability to conduct and carry out activities and events
3. Member's ability to achieve a satisfactory relationship with others
4. Member's ability to counsel and work with younger members

The method used for the comparison was "paired comparison" wherein all members are compared in terms of a given situation in order to arrive at a rank order of those being compared. The following hypothetical situations and supporting criteria were established for each of the four areas:

**Comparison Number 1: Ability to plan and Organize**

If you were to select a member to plan and organize a county-wide activity or event such as an achievement meeting, which member would you choose as being the more capable?

Consider such things as:

- Accepts responsibility
- Is dependable
- Is self-reliant
- Is creative
- Can make decisions
- Has initiative
- Thinks for self
- Can delegate responsibility

**Comparison Number 2: Ability to Conduct and Carry Out**

If you were to select a member to conduct and carry out a county-wide activity or event such as an achievement meeting, which member would you choose as being the more capable?

Consider such things as:

- Is self confident
- Is able to lead discussion
- Can think and talk on feet
- Expresses self well

**Comparison Number 3: Ability to Achieve a Satisfactory Relationship With Others**

If the other members of the group were to select one from the group to be their spokesman for a given occasion, which member would be chosen?

Consider such things as:

- Is accepted by others
- Is well adjusted
- Is friendly and sociable
- Is cooperative
Comparison Number 4: Ability to Counsel and Work With Younger Members

If you were to select a member to work with younger members at an event such as camp or fair, which member would you choose?

Consider such things as:

- Adapts to different situations
- Is sympathetic and responsive
- Is sensitive to needs of others
- Stimulates effort in others
- Seeks an understanding and wholesome relationship with others

The basic concept of paired comparison is that there is no perfect one to one correlation between any two individuals being compared, an assumption that no two people are exactly alike or possess the same abilities. The process consists of a series of judgments of one person against another with never more than two individuals in any one comparison. The individual data card contained a separate section for each of the four areas describing member effectiveness and provided adequate space for scoring by the rater.

The procedure for scoring was to place the data cards for a given county in a stack before the rater. The top card was set aside, and each card in the stack was compared to this card. When all in the stack had been compared to the first card, the first card had been completely processed and was no longer used for that particular comparison. The process was repeated for the next card at the top of the stack, and so on, until all cards had been processed. Prior to the actual process of comparison, the responding agent was given the following instructions:

**Basis of Rating:**

1. Look at each pair of members, visualize the pair in the
situation described for this comparison, and ask yourself, "Which member is the more capable?" Mark the card in the designated spot for the member selected.

2. Your first impressions are usually the best, so you should make a quick decision.

**Order of Judgment:**

1. Make the judgments in the order that they appear.

2. Consistency in judgment for paired comparison is important.

   Your judgment on each pair of members as they appear is the most important thing to remember.

Most of the raters were able to make the necessary judgments and mark the cards as fast as they could turn them.

**Determination of Scope of Participation**

A participation continuum was developed in order to measure member participation. The basic purpose of the continuum was to establish the scope of the member's participation and not necessarily measure the quality of that participation.

Following is the continuum:

0 1 2 3 4 5 6 7 8 9 10

The responding agents were asked to circle the number on the continuum that best described the member's participation in county activities and events. The agents were also instructed to mark this section of the data card on a basis of judgment of the individual - not on a comparative basis.

**Review of Available Past Membership Records**

During the author's visit to the counties, all available past member-
ship records were reviewed for those members who were enrolled in 1955 at age 10. Three divisions were established as follows:

1. Enrolled for the first time in 4-H
2. One year prior experience as an associate member
3. Two years prior experience as an associate member

Tenure from age 10 was recorded for all qualifying members in the three listed divisions. A record was also kept of those individuals who dropped out of 4-H Club work as an associate prior to reaching age 10.

Tabulation of Data

The data for the paired comparison were tabulated by recording the number of times the rater checked each individual member's data card in a given area of comparison. A raw score was assigned the member for this area, and the individual with the highest score represented the top-ranked person. A rank order of all individuals in the county group was made on the basis of high to low score for each of the four areas being compared. The median score was then determined for that particular area of comparison. Those above the median score were classified as "high performers", and those below the median score were classified as "low performers". All members having the median score were deleted from the high and low classifications. Members were compared only within counties, and high and low classifications were determined for each of the four areas of comparison. High and low classifications within county groups were also determined for respondents in: (1) scope of participation, (2) awards and achievement, (3) project program.

The individual member's card was marked "high" or "low" for each of the areas where this determination was made. Following this, all infor-
mation on the data cards was coded and then punched in IBM cards. The various tabulation and cross tabulation operations were performed by means of the IBM equipment in the Statistical Analysis Laboratory, Department of Agricultural Economics, The Ohio State University.

Certain other data in the study not adaptable to the high and low classifications were calculated on a percentage distribution basis. Open end questions were hand tabulated, and comments were summarized by the author.

The chi-square test and the t test were used as statistical tests of association. The chi-square was used to test the degree of significant difference for data involved in the high and low classifications of comparative analysis. The t test was used to determine the significant difference between percentages involved in the tabulation of Junior Leadership participation.

No statistically significant differences were found in the data through the use of the chi-square of t tests. The use of these tests was somewhat restricted due to the fact that the population was limited by the criteria established for the selection of respondents.

Percentage differences were calculated for some of the comparisons of tabulated data and were indicated by the author as being noteworthy but not statistically significant.

Definition of Terms

State 4-H Advisory Committee -- A group of selected 4-H leaders that meets twice a year to provide counsel and direction to the Ohio 4-H.

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Club Program.

4-H Club Advisor -- An adult volunteer leader of the local 4-H Club.

County Extension Agents -- Professionally trained people in Agri-culture, home economics, and youth work who are members of the Extension Service staff and work with people and programs throughout the state.

County Extension Agent, Chairman -- The agent normally responsible for the administrative duties and finances of the county Extension office.

County Extension Agent, 4-H -- The agent who is primarily responsible for the development and conduct of the 4-H and youth phases of the county Extension program.

4-H Project -- A unit of work selected by the member, based on personal need, with a definite set of requirements for completion. Examples are sewing, raising a beef steer, and cooking.

4-H Project Sequence -- A series of projects in the same area, category, or enterprise, taken in the order recommended in the Ohio 4-H Projects Circular 131. Prerequisites are prior experience, projects taken previously, and a given age. Examples are Market Pig I, Market Pig II; and Let's Sew, Articles to Use and Weat, Cotton Dress.

Extension Supervisory District -- A division of Ohio counties into four equal districts of 22 counties each for the purposes of Supervising Extension programs and personnel.

Tenure -- A term used to indicate the length of association with, and participation in 4-H Club work.

Junior Leader -- 4-H Club members, 14 years of age and older, who are assuming leadership responsibilities in the local club under the guidance of the advisor.

Drop-outs -- Those individuals who discontinue 4-H Club membership
during their eligible age period.

Median Score -- That score which divides the other scores so that half are above and half are below.
CHAPTER II

REVIEW OF RELATED LITERATURE

A review of present literature reveals that no research has been done specifically in terms of associate 4-H Club membership. The age group in question, termed "late childhood" by Moser\(^1\) has been studied extensively in terms of the developmental tasks. Numerous 4-H studies have been made relating to enrollment, re-enrollment, and first year members. For purposes of clarification and ease of reviewing, the related literature in this chapter was divided into two main areas:

1. developmental tasks as related to 4-H Club programs,
2. related 4-H studies.

The author did not attempt to summarize all literature in the two named areas. Selected literature and research, relevant only to this thesis, was reviewed in order to substantiate the situation and assist in an interpretation of the findings.

**Developmental Tasks as Related to 4-H Club Programs**

The present ages of youth to be served in 4-H Club work were established forty or more years ago. The basic purposes and objectives of 4-H Club work, to a degree, were different at that time. Likewise, the early founders did not enjoy the present knowledge of human development. A report of the Extension Sub-Committee on 4-H Club work listed the following factors as a part of this situation:

1. The public schools, church schools, scouts, and other youth-serving programs have their divisions based on the developmental ages of youth. They specify the separate groupings with appropriate terminology.

2. Many states have made progress on redesigning the program on the basis of the developmental needs: for example, Michigan, multiphase approach: Connecticut, junior-teen-senior; California, Hi 4-H. Many other states have junior and senior activities and literature and records for older and younger members. There is little uniformity in terminology and in age classification among the states, yet, all are faced with the same basic problem.\(^2\)

Aiton has commented that it is unrealistic to offer the same program to all age levels in 4-H and has recommended that the 4-H program be designed to meet the specific developmental stages and tasks of youth.\(^3\)

These comments seemed to indicate that the developmental stages of youth should be a vital consideration in the design of youth programs. This concept was further substantiated by the following analysis of the developmental tasks as applied to 4-H and youth programs:

Developmental tasks constitute a predictable series of ways of behaving, progressively more complex as the person matures. Success in mastering earlier tasks lays a basis for success in subsequent jobs.

Our culture expects competence by a defined age. We make little provision for help to individuals after this age, hence many problems arise when earlier tasks have not been effectively mastered. Tasks are interrelated. Failure in one may influence effectiveness in several.

Predictable developmental tasks of any age group provides important sources of general hypotheses to use in outlining general scope of an educational program for any age group.\(^4\)


Moser stated that the goals of any character education program must be appropriate for the boy or girl at his own stage of development. These character education goals for ages 9 through 11, expressed by Moser as developmental tasks with resultant attitudes to be developed, are as follows:

**CHARACTER EDUCATION GOALS FOR LATE CHILDHOOD**

<table>
<thead>
<tr>
<th>Nine through eleven years</th>
<th>Grades four through six</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feeling accepted and effective as a member of their own age and sex contemporaries.</td>
<td></td>
</tr>
<tr>
<td>2. Beginning to find joy in making others happy.</td>
<td></td>
</tr>
</tbody>
</table>
| 3. Boys: Responding to the group, yet feeling that they can rely upon their homes.  
Girls: Becoming an effective family member and developing a growing security outside the home. | |
| 4. Winning their own way with a group. | |
| 5. Accepting their masculine or feminine role in life. | |
| 6. Boys: Being confident of their ability to grow up.  
Girls: Developing a growing understanding and appreciation of their bodies. | |
| 7. Feeling useful to someone or something. | |
| 8. Boys: Increasing their acquaintance with the adult world.  
Girls: Increasing their competence in some skills. | |
| 9. Boys: Daring to express their feelings for adventure.  
Girls: Becoming more adventuresome, more creative, more skillful in play. | |
| 10. Increasing their interest in fair play and justice. | |

Havighurst and his associates have identified tasks which children in our society seem impelled, by their own nature and the demands of society, to accomplish. These tasks of middle and late childhood, age

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Clarence G. Moser, *op. cit.*
six through twelve, as the group sees them are:

- Learning skills for ordinary games
- Building wholesome attitudes toward oneself as a growing organism
- Learning to get along with others
- Learning an appropriate masculine or feminine role
- Developing fundamental skills in reading, writing, and calculating
- Developing concepts necessary for everyday living
- Developing conscience, morality, and a scale of values
- Achieving personal independence
- Developing attitudes toward social groups and institutions

Much similarity is noted between Moser and Havighurst in their description of developmental tasks for this general age group.

Closely related to the developmental tasks of age group 9 through 11 is a listing of those things that children in grades four through six want to be or do:

- To be useful
- To bring things to school
- To read
- To apply their academic skills
- To use their physical skills
- To have responsibility
- To participate
- To share personal experiences
- To experience new things
- To explore ideas and facts
- To manipulate and construct
- To think for themselves
- To develop their own philosophy

Lewis also indicated a breakdown of the characteristics of boys and girls in grades four through six in a similar pattern to the developmental tasks. These characteristics were classified as physical, social-economic, and intellectual, and followed closely the developmental tasks as previously outlined by Havighurst and Moser.

The studies reviewed thus far have dealt mainly with the similarities of ages 9 through 11 and grades four through six. Of interest to the author and relevant to the study was the fact that children are both similar and different. This concept was reinforced from studies of how

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8 Ibid., p. 3.
human beings grow and develop and includes:

Each individual grows according to his own time schedule and in his own style.

Growth takes time; it can be encouraged but not forced. Both nature and nurture play a part.

Growth of abilities in the same individual often varies.

Growth is continuous, following an orderly sequence in each individual.9

In the studies and research listed thus far, the following relevant factors came sharply into focus:

1. Havighurst did not show a grouping of developmental tasks to start at age 10, but made a general grouping for ages six through twelve.

2. Moser has listed the developmental tasks for ages 9 through 11 in one classification.

3. Lewis has grouped grades four through six into the same general category for purposes of defining characteristics of this age group.

4. Lewis has pointed out that there are apparent differences in individuals.

These findings in age group 9 through 11 and grades four through six seemed to indicate that boys and girls could well be ready for 4-H club work at age 9, perhaps more so than others at age 10 or 11. A logical secondary guide for admission to 4-H Club work could possibly be grade level in school as well as age.

A further analysis of the research and studies presented in respect to age and developmental tasks indicates the following implications for

9 Ibid. p. 5.
future 4-H Club program development on a state and national level:

1. A need for a more specific structure of age groupings of youth enrolled the 4-H Club program as a basis for the development of more effective programs for the several age groups.

2. Further consideration of a change in the minimum and maximum ages in 4-H Club work.

Related 4-H Studies

An understanding of the type of individual who joins 4-H Club work, regardless of age of enrollment, is important. In an attempt to discover the unique characteristics of 4-H Club members, Kreitlow, Pierce, and Middleton tested boys and girls in their first grade of school and again in the sixth grade in order to discover the differences between 4-H Club members and non-members. The study disclosed the following facts:

1. 4-H Club members were superior to non-members in mental ability, as measured by the Kuhlman-Anderson test, and as rated by classroom teachers.

2. 4-H Club members were superior in achievement at both the first and sixth grade levels to non-members.

3. 4-H boys and girls at the sixth grade level showed greater willingness to work than non-members, even though there was no significant difference between the two groups in the first grade.

4. The following differences were noted in family background between 4-H Club members and non-members:
   a. 4-H members came from higher social and economic status homes.

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Report of Extension Sub-committee, op.cit.
b. 4-H members came from homes where parents belonged to more organizations.

c. 4-H members came from larger farms than did non-members.11

The results of this study seemed to indicate that the "above-average" boy and girl enrolls in 4-H Club work and that he comes from an "above-average" home. Evidently the challenging type of programs and activities in 4-H Club work appeal to this group and, to a degree, meet their needs.

In an analysis of the needs of first year members, Sabrosky indicated four areas of the 4-H Club program as being vital factors: (1) club meetings and activities, (2) project work, (3) parent cooperation, (4) recognition and achievement.12 A further analysis of these four areas indicated that the following conditions are necessary for effective and meaningful programs for first year 4-H Club members:

1. The first year member needs to attend almost all club meetings.

2. The first year member needs to be given some responsibility.

3. The first year member needs to carry and complete a project.

4. The first year member needs help and encouragement with his project.

5. The parents of the first year member need to be interested and involved to some degree.

6. The first year member needs to be recognized for his efforts.

The findings relative to the developmental tasks of boys and girls as compared to the needs of first year members as expressed by Sabrosky

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indicate that 4-H Club work is designed, to a degree, to meet these needs. This fact coupled with the findings of the Kreitlow, Pierce, and Middleton study indicate that the "above-average" clientele normally involved in 4-H Club work will have little difficulty in handling the tasks assigned if the conditions as outlined by Sabrosky are adequately met. The findings further indicate that the conditions, as outlined by Sabrosky, may be more important to member success than age at first enrollment.

Of the many studies conducted concerning member drop-out and re-enrollment, the previously mentioned Copp and Clark study utilized prior research in this area and appeared to be the most significant. Relevant points in this study were as follows:

1. Boys and girls joining 4-H Club as soon as they were eligible continued in 4-H longer than those who joined later.

2. Sex was not associated with re-enrollment. Boys and girls dropped out or re-enrolled in approximately equal proportions.

3. Re-enrollment was higher among boys and girls coming from family backgrounds favoring successful performance of member expectations.

4. Parental participation in 4-H activities was associated with re-enrollment. Children of parents interested in 4-H and active in 4-H affairs had higher re-enrollment than did children of disinterested and inactive parents.

5. The enrollment pattern of the peer group was highly associated with re-enrollment. Re-enrollment rates increased to the extent that eligible brothers and sisters were 4-H members and that

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best friends re-enrolled.

6. Those boys and girls who were active in 4-H affairs the previous year enrolled at a higher rate than those who were relatively inactive in their membership the previous year.

7. Membership in other youth organizations was not associated with re-enrollment.

These findings by Copp and Clark have been further substantiated by similar studies in many sections of the country.

A summary analysis of the factors associated with re-enrollment and dropouts indicated the following conditions necessary to insure re-enrollment:

1. Start the boy or girl in 4-H Club work at the earliest eligible age.

2. Develop parental and family interest, support, and participation.

3. Develop "4-H families" by enrolling more than one member of a family in 4-H Club work.

4. Encourage active participation in 4-H activities and programs.

The above outlined conditions, similar to those outlined by Sabrosky for meeting the needs of first year members, lists in addition an early enrollment age as being an important factor in re-enrollment. These conditions further substantiate the fact that complete and effective 4-H Club programs will do more to promote a successful member experience than restrictions imposed on those desiring to enroll at earlier ages.

Summary

The previous review of related literature outlined some of the relevant factors in regard to the age group in question. The review specifi-
ally analyzed the developmental tasks and pointed up their relationship to member participation in the 4-H Club program. A further analysis of the literature showed that an understanding of the first year member and his needs is a vital factor in member success. Findings relative to enrollment and re-enrollment further supported the points outlined in regard to first year member success.

Major implications of the related literature in regard to this study were as follows:

1. Known factors relating to developmental needs and tasks determine the extent and quality of member participation to the degree that they serve as a guide for the formulation of programs and activities.

2. Known factors relating to the developmental needs and tasks should serve as a guide to determine the age of initial enrollment in 4-H Club work.

3. The first year of a member's association with the 4-H Club program, regardless of age, is the most important year. Program and activity participation at this time sets the stage for later member effectiveness.

4. Tenure in 4-H Club work can be increased through enrollment at earlier ages.
CHAPTER III

THE STATUS OF ASSOCIATE MEMBERSHIP

The major purpose of this chapter is to present the status of associate 4-H Club membership in Ohio. These findings, secured by the author in 1960, constituted the first phase of the present study and contributed needed data for the design and methodology. The identified status and participation experiences served as a basis for further analysis of the associate member situation.

Basic methodology of the 1960 study consisted of the mailing of a questionnaire to all counties in Ohio using County Extension Agents as respondents.

Number and Location of Associate Members

One hundred percent of the 88 counties surveyed returned questionnaires, with 61 counties reporting associate membership. Fifty-three of the 61 counties were able to identify the status of these members. Eight counties reported knowledge of associate members, but were unable to identify the exact number or status. This study dealt only with the 53 counties that were able to specifically identify associate members and their status.

Figure 2 shows the counties reporting associate membership, but indicates no particular pattern as to geographical location, type of agriculture or industry. Counties labeled as typically rural reported associate members in as many instances as did counties recognized as
OHIO COUNTIES REPORTING ASSOCIATE 4-H CLUB MEMBERSHIP

Northwest District

Associate Membership on Record

Southwest District

Associate Membership reported but no record kept
being predominately urban and industrial.

A total of 2513 associate members was reported, with 1878 girls and 636 boys. The associate member boy-girl ratio was approximately one boy to three girls (1-3) as compared to the total 1959 4-H Club enrollment with a boy-girl ratio of one boy to two girls (1-2).\(^2\)

Table 3 shows that 54 percent of all associate members resided on farms. Rural non-farm residence was indicated for 28 percent of the respondents, while only 18 percent of the respondents were urban residents.

### TABLE 3

PLACE OF RESIDENCE OF ASSOCIATE MEMBERS

<table>
<thead>
<tr>
<th>Place of Residence</th>
<th>Associate Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Urban</td>
<td>464</td>
<td>18</td>
</tr>
<tr>
<td>Rural Non-farm</td>
<td>684</td>
<td>28</td>
</tr>
<tr>
<td>Farm</td>
<td>1365</td>
<td>54</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2513</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The 1959 results indicated a similar breakdown as to place of residence of all 4-H Club members in Ohio.\(^3\) Associate membership by place

\(^2\) Ohio 4-H Results-1959, The Ohio State University and The Agricultural Extension Service, Columbus, Ohio, 1960, p. 10.

\(^3\) Ibid., p. 8.
of residence apparently follows the state pattern for all members enrolled.

Table 4 indicates the distribution of associate membership by supervisory districts in Ohio. Ohio is divided into four supervisory districts with 22 counties to each district (See Figure 2).

**TABLE 4**

ASSOCIATE MEMBERSHIP BY SUPERVISORY DISTRICTS

<table>
<thead>
<tr>
<th>Supervisory District</th>
<th>Counties Reporting</th>
<th>Associate Members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Northeast</td>
<td>11</td>
<td>400</td>
<td>16</td>
</tr>
<tr>
<td>Southwest</td>
<td>12</td>
<td>584</td>
<td>23</td>
</tr>
<tr>
<td>Northwest</td>
<td>14</td>
<td>595</td>
<td>24</td>
</tr>
<tr>
<td>Southeast</td>
<td>16</td>
<td>934</td>
<td>37</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53</strong></td>
<td><strong>2513</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The largest concentration of associate members was in the Southeast District and represented 37 percent of the total. The Northwest and Southwest Districts had approximately the same number enrolled representing 23 percent and 24 of the total respectively. The Northeast District reported the smallest number for 16 percent of the total. The Southeast District also led all other districts with 16 counties reporting associate membership.

Table 5 indicates membership groups as reported by counties.
TABLE 5
NUMBER OF COUNTIES REPORTING ASSOCIATE MEMBERS
BY SELECTED CATEGORIES

<table>
<thead>
<tr>
<th>Associate Membership Groupings</th>
<th>Counties Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 10 Members</td>
<td>6</td>
</tr>
<tr>
<td>11 - 25 Members</td>
<td>11</td>
</tr>
<tr>
<td>26 - 50 Members</td>
<td>15</td>
</tr>
<tr>
<td>51 - 100 Members</td>
<td>14</td>
</tr>
<tr>
<td>Over 100 Members</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

The smallest number of associate members reported was one, and the largest number reported in any one county was 122. A total of 15 counties reported associate membership in excess of 50, and seven counties reported associate membership in excess of 100.

Table 6 shows that 70 percent of all clubs reported indicated no associate membership. Excluded in the 2982 eligible clubs were county-wide Jr. Leadership clubs, Auto Maintenance clubs, and Tractor Maintenance clubs.

Twelve percent of the clubs reported only one associate member, and 11 percent of the clubs reported two or three associate members.
A total of 223 clubs reported membership in excess of four associate members. The data collected did not indicate the largest number of associate members in any one club. Forty-three of the 52 responding counties indicated that associate membership was about the same or increasing over the past five years.

TABLE 6
LOCAL CLUBS REPORTING ASSOCIATE MEMBERSHIP

<table>
<thead>
<tr>
<th>Associate Members in Local Clubs</th>
<th>Clubs Reporting&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Associate Members</td>
<td>2048</td>
<td>70</td>
</tr>
<tr>
<td>Only 1</td>
<td>361</td>
<td>12</td>
</tr>
<tr>
<td>2 or 3</td>
<td>350</td>
<td>11</td>
</tr>
<tr>
<td>4 or More</td>
<td>223</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2982</td>
<td>100</td>
</tr>
</tbody>
</table>

<sup>a</sup> County Jr. Leadership Clubs, Auto Maintenance Clubs, and Tractor Maintenance Clubs excluded.

Responding counties indicated that there were other forms of youth work (Cub Scouts, Brownies, etc.) readily available for eight and nine year olds in 112 communities where three or more associate members were enrolled in a single club.
Age and Family Status of Associate Members

Table 7 shows the age grouping of associate members reported. Ten percent of the members reported were between 8 and 9 years of age. The survey further indicated that 10 percent of the total of 2513 members reported had been associate members prior to 1959 and had re-enrolled.

**TABLE 7**

**ASSOCIATE MEMBERSHIP BY AGE GROUPS**

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Associate Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>8 to 9</td>
<td>263</td>
</tr>
<tr>
<td>9 to 10</td>
<td>1878</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2513</td>
</tr>
</tbody>
</table>

Fifty-two percent of the associate members reported a family tie with 4-H Club work as indicated in Table 8. The strongest factor involved was evidence of a brother or sister enrolled in 4-H Club work, representing 40 percent of the members reported. These statistics were further substantiated by the Copp and Clark study which indicated the membership of brothers and sisters as being a strong influence in enrollment and re-enrollment.4

Having either parent serving as a 4-H Club Advisor was a secondary influence and accounted for 12 percent of the members reported. Forty-eight percent of those reported indicated no immediate family tie with 4-H Club work.

TABLE 8
FAMILY STATUS OF ASSOCIATE MEMBERS

<table>
<thead>
<tr>
<th>Family Status</th>
<th>Associate Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Either Parent Serving as an Advisor</td>
<td>317</td>
</tr>
<tr>
<td>Brother or Sister in 4-H Club work</td>
<td>990</td>
</tr>
<tr>
<td>No Family Tie</td>
<td>1206</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2513</td>
</tr>
</tbody>
</table>

Projects Selected By Associate Members

Associate Members selected 2625 4-H projects as classified in Table 7. Livestock projects included beef, dairy, sheep, horses, and swine. Gardening included both vegetables and flowers, and engineering projects included woodworking and electricity. Listed by respondents in the "other" category were crafts, first aid, home furnishings, photography, field crops, forestry, dog care, and child care. Table 9 also shows that there were 13 more projects carried than the 2513 members enrolled, indicating 13 asso-
Associate members carried more than one project.

Although most of the projects carried by associate members were of the first year category, some associate members carried projects normally selected by older age groups.

**TABLE 9**

**PROJECTS SELECTED BY ASSOCIATE MEMBERS**

<table>
<thead>
<tr>
<th>Projects</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sewing</strong></td>
<td>1</td>
<td>1257</td>
<td>1258</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td>19</td>
<td>508</td>
<td>527</td>
</tr>
<tr>
<td><strong>Livestock</strong></td>
<td>245</td>
<td>73</td>
<td>318</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>119</td>
<td>-</td>
<td>119</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>41</td>
<td>67</td>
<td>108</td>
</tr>
<tr>
<td><strong>Rabbits and Poultry</strong></td>
<td>60</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td><strong>Gardening</strong></td>
<td>10</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td><strong>Conservation</strong></td>
<td>47</td>
<td>17</td>
<td>64</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>542</td>
<td>1982</td>
<td>2525^a</td>
</tr>
</tbody>
</table>

^a Total is more than number of respondents due to possibility of multiple response.
Forty-six of the 53 responding counties indicated that associate members were required to complete a project book as a part of project completion. Upon completion of the project and the project book, the associate members were given a project grade and received a member's certificate.

Participation of Associate Members in the 4-H Club Program

Associate members participated, to some degree, in all phases of the 4-H program. This section of the study lists the degree of participation in selected 4-H activities as indicated by respondents. Selected areas of activities were: (1) camp, (2) fair, and (3) club and community.

Table 10 shows that 29 counties allowed associate members to attend camp with only eight of the 29 counties listing limitations or restrictions. A similar pattern is indicated for the areas of camp program participation and the receiving of special camp recognition. Incidence of limitation is lower in the program and recognition areas than is indicated in the attendance at camp area.

**TABLE 10**

ASSOCIATE MEMBER PARTICIPATION IN CAMP ACTIVITIES

<table>
<thead>
<tr>
<th>Areas of Participation</th>
<th>Counties Reporting Participation</th>
<th>Number of Counties Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same as Regular Member</td>
<td>Limited Participation</td>
</tr>
<tr>
<td>Attend camp</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Participate in Cam Program</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>Eligible for Special Camp Recognition</td>
<td>25</td>
<td>2</td>
</tr>
</tbody>
</table>
Limitations in camp attendance and participation in camp activities were listed as follows:

1. Can attend if camp is not filled with regular members. (indicated by five respondents)
2. Can attend if agent approves. (Two respondents)
3. Allowed to retire early.
4. Can attend if older brother or sister also attends.
5. Member must be 10 years of age by June 1st.

The strongest factor in limitations, as indicated by five respondents, was the fact that associate members could attend camp if the camp was not filled with regular members. Only one responding county attempted to control camp attendance of associate members by imposing an age limit. A study by Bruny shows that 74.6 percent of county agents surveyed indicated that associate members should not attend camp. Reasons for this decision were that management problems would be created in terms of: (1) camp programming, (2) acceptance of older campers, (3) physical limitations of associate members, and (4) homesickness.

Participation by associate members in club and community activities was greater than in camp participation but, in the same instance, more limitations were imposed by responding counties. An analysis of Table 11 shows that 37 to 50 of the 53 responding counties allowed participation in the activities listed, imposing no restrictions. The greatest amount of unlimited participation occurs in club social events, while only 37 of the responding counties indicated that associate members should serve

---

on local club committees.

Responding counties also indicated a willingness to allow associate members to participate in community projects but were less willing to allow voting privileges to associate members.

**TABLE 11**

ASSOCIATE MEMBER PARTICIPATION IN CLUB AND COMMUNITY ACTIVITIES

<table>
<thead>
<tr>
<th>Areas of Participation</th>
<th>Counties Reporting Participation</th>
<th>Number of Counties Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same as Regular Member</td>
<td>Limited Participation</td>
</tr>
<tr>
<td>Club Social Events</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Community Projects</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>42</td>
<td>6</td>
</tr>
<tr>
<td>Voting Privilege</td>
<td>39</td>
<td>7</td>
</tr>
<tr>
<td>Serve on Committee</td>
<td>37</td>
<td>10</td>
</tr>
</tbody>
</table>

Limitations imposed by responding counties in club and community participation include:

1. Club decides degree of participation (indicated by 10 respondents)
2. Discouraged by Agents. (Five respondents)
3. Allowed to work but not to plan.
4. Serve only on "foods" committee.

5. Not allowed to serve on program planning committee.

A summary analysis of Table 11 seems to indicate that counties are willing to allow associate members to participate on a "work" level, but are less willing to vest any authority in them in terms of committee work and voting.

The greatest variation in reported participation existed in fair activities. Table 12 indicates that only seven of the responding counties did not allow associate members to exhibit at the fair. Forty-six counties allowed associate members to participate, to some degree, in fair exhibits and receive a ribbon. Thirty-one counties paid premium money to associate members without limitations, and 23 counties allowed associate members to receive a trophy or special award without limitations.

Participation in other activities such as demonstrations, revues, share the fun, and safety talks varied, with more counties allowing participation in Home Economics revues with fewer limitations than in any other fair activity.

Responding counties listed the following limitations related to associate member fair participation:

1. Special ribbon provided (Indicated by three respondents.)
2. Can show but receives no credit. (Three respondents)
3. Can show if 10 years old by fair time (Three respondents)
4. Not allowed to carry livestock project.
5. Can receive a trophy only in livestock class.
6. Not allowed to carry a steer project.
7. Premium paid if money available.
8. Participation at option of associate member.

9. Associate members receive only $1.00 for satisfactory grade.

### TABLE 12

**ASSOCIATE MEMBER PARTICIPATION IN FAIR ACTIVITIES**

<table>
<thead>
<tr>
<th>Areas of Participation</th>
<th>Counties Reporting Participation</th>
<th>Number of Counties Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same as Regular Member</td>
<td>Limited Participation</td>
</tr>
<tr>
<td><strong>Exhibit Project</strong></td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td><strong>Eligible to Receive Ribbon</strong></td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td><strong>Eligible to Receive Premium Money</strong></td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td><strong>Eligible to Receive trophy of Special award</strong></td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td><strong>Demonstrations</strong></td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td><strong>Home Economics Revues</strong></td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td><strong>Share the Fun Contest</strong></td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td><strong>Safety Talk</strong></td>
<td>19</td>
<td>5</td>
</tr>
</tbody>
</table>

### Policy and Procedure in Regard to Associate Members

Policy statements and letters of explanation submitted by counties included all of the points listed in the previous section under the category of "limitations" regarding participation in the 4-H club program and activities. Most policy statements emanated from local 4-H councils.
Counties not having definite policy statements permitted the local club advisor to make the decision as to whether a boy or girl could be an associate member.

Most of the counties submitting policy statements or letters of explanation included a general type of statement to the effect that an associate member was any one under ten years of age as of January 1 of the current year. Seventeen counties, however, listed definite age limits as follows:

1. Must be 9 years of age as of January 1st (Indicated by six respondents)
2. Must be 10 years of age by September 1st (Three respondents)
3. Must be 10 years of age by fair time (Two respondents)
4. Must be 9 years of age by July 1st (Two respondents)
5. Must be 10 years of age by June 1st.
6. Must be 10 years of age October 1st.
7. Must be 10 years before 4-H camp.
8. Must have passed the fourth grade

Two counties indicated that 4-H policy restricting associate members had been in effect for two years, but the movement had gone "underground" and associate members were still in existence in many clubs.

Associate membership was neither discouraged nor encouraged in most of the counties. Eleven counties reported that there was some attempt on the part of Agents to discourage associate membership by placing restrictions and limitations on participation. Individuals and groups encouraging or promoting associate membership were listed as follows:

1. 4-H advisors
2. Parents serving as advisors
3. Parents not serving as advisors
4. Older brother or sister in club work
5. Buddies and friends
6. Agents
7. Former scout leaders serving as 4-H advisors

Reasons given for the promotion of associate membership were:

1. Younger members are the "best" members
2. Younger members are more interested
3. Younger members are more attentive at meetings
4. Younger members do a better job with projects
5. The extra experience helps younger members when they become regular members
6. Provides an opportunity for an earlier start in Club work.
7. Brownies, and Cub Scouts will get them if we don't.
CHAPTER IV

ANALYSIS OF PARTICIPATION EXPERIENCES

For purposes of comparison and analysis, the data presented in this chapter have been divided into six areas: (1) Member Effectiveness, (2) Junior Leadership Participation, (3) Scope of Participation, (4) Project Program, (5) Achievement and Recognition, and (6) Member Drop-out and Tenure. All respondents were classified as to sex and tenure, and assigned performance ratings to assist in the tabulation of data relating to the six areas mentioned. With the exception of member drop-out and tenure, and certain data relating to achievement and recognition, all tabulated data were tested to determine the degree of significant difference between the classifications of sex, tenure, and performance.

For ease of comparison, the sampling procedure was controlled to provide an equal number of member respondents in the regular or "control" group and the associate or "experimental" group. Table 13 indicates the number of members randomly sampled, with 26 boys and 49 girls for a total of 75 in the experimental group, and 33 boys and 42 girls for a total of 75 in the control group. Table 2 in Chapter I indicates a more complete division of selected members by counties and also indicates the original number of members involved prior to the drawing of the random sample.

A member's eligibility as a respondent was established on the basis of age and continuing membership in 4-H Club work. Agents selected from the eligible group, those members whom they knew well enough to judge
TABLE 13
NUMBER OF MEMBER RESPONDENTS RANDOMLY SAMPLED BY SELECTED CATEGORIES

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>Girls</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>75</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

on the bases of leadership, personal growth, and participation in the 4-H Club program. Table 14 shows the number of eligible members known well enough by the agents to be selected as possible respondents for the study.

Table 14 also indicates that the agents knew more members in the experimental group. Forty percent of the eligible members were designated as possible respondents in the experimental group while only 27 percent of the eligible members were designated as possible respondents in the control group. It is also noted that the agents knew a proportionately greater percentage of boys than girls in both the experimental and control groups.

**Member Effectiveness**

The four areas developed for a comparison of the relative effectiveness of members within the two groups were:

1. Planning and organizing activities and events
2. Conducting and carrying out activities and events
TABLE 14
NUMBER OF ELIGIBLE MEMBERS KNOWN BY RESPONDING AGENTS

<table>
<thead>
<tr>
<th>Eligible Members</th>
<th>Number of Members</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Members Known</td>
<td>Percent</td>
</tr>
<tr>
<td>Boys</td>
<td>89</td>
<td>44</td>
<td>49</td>
</tr>
<tr>
<td>Girls</td>
<td>201</td>
<td>73</td>
<td>36</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>290</td>
<td>117</td>
<td>40</td>
</tr>
</tbody>
</table>

3. Achieving a satisfactory relationship with others

4. Counseling and working with younger members

Responding agents rated all members according to their abilities in the four areas and the researcher assigned a performance rating of "high" or "low" to each member based on the agents opinion as to ability.

Table 15 compares the experimental and control groups in terms of the member's ability to plan and organize activities and events.

The experimental group had 49 percent ranked high and the control group had 52 percent ranked high. The difference of three percent between the two groups was accredited to the control group but no statistically significant difference was noted for either group. The boys in the control group rated 46 percent high while the boys in the experimental group rated only 39 percent high. Experimental and control girls rated approximately the same in the high classification with 55 percent and 56
TABLE 15

COMPARISON OF ABILITY TO PLAN AND ORGANIZE ACTIVITIES AND EVENTS

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percent High</td>
</tr>
<tr>
<td>Boys</td>
<td>23</td>
<td>39</td>
</tr>
<tr>
<td>Girls</td>
<td>42</td>
<td>55</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>65</td>
<td>49</td>
</tr>
</tbody>
</table>

percent respectively. No great difference was found between boys and girls in the control group, but it is noted that experimental girls ranked much higher than experimental boys with 55 percent and 39 percent respectively for a noteworthy difference of 15 percent.

Table 16 indicates a comparison between the two groups in terms of the ability to conduct and carry out activities and events. Both the experimental and the control groups ranked 49 percent high in this comparison with no statistically significant difference between the two groups.

Control boys ranked higher than experimental boys with difference of 13 percent. Experimental girls ranked higher than control girls with a difference of seven percent. Fifty-eight percent of the experimental girls ranked high while only 34 percent of the experimental boys ranked high indicating a significant percentage difference of 24 between the two
### TABLE 16

**COMPARISON OF ABILITY TO CONDUCT AND CARRY OUT ACTIVITIES AND EVENTS**

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percent High</td>
</tr>
<tr>
<td>Boys</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Girls</td>
<td>45</td>
<td>58</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>71</td>
<td>49</td>
</tr>
</tbody>
</table>

### TABLE 17

**COMPARISON OF THE ABILITY TO ACHIEVE A SATISFACTORY RELATIONSHIP WITH OTHERS**

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percent High</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>Girls</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>71</td>
<td>48</td>
</tr>
</tbody>
</table>
experimental groups.

A comparison of the ability to achieve a satisfactory relationship with others in Table 17 indicates no statistically significant difference between the experimental and control groups. The control group ranked 53 percent high while the experimental group ranked 48 percent high for a difference of five percent in favor of the control group.

Control boys ranked significantly high over all other groups with experimental boys ranking the lowest. Girls in both the experimental group and the control group ranked approximately the same with 46 percent high and 49 percent high respectively.

Table 18 shows that no particular group had a significantly high ranking over others in the ability to counsel and work with younger members. All groups ranked approximately the same with a difference of only three percent noted between the experimental group and the control group. Lowest ranking group for this particular comparison was control boys with only 45 percent rated high. No comparisons in this table were found to be statistically significant.

**TABLE 18**

**COMPARISON OF ABILITY TO COUNSEL AND WORK WITH YOUNGER MEMBERS**

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percent High</td>
</tr>
<tr>
<td>Boys</td>
<td>24</td>
<td>50</td>
</tr>
<tr>
<td>Girls</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>70</td>
<td>51</td>
</tr>
</tbody>
</table>
Junior Leadership Participation

All responding members were eligible to participate in the Junior Leadership Club, and to a degree, all had equal opportunity to belong in their respective counties. Table 19 indicates a greater incidence of participation in Junior Leadership for the control group with 64 percent participating as compared to only 55 percent participating in the experimental group. This difference of nine percent was not found to be statistically significant.

The lowest incidence of participation in Junior Leadership was for the experimental boys with 50 percent while the control boys and control girls both ranked high with 64 percent respectively. Experimental girls ranked higher than experimental boys with a difference of five percent noted between the two groups.

TABLE 19

. COMPARISON OF JUNIOR LEADERSHIP PARTICIPATION

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Possible</td>
<td>Number Reported</td>
</tr>
<tr>
<td>Boys</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Girls</td>
<td>49</td>
<td>28</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>75</td>
<td>41</td>
</tr>
</tbody>
</table>
Scope of Participation

The responding agents were asked to rate the members as to their scope of participation in activities and events. The basic purpose was to establish only the scope of the member's participation and not measure the quality of that participation.

Table 20 shows no statistically significant difference between the experimental group and the control group in scope of participation. Sixty-two percent of the experimental boys rated high making that group the highest ranked for this particular comparison. Girls in the experimental group were significantly lower than boys in the experimental group with a difference of 16 percent while control girls exceeded control boys by 14 percent.

**TABLE 20**

**COMPARISON OF SCOPE OF PARTICIPATION IN ACTIVITIES AND EVENTS**

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th></th>
<th></th>
<th>Control</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percent High</td>
<td>Percent Low</td>
<td>Total No.</td>
<td>Percent High</td>
<td>Percent Low</td>
</tr>
<tr>
<td>Boys</td>
<td>21</td>
<td>62</td>
<td>38</td>
<td>28</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>Girls</td>
<td>41</td>
<td>46</td>
<td>54</td>
<td>37</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>62</td>
<td>52</td>
<td>48</td>
<td>65</td>
<td>54</td>
<td>46</td>
</tr>
</tbody>
</table>

Project Program

The criteria developed for scoring projects gave major emphasis to
project sequence as an indication of the establishment of a desirable member project program. A rank order of project scores by individual counties was made, and the members were assigned a high or low performance rating.

Table 21 shows no statistically significant difference between the experimental and the control groups with 52 percent and 49 percent high ratings respectively. Highest rating in this area was attained by the experimental girls with 54 percent ranking high. Although some counties imposed restrictions on the number of projects that a member could carry, this restriction did not influence the final ratings due to the fact that members were compared only within counties in determining the performance rating.

TABLE 21

COMPARISON OF PROJECT SCORES*

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th></th>
<th>Control</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percent High</td>
<td>Percent Low</td>
<td>Total No.</td>
</tr>
<tr>
<td>Boys</td>
<td>25</td>
<td>48</td>
<td>52</td>
<td>30</td>
</tr>
<tr>
<td>Girls</td>
<td>48</td>
<td>54</td>
<td>46</td>
<td>38</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>73</td>
<td>52</td>
<td>48</td>
<td>68</td>
</tr>
</tbody>
</table>

*Calculated from, and including, age 10

Both the experimental group and the control group selected an average of 9.9 projects per member as shown in Table 22. Experimental boys ranked
lowest with only 9.4 projects selected per member while control boys and experimental girls ranked approximately the same with 10.1 and 10.2 projects per member respectively.

It is noted here that even though the normal expectation in 4-H Club work is for girls to carry greater numbers of projects than boys, boys and girls in both groups ranked approximately the same. The researcher observed, during the course of the survey, that many of the boy respondents were farm boys with large numbers of livestock projects. This fact, to a degree, influenced the average number of projects carried by boys included in this study.

**TABLE 22**

**AVERAGE NUMBER OF PROJECTS SELECTED BY MEMBERS**

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>9.4</td>
<td>10.1</td>
</tr>
<tr>
<td>Girls</td>
<td>10.2</td>
<td>9.8</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>9.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>

*Calculated from, and including, age 10

As a part of the research relative to 4-H projects, the author asked each responding agent his opinion of the present project program as it applied to associate members. One conclusive fact evolving from this phase of the study was that agents felt that the present project structure was adequate for associate member participation. The agents did, however,
indicate the following considerations in relation to associate members and the present project program:

1. Readiness is more important than age. Admit members at grade level in school rather than impose an age limit.

2. Girls are more capable of assuming responsibility for 4-H projects and activities at age 9 than are boys at age 9.

3. Girls 4-H projects lend themselves to associate member participation more so than do boys 4-H projects.

4. A selected few projects should be offered for associate members. These projects would be the same projects offered to regular first year members but with completion requirements of a lesser degree for associate members.

Achievement and Recognition

Comparisons relating to achievement and recognition took into consideration the performance rating based on the achievement and recognition score, and project grades received by members. The achievement and recognition score was determined by the frequency of participation in selected 4-H activities and events. Table 23 deals specifically with a comparison of the experimental and control groups in relation to performance in selected achievement and recognition experiences.

Table 23 shows a difference of 11 percent between the experimental group and the control group with the control group being the highest ranked. Seventy-three percent of the boys in the control group rated high and led all other groups in this comparison while the lowest rated group was the experimental girls. Although there was no statistically significant difference between any of the groups compared, the author believed
### TABLE 23

**COMPARISON OF ACHIEVEMENT AND RECOGNITION SCORES**

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No.</td>
<td>Percent High</td>
</tr>
<tr>
<td>Boys</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>Girls</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>58</td>
<td>45</td>
</tr>
</tbody>
</table>

### TABLE 24

**AVERAGE NUMBER OF "A" AND "B" GRADES RECEIVED BY MEMBERS***

<table>
<thead>
<tr>
<th>Grades</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>A</td>
<td>6.4</td>
<td>8.6</td>
</tr>
<tr>
<td>B</td>
<td>2.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

*Calculated from, and including, age 10

A noteworthy percentage difference existed between boys and girls in both the experimental and control groups. Experimental boys outranked experimental girls by 16 percent and control boys outranked control girls by 27 percent.
Table 24 lists the average number of "A" and "B" grades received by members in the experimental and control groups. Boys in the experimental group received fewer "A" grades than the other groups in the comparison while girls in the experimental group received the greatest number of "A" grades.

The experimental group received 7.8 "A" grades per member and ranked higher than the control group with 7.2 "A" grades per member. The experimental group shows fewer "B" grades received per member with an average of 1.7 as opposed to 2.4 "B" grades received per member in the control group.

Data collected by the author, but not appearing as a part of Table 24 indicated an extremely low incidence of "C" grades and "incompletes". The experimental group received a total of only nine "C" grades for the 75 respondents and the control group received a total of 10 "C" grades for the 75 respondents. Incidence of "incompletes" were greater in the experimental group with a total of 24 received while only 11 "incompletes" were recorded for the total population in the control group.

**Member Drop-out and Tenure**

Prior research concerning member tenure and drop-out has dealt specifically with 4-H Club membership starting at age 10. In order to present a complete picture of the associate member situation, the writer secured data relative to the tenure and drop-out of associate members as compared to those members enrolling for the first time at age 10. These data, secured through a review of the available inactive membership records in the nine responding counties, dealt with all members enrolled at age
10, 1955. This constituted the same strata of membership used previously for the selected member comparisons.

Table 25 indicates that members with 4-H Club experience prior to age 10 had longer tenure in 4-H Club work after age 10 than did those who enrolled for the first time at age 10. Boys enrolling two years prior to age 10 stayed in 4-H Club work for an average of 3.75 years and led all other groups. The shortest tenure recorded was 1.83 years for boys enrolling at age 10 for the first time. Members with two years experience prior to age 10 stayed in longer than those with only one year of prior experience, and likewise, members with one year of prior experience stayed in longer than those enrolling for the first time at age 10.

TABLE 25

AVERAGE TENURE OF DROP-OUTS*

<table>
<thead>
<tr>
<th>Member Respondents</th>
<th>Two Years of Experience</th>
<th>One Year of Experience</th>
<th>Enrolled at Age 10 for the First Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior to Age 10</td>
<td>Prior to Age 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Tenure</td>
<td>Number</td>
</tr>
<tr>
<td>Boys</td>
<td>8</td>
<td>3.75</td>
<td>75</td>
</tr>
<tr>
<td>Girls</td>
<td>38</td>
<td>2.76</td>
<td>191</td>
</tr>
<tr>
<td>Boys and Girls</td>
<td>46</td>
<td>2.92</td>
<td>266</td>
</tr>
</tbody>
</table>

*Calculated from, and including, age 10

Boys tenure exceeded girls tenure in the group with two years prior experience but no difference was noted between boys and girls in the group
with one year of prior experience. A difference is noted between boys and girls for that group enrolling for the first time at age 10 with girls exceeding boys by .45 years.

A further analysis of tenure figures indicates that, regardless of age of first enrollment, the average member surveyed dropped out of 4-H Club work sometime prior to age 13. This fact has implications for programs and activities developed for this particular age group.

As a part of the review of available records, the writer determined the number of associate members dropping out of 4-H Club work prior to age 10. These data, as shown in Table 26, indicate a larger percent of associate members dropping out when enrolled two years prior to age 10 than those members who enrolled one year prior to age 10.

**TABLE 26**

**PERCENT DROP-OUT PRIOR TO AGE 10**

<table>
<thead>
<tr>
<th>Tenure Category</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Percent Drop-Out</td>
<td>Total</td>
<td>Percent Drop-Out</td>
</tr>
<tr>
<td>Enrolled at Age 8:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Years of Prior Experience</td>
<td>14</td>
<td>42</td>
<td>53</td>
<td>28</td>
</tr>
<tr>
<td>Enrolled at Age 9:</td>
<td>107</td>
<td>30</td>
<td>252</td>
<td>24</td>
</tr>
<tr>
<td>One Year of Prior Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 26 further indicates that girls drop out at approximately the same rate whether enrolled at age 8 or 9, while boys enrolling at age 8
dropped out at a much greater rate than did those that enrolled at age 9. Girls enrolling as associate members tend to drop out at a lesser rate than do boys enrolling as associate members prior to age 10. The fact that girls mature earlier than boys may be associated with this finding.

It is noted that boys enrolling two years prior to age 10 had the greatest drop-out rate. This fact, at first glance, appears to be in conflict with the findings in Table 25 which indicated that this same group had the longest tenure after age 10. Even though boys with two years prior experience as an associate show a high drop-out rate prior to reaching the regular enrollment age of 10, those who do remain in 4-H Club work past the age of 10 have greater tenure than any other group.

A study of girls data in relation to this situation does not indicate a similar finding. The author was unable to determine a basis for this finding relative to boys with two years prior experience as an associate.
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A review of the history of 4-H Club work in Ohio indicated that under age or associate members had been participating in the 4-H Club program for many years. At the time of the study, there was conflicting opinion as to the role of the associate member in the 4-H Club program. It had been officially recommended that associate members not be included in the 4-H Club program but that each county determine its own policy concerning this issue. This situation led to a wide variety of policies and procedures governing associate member participation. Generally, the 4-H Club program in Ohio, including projects, literature, and related activities, was designed for members with a minimum age of 10 years. These facts, coupled with increases in enrollment and new program emphases, indicated that an evaluation of the under age or associate member situation seemed desirable.

Purpose and Objectives

The general purpose of the study was to identify the status, and determine some of the measurable values of associate membership through an analysis of participation experiences.

To aid in accomplishing the purpose of the study, the following specific objectives were formulated:

1. To compare, in selected counties, 15 year old members with continuing experience from age 10, to 15 year old members with continuing experience from age 8 or 9. The specific points for
comparison were these:

a. Selected achievement experiences from age 10
b. 4-H Club project program from age 10
c. Scope of participation in county activities and events
d. Ability to plan and organize activities and events
e. Ability to conduct and carry out activities and events
f. Ability to achieve a satisfactory relationship with others
g. Ability to counsel and work with younger members

2. To analyze, in selected counties, the available membership records of all 4-H Club members who were enrolled at age 10, 1955, in order to:

a. Determine member drop-outs in the two groups being compared
b. Establish the relationship between tenure and age at first enrollment

Procedure

The status data were secured from 53 Ohio counties. Sixty-one of Ohio's 88 counties reported associate membership but only 53 were able to specifically identify associate members and their status.

The data to fulfill the previously listed objectives were secured from nine counties that were selected on a basis of associate member enrollment, accuracy and completeness of membership records, and tenure of responding agents.

Responding agents in the nine counties were asked to list those members, age 15 with continuing 4-H Club membership from age 8, 9, and 10, that they knew well enough to judge on the basis of leadership, personal
growth, and participation. The selected members were categorized as to sex and tenure with tenure being divided into two classifications: (1) "experimental groups" — members with 4-H Club experience prior to age 10, and (2) "control groups" — members enrolling in 4-H Club work for the first time at age 10.

The selected members were randomly sampled at the rate of 75 from each of the two tenure classifications of experimental and control. This procedure established two equal and distinct groups for later comparison and analysis. Once the population had been established, the author visited each of the nine responding counties in order to collect the necessary data on those members who had been randomly sampled.

A selected agent in each of the nine counties compared the experimental and control members randomly sampled from their county in terms of member effectiveness as determined by specific leadership abilities, and scope of participation in activities and events. The method used for the comparison was the "paired comparison" method wherein each member is compared to every other member in terms of a hypothetical situation or given set of criteria in order to arrive at a rank order of those being compared.

Other data to be compared related to Junior Leadership participation, 4-H Club project program, and achievement and recognition, and were collected by the author through a review of the members' personal card files.

The members were assigned scores for each of the areas of comparison and from the assigned scores a rank order was established. The median score was determined for each comparison and those individuals above the median were termed "high performers" and those individuals below the median were termed "low performers". All members with the median score for a
given comparison were eliminated from that particular comparison. Data were tabulated on the basis of high and low performance by tenure and sex. All data relative to the comparisons were tested for statistical significance.

Other data secured by the author during the county visit dealt with the tenure and drop-out rates of all members enrolled at age 10 in 1955. This strata of membership constituted the same strata from which the member sample was drawn for the previous comparisons.

**Summary of Status**

All Ohio counties responded with 53 counties specifically indicating knowledge of the status of associate members. A total of 2513 associate members were reported with 1878 girls and 636 boys. Fifty-four percent of the associate members resided on farms, 28 percent reported a rural non-farm residence, and 18 percent resided in an urban community.

There was no particular pattern as to geographical location of counties reporting associate members. Counties labeled as typically rural or agricultural reported associate membership in as many instances as did counties recognized as being predominately urban and industrial. A study of the distribution by supervisory districts indicated the greatest concentration of associate members in the Southeast District with 16 counties reporting 934 members representing 37 percent of the total reported.

The smallest number of associate members reported in any one county was one and the largest number reported was 122. Thirty percent of the clubs in the responding counties enrolled all of the 2513 members. A total of 223 clubs reported membership in excess of four associates.
An analysis of the associate members by age groups and family status showed that 10 percent of those reported were between 8 and 9 years of age, and 90 percent were between 9 and 10 years of age. Fifty-two percent indicated a family tie with 4-H Club work with the strongest factor evidenced by a brother or sister also enrolled.

Associate members selected a variety of projects with 13 members carrying more than one project. Although most of the projects selected were of the first year category, some associate members selected projects normally selected by older age groups. Forty-six of the 53 responding counties indicated that associate members completed project books, were given project grades, and received a members certificate.

Twenty-nine counties allowed associate members to attend camp with only eight of the 29 counties listing limitations or restrictions. Main factors in restricting camp participation were:

1. Associate member can attend if camp is not filled with regular members
2. Associate members can attend if Agent approves

Associate members were allowed to participate in club and community activities to a greater degree than in camp, but in the same instance, more limitations were imposed. Responding counties indicated a willingness to allow associate members to participate in these activities on a "work" level but were less willing to vest any authority in them in terms of committee work and voting privileges. In most cases where limitations were indicated, the local club decided degree of participation of associate members.

Forty-six counties allowed associate members to participate, to some
degree, in fair exhibits and receive a trophy. Thirty-one counties paid premium money to associates without limitations and 23 counties allowed associates to receive a trophy or special award without limitations.

Policy regarding associate membership and participation was either decided by 4-H councils or local club groups and advisors. Associate membership in most of the 53 counties was open to anyone under 10 years of age but 17 counties established definite age limitations. Associate membership was neither encouraged or discouraged in most instances. Any attempt to discourage membership was evidenced in restrictions or limitations placed on participation.

Parents, parents serving as 4-H advisors, and 4-H advisors were indicated as being the primary groups that were in favor of associate membership because they felt that associate members were: (1) better members, (2) more interested, (3) more attentive, and (4) did a better job with 4-H club projects.

Summary Analysis of Participation Experiences

No statistically significant differences were found to exist between the experimental group and the control group in the comparisons of tabulated data. Some percentages were indicated by the author as being noteworthy, but not statistically significant.

Agents were able to identify more possible member respondents in the experimental group than in the control group. Agents also knew more boys than girls in both the experimental and control groups.

Comparison as to the effectiveness of members in the abilities to (1) plan and organize activities and events, (2) conduct and carry out activities and events, (3) achieve a satisfactory relationship with others,
and (4) counsel and work with younger members, indicated that the experimental group and the control group performed at approximately the same level. No percentage differences greater than five percent were found for any of the four comparisons involving the total experimental group as compared to the total control group.

Significantly larger percentage differences were noted between the experimental girls and boys in member effectiveness with the experimental girls ranking 16 percent higher than boys in the ability to plan and organize activities and events and 24 percent higher than boys in the ability to conduct and carry out activities and events. Highest single performance recorded in the four areas involving member effectiveness was for the control boys with 61 percent rated as high performers in the ability to achieve a satisfactory relationship with others.

Participation in Junior Leadership was greater for the control group with 64 percent participating as opposed to only 55 percent participating in the experimental group. Experimental girls outranked experimental boys by seven percent while the experimental boys were the lowest ranked with only 50 percent participating in Junior leadership. The scope of participation in activities and events other than Junior Leadership shows that no significant difference exists between the experimental and control groups. Experimental boys ranked higher with 62 percent high performers and outranked experimental girls in this particular comparison who performed at only 46 percent high.

A comparison of project programs and average number of projects selected by members indicated that no significant differences existed between the experimental and control groups. Experimental girls rated high with
54 percent high performers in the project program area and also exceeded all other groups in the average number of projects selected. It was noted that experimental girls and control boys selected approximately the same number of projects with an average of 10.2 and 10.1 per member respectively. Experimental boys ranked lower than all other groups in the average number of projects selected with an average of 9.4 projects indicated.

Agent opinion as to the existing project program, in relation to associate member participation indicated that it was adequate for associate members. Agents did, however, list considerations for associate member participation in regard to age limits imposed, girl's performance as compared to boy's performance in first year projects, and possible re-designing of selected first year projects.

Achievement and recognition comparisons dealt with the members' performance as determined by participation in selected activities, and project grades received. The control group outranked the experimental group with 56 percent and 45 percent respectively, while boys in both groups performed at an observed higher level than did girls. The experimental group showed a greater incidence of "A" grades and a lower incidence of "B" grades than did the control group.

An analysis of tenure figures indicated that members with two years experience in 4-H Club work prior to age 10 stayed in 4-H Club work longer than did members with only one year of prior experience. In keeping with this fact, members with one year of experience prior to age 10 had longer tenure than had those that enrolled for the first time at age 10. Members enrolling two years prior to age 10 dropped out of 4-H Club work before
becoming "regular members" in greater numbers than did those who enrolled only one year prior to age 10.

Conclusions

The analysis of data provided basis for conclusions by the author in relation to the status of associate membership and the values of identified participation experiences.

Conclusions as to Status

1. The most apparent influences for associate membership and participation come from parent-advisor pressures and direct family ties with 4-H Club work. Associate members are being enrolled because parents and advisors feel that associate membership has an "apprentice" or "readiness" value.

2. No set pattern exists in Ohio as to the age and participation of associate members nor do standard procedures exist in relation to the age at which members first enroll.

3. No apparent consideration is given to associate member age and ability in regard to projects selected and participation in the program.

4. Imposed limitations are used as a method of restricting associate membership rather than being a consideration of the member's age and ability.

5. Imposed limitations have not discouraged associate member enrollment and participation.

6. Competing youth serving agencies do not necessarily influence or restrict associate member enrollment.

7. Under age members will continue their desire to participate
4-H Club work due to the nearly identical developmental needs and tasks of 8, 9, and 10 year old boys and girls.

Conclusions as to the Values of Participation Experiences

1. Experience in 4-H Club work prior to age 10, as compared to enrollment for the first time at age 10, does not make a significant overall contribution to the 4-H Club members' ability and effectiveness in succeeding years.

2. Girls with associate member experience perform at a higher level than do boys with associate member experience in planning, organizing, conducting, and carrying out 4-H Club activities and events.

3. Boys with associate member experience outrank girls with associate member experience in achievement and recognition and participate in a greater number of county activities and events.

4. Experience in 4-H Club work prior to age 10 increases member tenure after age 10.

5. The average member drops out of 4-H Club work sometime prior to age 13, regardless of age at first enrollment.

6. Although associate member experience makes no significant overall contribution to the members' future effectiveness this experience does not necessarily restrict member performance, and in some specific instances, enhances future performance.

The following hypotheses were established for this study in relation to the purpose and specific objectives:

Hypothesis Number 1 -- Associate 4-H Club membership and participation make a significant contribution to the future development
and effectiveness of the 4-H Club member.

Conclusion -- The hypothesis was rejected. A comparison of the experimental and control groups shows no statistically significant differences between the two groups in the areas of member effectiveness, project programs, awards and recognition, and participation in Junior Leadership and other activities.

Hypothesis Number 2 -- Associate 4-H Club membership and participation tend to increase member tenure after age 10.

Conclusion -- The hypothesis was accepted on the basis of the data presented relative to tenure and member drop-out.

Recommendations

The recommendations listed in this section are based on the author's analysis of the data presented, and are tempered with judgments of the author based on his experience and reactions as a member of the Ohio Agricultural Extension Service.

1. Maintain the present age limits of 10 through 20 in 4-H Club work for full participation of members that fall within these limits.

2. Design a definite program for associate members with the following considerations:

   a. Admit members only at 9 years of age or at the fourth grade level in school.

   b. Structure a few existing first year projects specifically for associate member participation with definite fair exhibit and project completion requirements of a lesser degree than for regular members.

   c. Allow full participation and acceptance of associate
members at the local club level.

d. Select definite and limited areas of participation beyond the local club level. The criteria established for this participation should take into consideration the relative degree of difficulty of the tasks involved as measured against the abilities of the associate members. The criteria should further consider the fair exhibit and project completion requirements established and the degree to which participation beyond the local club level is required.

e. Present special certificates to associate members in recognition of their participation.

f. Provide each county with the option of accepting or rejecting the associate member program.

g. Accept the structure of the associate member program, as determined on a state wide basis, with no imposed limitations or additions by participating counties.

3. Further study of the associate member situation is recommended in order to determine:

... the effect of incentives and awards on associate members.

... the values of associate member participation specifically at the time of the participation.

... whether or not the present tasks assigned associate members in projects and activities are too difficult.

... whether or not associate member experience in 4-H
Club work makes a significant contribution to a member's participation in youth organizations other than 4-H.

... the specific project and participation experiences to which associate members should be exposed.
BIBLIOGRAPHY


Ohio 4-H Results--1959, The Ohio State University, Agricultural Extension Service, Columbus, Ohio.

Ohio 4-H Results--1960, The Ohio State University, Agricultural Extension Service, Columbus, Ohio.


Young, Clair W., "The Status of Associate 4-H Club Membership in Ohio, special study, Department of Agricultural Education, The Ohio State University, Columbus, Ohio, 1960.
APPENDIX
QUESTIONNAIRE TO DETERMINE THE STATUS OF ASSOCIATE 4-H CLUB MEMBERS IN OHIO

Associate 4-H Club Member Defined: An associate 4-H member is a boy or girl, under the state recognized enrollment age of 10, as of Jan. 1st, who is associated with the 4-H club program.

1. Do you have associate 4-H club members in your county this year (1959)?
   Yes  No
   (check one)

2. How many associate 4-H club members enrolled in your county as of June 10, 1959? -----------------------------------------------

3. Using the past 5 years as a base; is the number of associate 4-H members in your county in 1959 ------------ an increase?    
   a decrease?    
   about the same?    
   (check one)

4. How many of the associate 4-H members in 1959 were:
   (a) between 9 and 10 years of age?    
   (b) under 9 years of age?    

   /Total of items #4a and #4b should equal item #2/

5. How many of the associate 4-H members in 1959 were:
   (a) boys?    
   (b) girls?    

   /Total of items #5a and #5b should equal item #2/

6. How many of the associate 4-H members in 1959 have been associate members more than 1 year? -------------------------

7. How many of the associate 4-H members in 1959 have either parent serving as a 4-H advisor? -------------------------

8. How many of the associate 4-H members in 1959 have brothers or sisters presently enrolled as regular 4-H members? ---------
9. Of those associate 4-H members in your county in 1959:
   (a) how many live on a farm? ____________________________
   (b) how many live in a rural non-farm area? ____________
   (c) how many live in an urban area? ____________________
   
   Total of items #9a, #9b, and #9c should equal item #2

10. Record the number of clubs that have no associate members in 1959. ________________________________

11. Record the number of clubs that have only one associate member in 1959. ____________________________

12. Record the number of clubs that have 2 or 3 associate members in 1959. ____________________________

13. Record the number of clubs that have 4 or more associate members in 1959. _________________________

14. How many of the communities where there are "clusters" of associate members (3 or more to a club) have other forms of youth work readily available for 8 and 9 year olds? (Ex. Cub Scouts, Brownies)
   (Please list number)

15. How many of the communities where there are "clusters" of associate members (3 or more to a club) do not have other forms of youth work readily available for 8 and 9 year olds?
   (Please list number)

Check the number of associate members who are enrolled in 1959 in each of the following general project areas:

   Total of items 16 through 23 should equal item #2 on first page

   List number of associate members enrolled in 1959.

   Boys                               Girls

   16. Sewing                        ____________________________
   17. Nutrition                     ____________________________
   18. Livestock (beef, sheep, horses, swine ____________________________
   19. Rabbits, Poultry              ____________________________
   20. Gardening (flower and vegetables) ____________________________
   21. Conservation                 ____________________________
       (Woodworking, electricity, other)
   22. Engineering tricity, other    ____________________________
   23. Other (please list)          ____________________________

   ____________________________    ____________________________
ASSOCIATE MEMBER PARTICIPATION IN CAMP ACTIVITIES
(Please answer the following as to the General pattern in your county)

<table>
<thead>
<tr>
<th>Some areas of participation</th>
<th>Check only one for each question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participates same as regular members</td>
<td>Limited participation</td>
</tr>
<tr>
<td>24. Attend camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Participate in camp program (ex.: vespers, campfire, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Eligible for special camp recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Other (Please List)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSOCIATE MEMBER PARTICIPATION IN CLUB AND COMMUNITY ACTIVITIES
(Please answer the following as to the General pattern in your county)

<table>
<thead>
<tr>
<th></th>
<th>Participates same as regular members</th>
<th>Limited participation</th>
<th>Does not participate</th>
<th>List any particular restrictions or limitations in corresponding space below if items 28 through 33 checked in &quot;Limited participation&quot; column.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>28. Voting member of the local club</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>29. Serve on local club committees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30. Participation in local club social events</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>31. Participation in local club community projects and activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>32. Giving demonstration on local club level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>33. Other (Please list)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSOCIATE MEMBER PARTICIPATION IN FAIR ACTIVITIES
(Please answer the following as to the General pattern in your county)

<table>
<thead>
<tr>
<th>Some areas of participation</th>
<th>Check only one for each question</th>
<th>List any particular restrictions or limitations in corresponding space below if items 34 through 42 checked in &quot;limited participation&quot; column.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participates same as regular member</td>
<td>Limited participation</td>
</tr>
<tr>
<td>4. Exhibiting project at fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Eligible to receive ribbon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Eligible to receive premium money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Eligible to receive trophy or special award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Giving demonstration at fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Participation in Home Ec. revue (sewing, food, other)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0. Participation in &quot;Share the Fun&quot; Contest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Giving safety talk at fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Other (Please list)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RELAT ED GENERAL INFORMATION

43. Are Associate members required to complete a project book? Yes ________
No ________ (check one)

44. Do Associate members receive a project grade? Yes ________
No ________ (check one)

45. Do Associate members receive a member’s certificate Yes ________
No ________ (check one)

46. Is there a written policy* in your county regarding Associate 4-H membership? Yes ________
No ________ (check one)

*If a written policy is on record, please submit a copy with this report.

47. What, if anything, is done in your county to promote or discourage Associate 4-H club membership?

48. What groups, factions, organizations, or individuals in your county if any, are in favor of, or promoting Associate 4-H club membership?