

THE ACTIVITIES AND ADJUSTMENTS OF 4-H CLUB AND NON-4-H CLUB
YOUNG WOMEN OF AMHERST COUNTY, VIRGINIA

by

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Chapter I

INTRODUCTION

This study has resulted from a desire of Agricultural Extension Workers in Virginia to learn the extent to which the 4-H Club experience affects the life of the rural girl who participates in the 4-H Club program. Some studies have been made of various aspects of activities, problems, and interests of youth of 4-H Club age, but little attempt has been made to analyze definite contributions of the 4-H Club program to these young people.

Review of Literature

A study made by Thurow¹, Interests, Activities, and Problems of Rural Young Women Between Ages Fifteen and Twenty-nine, found that the girls studied were on the whole leading well-adjusted but busy lives. They were participating in household activities and enjoying such participation. The majority had few conflicts with their parents. They were apparently well satisfied with their homes, although many listed changes they would like to make, especially household conveniences. A need for more social and recreational life was found. This study did not differentiate between the 4-H Club and Non-club members.

¹Thurow, Mildred B., A Study of the Interests, Activities, and Problems of Rural Young Folk. Bulletin 617, Cornell University, Ithaca, New York, 1934.

Burrenger², in her study, Contributions of 4-H Club Work to Good Family Living With Suggestions for Increasing These Contributions, found that 4-H Club work contributed to better methods in agriculture and home economics, and to better family living with improved standards on the part of rural young people.

Garnett's study³, Young People's Organizations in Relation to Rural Living in Virginia With Specific Reference to 4-H Clubs, concerned itself with the 4-H Club system and how it is conducted. The relation of 4-H Club work to the state educational system and ways of promoting closer relationship between it and the public school system were considered. This study did not consider personal values derived from participation in the 4-H Club program.

A study by Covey⁴, entitled, The Characteristics and Interest Problems of Girls and Boys of 4-H Club Age, did not analyze the effect of club work upon these girls in the home and community. Furthermore, this study was made of a privileged group attending state and district camps.

²Burrenger, Ruth, Contributions of 4-H Club Work to Good Family Living With Suggestions for Increasing These Contributions, National Fellowship Student, 1939. Extension Service Circular 248. U.S.D.A.

³Garnett, William Edward, Young People's Organizations in Relation to Rural Life in Virginia With Special Reference to 4-H Clubs, Blacksburg, Virginia. 1930. Agricultural Extension Bulletin 274.

⁴Covey, Grace Elma, The Characteristics and Interest-Problems of Girls and Boys of 4-H Club Age. Unpublished Master's thesis, Virginia Polytechnic Institute, Department of Home Economics, 1939.

Ives⁵, A study of 163 Rural Girls in Maryland, Virginia, and North Carolina, found that Club girls were interested in home-making activities and liked them. She concluded that rural girls needed training to help them solve their present management problems and become better potential homemakers. This study did not attempt to measure the contribution of the girls to their home or community as the result of any club activity.

Garnett⁶ studied the strength and weakness of the 4-H Club program in Virginia Rural Youth Adjustments. Again no attempt was made to compare characteristics of 4-H Club members with non-members, nor measure the effect of 4-H Club work on the lives of boys and girls.

Joy, Bernard, and Sabrosky⁷ studied 4-H Club enrollments and the work of the 4-H Club county agent with the club groups, and made certain suggestions for improving the effectiveness of the program.

The studies of 4-H Club members to date have concerned themselves primarily with organizational problems, characteristics,

⁵Ives, Mildred, Suggested Procedure for Incorporating Home Management in the 4-H Club Program, National 4-H Club Fellowship Student, 1936. U. S. D. A. Circular 234.

⁶Garnett, William Edward, Virginia Rural Youth Adjustments, Extension Circular

⁷Joy, Bernard, Sabrosky, Laurel, Statistical Analysis of 4-H Club Work, Senior Agriculturist, and Surveys and Reports Section Respectively, 1940, U. S. D. A. Extension Service Circular 345.

and interest problems of boys and girls of 4-H Club age, and the contribution of 4-H Club participation to bettering family living. These studies have not attempted to compare the adjustment and activities of 4-H Club participants with boys and girls of similar age and socio-economic backgrounds. A knowledge of the differences in home and community participation, attitudes, interests, and problems of 4-H Club and non-Club girls of the same community should throw some light upon the contributions to youth, if any, of the 4-H Club program carried on by the Agricultural Extension Service.

Purpose of Study

This study purposes to compare two groups of girls, those with three or more years of 4-H Club experience and those with no 4-H Club experience, in Amherst County, Virginia as to the following:

1. The educational, vocational, and marriage plans of the girls.
2. The personal adjustment and interests of the girls.
3. The home and community participation of the girls.

Procedure

The data for this study were collected from thirty-five 4-H Club and thirty-five non-4-H Club girls attending the sophomore and junior classes of the three high schools in Amherst County,

Virginia. All data were collected during the month of April, 1948.

The group for study was selected as follows:

4-H Club membership was interpreted to mean three or more consecutive years of participation in 4-H Club work. Any girl who had less than three consecutive years of 4-H Club participation was considered ineligible. Non-4-H Club membership included those who never had belonged to a 4-H Club or had less than one year of participation.

In two of the high schools of Amherst County, the number of girls qualifying for 4-H and non-4-H membership was identical and all were used in the study. In the third high school where the enrollment was larger, the number of girls qualifying for 4-H Club membership was ascertained and the same number was selected from the non-4-H membership on the basis of random sampling.

The data on the interests, activities, and problems as well as socio-economic factors of the two groups of girls were obtained through the group interview method. This consisted of the investigator's meeting with the girls during school hours and having them complete a questionnaire under her supervision.⁸

Data on the girls' personal adjustment were secured

⁸The questionnaire used was adapted from the one developed for the study, Interests, Activities, and Problems of Rural Young Folk, by Mildred B. Tinrow, Cornell University Agricultural Experiment Station, Bulletin 617, Ithaca, New York, 1934. See Appendix.

through the use of the Bell Adjustment Inventory⁹. The adjustment inventory for each girl was scored by the investigator.

Both the Club and Non-club girls were rather well known to the investigator so that the cooperation of the girls was easily obtained. All girls used in this study had had their entire club experience under the supervision of the investigator.

Socio-economic Background of Girls

The seventy girls furnishing data for this study were all residents of Amherst County, Virginia, and in the opinion of the writer represented a fairly adequate cross section of the families of the county. On the whole the family backgrounds of the 4-H and non-4-H Club girls were similar.

The average age of the fathers and mothers of the 4-H Club members was 47 and 44 years respectively. For the non-4-H Club group, the average age of the fathers was 47 and of the mothers, 41.6 years. The education of the parents of the two groups was slightly in favor of the non-4-H Club members. The fathers of the 4-H Club girls had completed 7.5 grades as compared with 8.3 grades for the non-4-H Club girls. Relative to the mothers, the 4-H group had completed 8.6 and the non-4-H, 10.5 grades. All the families represented in this study lived in the country or in a small rural village.

⁹Bell, Hugh M. The Adjustment Inventory, (student form) published by The Stanford University Press, Stanford University, California. See Appendix.

Table I. Percent of Fathers in the Five Occupational Groups.

Occupations	Percent of Fathers	
	Club	Non-club
Farmer	42.8	27.7
Merchant	14.2	13.4
Mechanic	20.0	28.7
Miscellaneous	14.2	24.3
Professional	5.8	2.8
No answer	3.0	2.1

Although the proportion of families who lived on the farm and drew part or all of their income from the farm was practically the same for the Club and Non-club groups, a larger proportion of the fathers of the Club girls were farmers as shown in Table I. Occupations of the fathers of the Non-club girls included truck drivers, electricians, mill workers, railroad workers, carpenters, and chemical plant workers.

The parents of the Club girls were somewhat more active in religious and community activities than were the Non-club, although the patterns are similar for the two groups.

In Table II, it will be noted that most of the parents attended church. For both the Club and Non-club groups the fathers more often voted in political elections than did the mothers. The mothers of the Club girls were more apt to be members of the extension service groups in the county than were the mothers of Non-club members, and the mothers in both groups were more active in adult educational activities than were the fathers.

Table II. Religious and Community Participation of Parents.

Type of Participation	Percent of Families	
	Club	Non-club
Mother a former 4-H Club member	20.0	11.1
Father a former 4-H Club member	2.0	5.7
Mother a member of home demonstration club	31.4	11.1
Father a member of a farm group	11.1	8.5
Father votes in political elections	85.6	74.2
Mother votes in political elections	54.2	34.2
Family attends church services together	91.2	82.8
Family does financial planning together	45.7	40.0

Table III. Housing Conditions of 4-H and Non-4-H Club Members

Housing Conditions	Percent of Families	
	Club	Non-club
House owned	82.8	67.5
House rented	17.5	31.2
House electrified	91.4	78.3
Running water in house	40.0	37.8
Telephone in house	37.1	27.1
Average number rooms in house	7.1	6.1
Girl has bedroom alone	42.0	45.8

In housing facilities, the homes of Club girls had a slight advantage when considering such things as home ownership, electricity, running water, and telephone. Although the families of Club members averaged 4.1 persons per family and the Non-club averaged 5.1 persons, the houses of the Club girls averaged one room more per family. This makes for a slightly more crowded condition

in the homes of Non-club girls. To what extent the better facilities in the homes of Club members were due to home ownership or to influence of 4-H Club work or the rural extension service is not known.

On the basis of the above data it seems safe to conclude that the backgrounds of the two groups of girls, the 4-H and Non-4-H Club members, used in this study are sufficiently similar to suggest that differences in home and community activities, personal adjustment, interests, and problems of girls must be due to factors not socio-economic.

Chapter II
ACTIVITIES OF GIRLS

It is assumed by many rural workers that farm youth does not have the leisure time available to youth of other occupational groups. Further, it is assumed that few Virginia rural communities have satisfactorily met the problem of adequate recreational outlets for the older youth of these communities. In view of this, one is interested in learning how rural high school girls spend their free time, and what is the difference, if any, between the activities of girls coming through the 4-H Club experience as compared to those without this.

Activities of the girls in this study have been divided into unorganized and organized activities for purposes of comparison.

Table IV. The Average Number of Hours Spent Monthly in Unorganized Activities by 4-H and Non-4-H Club Girls.

Activities	Hours Spent Monthly	
	Club	Non-club
Free time	10.8	10.0
Reading	18.6	16.5
Writing	19.6	12.6
Music	9.1	9.0
Cards	4.5	4.2
Dances	8.6	8.8
Parties in community	6.6	5.0
Movies in town	9.1	11.9
Outdoor sports	13.9	11.5
Visiting friends	8.4	11.6

In Table IV, it will be noted that the unorganized activities of the Club and Non-club girls in Amherst County were very similar. Furthermore, no one activity seemed to dominate their time, and the girls were participating in a wide variety of activities. If one can judge worth by time spent, it would appear that these girls have a fairly well-rounded program of unorganized recreational activities whether 4-H Club members or not.

When one considers organized activities in the communities, differences are found between the Club and the Non-club girls.

Table V. The Percent of 4-H and Non-4-H Club Girls Participating in Organized Activities.

Organized Activities	Percentage of Girls	
	Club	Non-club
Church societies	59.9	22.7
Girl Scouts	2.8	2.8
Girl Reserves	5.7	5.7
Older Youth Clubs (Extension)	34.2	8.5
Hi-Y Clubs	11.1	8.5
Home Economics Clubs	22.8	12.6
Sunday School	75.8	74.2
Church	82.5	83.6

In Amherst County the general social center for rural families is the rural church. At the time this study was made Amherst County had thirteen ordained ministers serving twenty-seven churches. The young women, both Club and Non-club, were on the whole members of the church and Sunday School.

When considering membership in the youth societies of the county, the Club girls made the better showing. Approximately 59.7

percent of the Club girls belonged to a young people's society in the church, while this was true of only 22.7 percent of the Non-club girls. Furthermore, the Club girls were more active in such groups as Older Youth Clubs, Hi-Y, and Home Economics Clubs.

Since the Older Youth Clubs are sponsored by the Agricultural Extension Service and the 4-H Club girls know the extension leaders, one might expect greater participation on the part of the 4-H Club group; however, this would not account for the greater participation of the 4-H Club girls in all of the youth societies.

If these data are representative, it appears that the 4-H Club girls of the Sophomore and Junior high school age have greater interest in belonging to organized youth groups--recreational, social, and religious--than do the Non-club group, although the participation in organized activities is similar for the two groups.

Dating Activities of Girls

The Club girls were having more association with young men than were the Non-club girls. The average number of dates per month of the Club members was 6.5 as compared to 4.8 for the Non-club. Not only did the Club girls date more often but their men associates were more frequently from farm homes. Also, the Club girls were more likely to stay in the community when dating than did the Non-club.

In Table VI and VII can be seen the proportion of the girls' dates who came from farm, village, and city homes, and where the girls went with their dates.

Table VI. Percent of 4-H and Non-4-H Club Girls Dating Boys Living in Farm, Village, and City Homes.

Homes of Dates	Percent of Girls	
	Club	Non-club
Farm	62.8	5.7
Village	31.4	51.4
City	5.7	42.8

Table VII. The Places Attended by Girls When Dating.

Places Attended	Percent of Girls	
	Club	Non-club
Community dances	11.4	5.7
Movies in town	22.8	57.1
Parties in community	20.8	.0
Car riding and parking	11.4	20.0
Community Youth Club (Extension)	25.7	.0
Church Socials	8.0	.0
Bowling	.0	11.4
No reply	.0	5.8

These girls preferred their Clubs to be made up of both young men and women, although this interest was slightly more pronounced on the part of the Club girls. Of the Club girls, 94.8 preferred mixed groups, as compared to 77.0 percent of the Non-club. The girls on the whole seemed fairly well satisfied with the social activities in their county; however, 32.7 percent of the Club and 27.0 percent of the Non-club girls were interested in more social

activities. The Club girls appeared to have better facilities for going places and attending meetings than did the Non-club girls. Finding ways to attend meetings was a problem for only 9.0 percent of the Club, while it was a problem for 31.3 percent of the Non-club girls.

Participation in Household Activities

Greater differences were found between the Club and Non-club girls in household participation than in any other field of activity. Not only did the Club girls assume more responsibility for the household tasks in their respective homes, but their attitude toward household work was more positive. In Table VIII is shown the proportion of Club and Non-club girls participating in selected household activities and their attitudes toward these activities.

Table VIII. Participation in Household Activities By 4-H Club and Non-club Girls.

Activities	Percent Participation		Percent Liking Activity	
	Club	Non-club	Club	Non-club
Housecleaning	100.0	68.5	88.5	58.5
Personal laundry	90.0	68.5	85.0	60.0
Baking bread	60.0	25.7	40.0	11.1
Washing dishes	77.0	68.0	46.5	38.0
Personal sewing	62.0	17.1	57.0	17.1
Food preparation	51.4	11.0	48.5	11.1
Care of children	22.8	11.0	22.8	11.1
Outside chores	22.8	14.2	20.8	11.1
Care of poultry	22.0	11.0	18.0	11.1
Family canning	21.5	5.7	17.0	5.7
Vegetable garden	17.8	8.5	12.8	5.7

Why should Club girls participate more in household acti-

vities than the Non-club and have a more positive attitude toward this participation? Perhaps the 4-H Club slogan, "Learn by Doing," has taken root in the lives of the 4-H Club members. Milking the cow or cleaning the house may take on new meaning when being done as a 4-H Club project. It is possible that the parents of the 4-H Club girls were more interested in the girls' progress due to their membership in the Club. Likewise, due to the girl's training, she may have greater household skill and thus finds greater satisfaction in doing household work.

Attitude Toward Home Life

The Club girls were on the whole better satisfied with their families and rural life than were the Non-club, if one may judge on the basis of their statements. Of the Club girls, 82.2 percent felt that their parents understood their problems, while this was true of only 62.8 percent of the Non-club girls. The Club girls liked farm life better than did the Non-club, and almost three times as many would choose to live on the farm as was true for the Non-club girls.

Table IX. Preferences of 4-H and Non-4-H Club Girls For Farm, Village, or City Living.

Activities of Girls	Percent of Girls	
	Club	Non-club
Girl likes farm life	77.0	48.5
Preference of place to live		
Farm	62.8	22.9
Village	14.2	42.8
City	22.9	34.2

In order to secure information on the girls' attitudes toward their homes, they were asked to list spontaneously changes which would improve their family living. The changes suggested by the girls have been grouped under seven headings in Table X.

Table X. Changes in Homes Desired by 4-H Club and Non-4-H Club Girls.

Changes Desired	Percent of Girls	
	Club	Non-club
Improved equipment or remodeled house	48.5	14.1
Entertain more in homes	1.0	17.1
Less hard work out of doors	2.8	17.1
Purchase the home	2.8	5.7
Satisfied with home as it is	14.2	11.4
No reply	21.7	34.6

It is interesting to note that the Club girls were much more concerned over house improvement than were the Non-club. Undoubtedly, the contact of these girls in 4-H Club work had intensified their interest in home improvement since the homes of the Club girls were better equipped than those of Non-club. (See Table X.) Although the Club girls were carrying more responsibility for work out of doors, known as chores, the Non-club girls seemed to be more concerned with the hardness of this type of work.

Reading Activities of Girls

The reading activities of the girls in this study are presented under their three divisions: the reading of newspapers, of

magazines, and of books.

The girls, as a whole, expressed considerable interest in newspaper reading. Of the Club girls, 91.7 percent stated that they regularly read some part of the newspaper. In Table XI, it will be seen that the reading habits of the two groups of girls with respect to newspapers were similar.

Table XI. Parts of Newspapers Read by 4-H and Non-4-H Club Girls

Parts of Newspapers Read First	Percent of Girls	
	Club	Non-club
Comics	48.5	31.4
Front page news	25.7	22.5
Local news	8.2	8.6
Editorials	4.6	0.0
Other parts of paper	2.4	12.8
No part of paper	9.6	25.7

It is interesting to note that more of the 4-H Club girls read some part of the daily newspapers than did the Non-club.

The parts of the paper most frequently read in order of preference were: comics, front page news, and local news, with editorials read the least.

Table XII. Newspapers in Homes of Girls.

Newspapers Available	Percent of Homes	
	Club	Non-club
No newspapers taken	2.8	8.5
One newspaper taken	34.2	40.0
Two newspapers taken	40.0	45.5
Three or more newspapers taken	23.0	6.0
<u>Type of Papers Taken</u>		
City only	28.5	24.2
Local only	8.5	11.4
Local and city	52.8	44.2
No reply	10.2	20.2

The majority of families represented in the study had newspapers in the home. Although more of the Club girls had three papers than did the Non-club girls, the types taken were similar.

The interests of the two groups of girls in reading other than newspapers were similar also. The girls' preferences in books and magazines are shown in Table XIII.

Table XIII. Reading Preferences of Girls for Books and Magazines.

Preference in Books	Percent of Girls	
	Club	Non-club
Fiction	68.5	71.4
Biography and history	11.4	5.7
Drama and poetry	8.5	2.8
Adventure and travel	8.6	2.8
Mystery	0.0	2.8
No choice	3.0	14.5
<u>Preference in Magazines</u>		
Ladies' Home Journal	28.5	31.4
Life	20.0	5.7
McCall's	17.2	22.8
Southern Planter	8.5	2.8
National Geographic	8.5	0.0
Progressive Farmer	5.8	0.0
Reader's Digest	5.8	0.0
Good Housekeeping	2.8	14.2
Saturday Evening Post	2.8	0.0
No Reply	0.0	23.1

These data indicate that the Club and Non-club girls are more alike in reading interests and habits than in any other type of

activity. The chief differences between the two groups is in the extent of reading. The Club members averaged reading eighteen books in ten months while the Non-club averaged fifteen books. Also, more than ninety percent of the Club girls read the newspapers as compared to seventy-five percent of the Non-club girls.

Their preferences for subject matter in books and newspapers were similar. Fiction was their chief interest in books, and household journals in magazines. Although both groups read picture magazines to a similar extent, the one more often read by the Club group was LIFE, while that of the Non-club was FILM PLAY.

Vocational Plans of Girls

It is assumed in good educational theory that those youth who plan for their vocational life after school and receive training for these vocations have a better chance for success than those who do not. One of the major emphasis of the 4-H Club experience is to acquaint youth with vocational opportunities so that suitable planning is possible. The question may be asked, are the rural youth who are not members of the 4-H Clubs receiving similar guidance in vocational planning and training to that of the members of the 4-H Clubs?

If these data are representative, about ten percent more of the Club girls have vocational plans than do the Non-club members. When breaking down the vocational plans of the two groups, it will be seen in Table XIV that many more of the Club girls plan to attend college than do the Non-club.

Table XIV. Vocational Plans of 4-H and Non-4-H Club Girls.

Vocational Plans	Percent of Girls	
	Club	Non-club
College	31.0	14.2
Business	11.4	14.2
Nursing	11.4	14.2
Telephone operators	8.0	8.0
No plans	38.1	49.4

Summary of Activities

When comparing the activities of 4-H and Non-4-H Club girls the following differences and likenesses were found:

Attendance at church and Sunday School, and use of free time were very similar for the two groups of girls. The 4-H Club girls, however, were more active in all organized groups other than church and Sunday School than were the Non-4-H. The 4-H girls dated more frequently and started at an earlier age, and were more inclined to date farm boys than were those of the Non-club group.

The Club girls and their dates remained in the neighborhood when dating while the Non-club girls were more apt to attend commercial activities outside of the neighborhood.

Greater differences were found in 4-H and Non-4-H girls in household activities than in any other field of activity. Not only did the 4-H girls assume more responsibility for household tasks in the homes but their attitude toward such work was more

positive.

Club girls were better satisfied with their families and rural life than were the Non-club, and the majority preferred to live in rural areas.

The reading activities of the two groups of girls were quite similar. The majority of them read books, magazines, and newspapers regularly.

The Club girls were somewhat more inclined to have vocational plans than the Non-club although the differences were not great.

Chapter III

THE ADJUSTMENT OF THE GIRLS

When comparing two groups of girls to evaluate a program such as the 4-H Club, what the girls do with their time is important, but how well adjusted these girls are to life and living may be of even greater importance.

The Bell Adjustment Inventory¹⁰ was used for securing adjustment scores on the thirty-five Club and thirty-five Non-club girls.

The Bell Inventory provides in addition to total personality adjustment scores, four separate measures of personal adjustment: namely, home, health, social and emotional. The scores for each of these four categories are so arranged that individuals may be rated excellent, good, average, unsatisfactory, or very unsatisfactory for each separate measure of adjustment.

The Club and Non-club girls showed significant differences in their adjustment as measured by the Bell Adjustment Inventory. In Table IV, it will be noted that 8.5 percent of the Club girls scored excellent in total adjustment as compared to 0 percent of

¹⁰The Bell Adjustment Inventory was used for these reasons:

1. It has been verified for both college and high school groups.
2. It is easily administered and scored.
3. It provides separate measures for the four special fields of interest of the 4-H Club program. For a complete discussion see the Bell Adjustment Inventory, (student form) by Hugh M. Bell, published by Stanford University Press, Stanford University, California.

Table XV. Percent of 4-H and Non-4-H Club Girls Scoring Excellent, Good, Average, Unsatisfactory or Very Unsatisfactory on the Bell Adjustment Inventory.

Adjustment Categories	Measures of Adjustment					Total number girls
	Excellent	Good	Average	Unsatisfactory	Very unsatisfactory	
Home Club	40.0	31.4	28.5	0.0	0.0	35
Home Non-club	25.7	20.0	34.3	11.4	8.5	35
Health Club	5.7	20.0	54.2	17.1	2.8	35
Health Non-club	2.9	25.7	51.4	14.2	5.7	35
Social Club	14.2	48.6	34.3	2.8	0.0	35
Social Non-club	0.0	28.5	48.5	22.9	0.0	35
Emotional Club	5.8	22.8	63.0	8.5	0.0	35
Emotional Non-club	0.0	20.0	48.5	28.5	2.9	35
Total Club	8.5	28.5	60.0	2.9	0.0	35
Total Non-club	0.0	31.5	40.0	14.2	14.2	35

Sum of Relative Differences or χ^2 ¹¹

Home	- 10.6	P- < .05
Health-	2.85	P- < .70
Social-	12.9	P- < .02
Emotional-	6.85	P- < .20
Total-	12.1	P- < .02

¹¹ χ^2 or relative difference is found by squaring the difference between actual or observed values and the independent values in each cell, divided by the independent values. If the P value is .05 or less, the association is significant. For a more detailed explanation see Appendix.

the Non-club. No Club girl scored very unsatisfactory while 14.2 percent of the Non-club scored very unsatisfactory in adjustment.

When the scores for the four factors of adjustment are considered separately, significant differences are found between the adjustment of the Club and Non-club girls in the home and social categories. Forty percent of the Club girls scored excellent and none below average in home adjustment as compared to 25.7 percent of the Non-club's scoring excellent and 19.1 percent below average. In social adjustment 14 percent of the Club girls scored excellent and only 2.8 percent below average, while none of the Non-club girls scored excellent and 22.8 percent below average. Although the Club girls scored better in emotional and health adjustment than did the Non-club girls, the differences were not sufficiently great to be statistically significant.

When one attempts to analyze the differences in adjustment between the two groups, he is forced to give cognizance to the 4-H Club program. The major emphasis in the 4-H Club program today is upon home and social activities. Health has been given little attention in late years due to the belief that this subject was being fairly adequately cared for in the public schools. Thus the Non-4-H Club girls would be getting similar training relative to health to that of the Club girls. Emotional adjustment has not been an emphasis in the 4-H Club program except as it is handled indirectly by the Club agent.

If the data of this study are representative, it would appear that in the area of emphasis the 4-H Club girls are better adjusted than the Non-club group. Also in considering the total personality of the girls the Club girls make a better showing.

Interests of the Girls

The first prerequisite to the formulation of a program which meets the needs of girls in a particular age group is an adequate knowledge of the things in which the girls are interested. To ascertain the interests of the girls included in this study and the interest differences of 4-H Club as compared with Non-4-H Club girls, each girl was asked to check a list containing seventy interest items. The topics on the check list were selected from a wide range of subject matter. Each girl was directed to place a check in the column at the right of each item which most nearly expressed her degree of interest in the particular item. The five columns in which the degree of interest was to be recorded were headed: none, little, medium, much, and very much. Thus, for each topic listed there was a possibility of five responses. It was felt that if a girl checked an item as of much or very much interest, it was safe to conclude that she had a reasonable interest in the item. Also, if she checked the item as little or none, that she had very slight if any interest in it.

In Table XVI the percent of the Club and Non-club girls indicating an interest of much or very much degree in the seventy

interest items are shown.

It will be noted that the 4-H Club membership not only indicated greater interest in the seventy interest items than did the Non-club, but were more interested in each and every item. In only six items were less than five percent of the Club girls much or very much interested. These interest items were: taking better photographs and snapshots; learning woodwork; painting and leather-craft; learning how to play bridge better; having more time to read; having more Club work; and studying causes of depression.

In thirty items, more than seventy-five percent of the Club girls were much or very much interested. The Club girls seemed most interested in problems associated with marriage and vocations, social relations and etiquette, and clothing selection and use. They were least interested in developing social skills and leisure, and education problems.

In contrast to the interest picture of the Club girls, there were twenty-four items in which less than fifty percent of the Non-club girls were much or very much interested, and only two items in which as many as seventy-five percent were interested. The Non-club girls were most interested in items associated with clothing selection and use, and social relation and etiquette; and least interested in developing social skills and leisure, and citizenship and religious problems.

Table XVI. Percent of 4-H and Non-4-H Club Girls Who Were Much Or Very Much Interested in Seventy Interest Items.

Interest Items	Percent of Girls	
	Club	Non-club
<u>Marriage Problems and Vocations</u>		
How to Prepare for Marriage	88.5	42.8
What to Do When I Finish School	85.6	54.2
How to Secure a Real Partnership in Marriage	80.0	64.8
What You Should Know About Young Children	80.0	27.1
How to Get More Adequate Sex Training	77.1	28.6
<u>Social Relations and Etiquette</u>		
How to Act When With Young Men	94.2	74.2
Proper Etiquette in Public Eating Places	88.5	95.6
How to Get Acquainted With New Boys	85.6	48.5
How to be a Successful Hostess	84.8	48.5
How to Make Parties More Interesting	81.9	45.7
How to Get Acquainted With New Girls	79.9	64.8
How to Be a Welcomed Guest	76.2	56.2
How to Learn to Dance Better	54.2	37.1
<u>Appreciation of Art, Music, and Handicraft</u>		
Learning How to Use Color Effectively	88.6	68.5
Learning Better Appreciation of Music	88.2	42.7
How to Enjoy Beautiful Things in General	82.8	37.1
Learning Woodwork, Painting, and Leathercraft	48.4	8.5
Helping Produce Plays and Acting in Them	79.8	34.2
Taking Better Photographs and Snapshots	39.9	17.1

Table XVI. (Contd)

Interest Items	Percent of Girls	
	Club	Non-club
<u>Money Income and Management</u>		
What One Should Know About Using Money	97.9	54.2
Learning How To Buy Effectively	93.3	59.9
Finding Ways To Increase Income	11.1	28.4
Interest In Getting Business Training	73.3	42.7
How Much Money Should One Save	67.6	51.3
<u>Developing Social Skills</u>		
Learning How To Preside At Meetings	82.7	48.5
What To Do With One's Leisure	59.5	54.2
Learning How To Play Bridge Better	22.8	17.0
Having More Time To Read	11.3	9.9
<u>Citizenship and Religious Problems</u>		
How To Get Better Understanding of Religion	88.3	31.3
How To Be A Good Neighbor	74.2	54.2
Getting Better Acquainted With Other Races	74.2	22.7
How To Be A Good Citizen	65.6	45.7
Studying Causes Of Depressions	39.9	22.8
Having More Club Work	28.5	11.4
<u>Homemaking Problems</u>		
How To Be A Good Homemaker	94.2	39.3
How To Make One's Room Attractive	91.3	51.3
What To Consider When Choosing A Home	85.7	57.0
Learning To Live more Satisfactorily	68.5	34.2
How To Choose Decorations For The Home	67.6	68.5

Table XVI (Contd)

Interest Items	Percent of Girls	
	Club	Non-club
<u>Clothing Selection And Use</u>		
Desire To Be Well Dressed	94.2	77.0
How To Buy Clothing	91.4	71.3
Desire To Acquire Personal Charm	79.9	64.8
How To Care For One's Clothing	77.1	51.3
<u>Health And Education Problems</u>		
How Much Education Is Enough	77.1	54.2
What Are The Food Requirements For Health	62.8	51.3
How One's Clothing Affects One's Health	62.7	51.4
How To Control One's Weight	62.7	39.9

Discussion Topics of 4-H and Non-4-H Girls

The positive value of discussion groups as devices for enabling young people to share experiences in topics of interest has been recognized by the 4-H Club leaders for years. Of what these discussions should consist often brings divergence of viewpoint on the part of these leaders.

Table XVII. Discussion Interests Of 4-H and Non-4-H Club Girls.

Discussion Items	Degree of Interest			
	Club		Non-club	
	Much	Little	Much	Little
Preparation For Marriage	82.8	2.8	51.4	31.4
Personal Appearance and Etiquette	80.0	2.8	71.7	8.5
Choice of a Vocation	74.2	5.7	42.8	28.5
Boy-Girl Relationship	74.2	8.5	39.1	25.7
Interior Decoration, Furniture	68.7	8.5	42.8	28.5
Better Understanding of the Bible	65.7	0.0	42.8	25.7
Socials, Parties, Dances	60.0	11.4	28.5	37.1
Travel, Interesting Places	60.0	14.2	42.8	31.4
Homemaking, Budgets, Foods	37.1	14.2	14.2	57.1
Study of Nature and Out-of-Doors	34.2	45.7	14.2	27.1
Public Problems, Peace, Laws	31.4	31.4	8.5	60.0
Making Money To Increase Income	31.4	28.5	34.2	31.4
Child Care, Stories, Play	22.8	45.1	14.2	51.4

The interests of the girls in topics for group discussion were ascertained by having them check in columns headed, much, medium, and little, the extent of their interest in a list of thirteen items pertaining to homemaking, personal advancement, and social and civic problems. In Table XVII the percent of girls either much or little interested in the various items is shown.

It will be noted that for all items with the exception of making money to increase income, the Club girls expressed more interest than did the Non-club. However, the rankings of the individual items from those of greatest interest to those of least are similar for the two groups. The first three choices of the Club group were also the first three for the Non-club. The Non-club girls placed boy-girl relationship ninth and making more money seventh,

while the Club girls placed these fourth and twelfth respectively. It is interesting to note that child care, public problems, nature study, and home management were items of lowest interest to both groups.

Adults working with youth groups should note that the high school girls were most interested in discussion topics associated with preparation for marriage, choice of a vocation, boy-girl relationship, and personal appearance. At present neither the high school curriculum nor the 4-H Club program is placing much emphasis upon preparation for marriage, vocational guidance, and boy-girl relationship. The girls who take home economics have more of this type of training but these represent a small proportion of the total group of boys and girls. Evidently there is need for further study regarding the high school curriculum as well as the 4-H Club program in order for these two educational programs better to meet the needs and interests of high school students.

Problems of 4-H and Non-4-H Club Girls

A study of the interests and activities of the 4-H Club and Non-club girls must be supplemented by a study of their problems to give an adequate picture of the two groups. In ascertaining the frequency with which certain recognized factors were problems for these girls, each was given a list of nine items and was directed to indicate by much, medium, or little, the importance to her of each item listed.

Table XVIII. The Percent of 4-H and Non-4-H Club Girls With Problems Of Much or Little Degree.

Problems	Degree of Interest			
	Club		Non-club	
	Much	Little	Much	Little
Opportunity For Earning Money	37.1	34.2	37.1	34.2
Choice of Vocation	34.2	39.1	22.8	42.8
Opportunity for More Social Life	31.4	42.8	51.4	5.7
Obtaining More Education	28.5	42.8	28.5	45.7
Opportunity For Going Places	28.5	39.1	45.7	11.4
Popularity With Boys and Girls	25.7	25.7	42.8	8.5
More Freedom in Making Decisions	25.7	54.2	42.8	8.5
Making Progress in School	20.0	51.4	42.8	34.2
Being Dissatisfied With One's Self	14.2	54.2	22.8	28.1

It is evident from the reports of these girls that they are not weighted down with problems; however, seven items were of much concern to thirty-five percent of the Club group, and eight items were of much concern to twenty-five or more percent of the Non-club group.

The problems that were of much concern to more than half the Non-club girls were opportunity for more social life, popularity with boys and girls, and more freedom in making decisions, while opportunities for going places and making progress in school were major problems for 45.7 percent and 42.8 percent respectively.

The problem picture for the Club girls is somewhat different. Opportunity for earning money and choice of a vocation were their greatest problems including 37.1 and 34.2 percent respectively. Opportunities for more social life was their third

greatest concern, but it was a problem to twenty percent fewer Club girls than was true of the Non-club group.

The 4-H Club girls appear to have a wider variety of interests as well as more total interest in activities, informational topics, and self and home improvement than did the Non-club. They are more interested in meeting with others to discuss topics of common interest. The Club girls are more interested in topics concerned with preparation for marriage, men-women relationship, money management, religion, and the development of social skills, while the Non-club girls' greatest interests were proper etiquette in public eating places and learning to dress well. These differences suggest that Club girls may have more opportunity for stimulation in a wide area of content which creates interest, not available to the Non-club group.

Chapter IV

SUMMARY AND CONCLUSIONS

This study has attempted to compare the degree of adjustment and the activities and interests of a group of thirty-five 4-H Club with thirty-five Non-club girls of similar socio-economic background and experience living in Amherst County, Virginia. The girls furnishing the data were Sophomores and Juniors in the high schools of the county. The data were collected through personal interviews. A schedule was used for recording socio-economic data as well as that on interest, needs, and activities. The Bell Adjustment Inventory was used for securing data on adjustment.

4-H Club membership was interpreted to mean three or more consecutive years of 4-H Club work. Any girl who had less than three consecutive years of 4-H Club participation was considered ineligible. Non-4-H Club membership included those who never belonged to a 4-H Club or had less than one year of participation.

The findings of the study indicated that the 4-H Club girls of the Sophomore and Junior high school age belongs to and participates in organized youth groups both recreational, social, and religious to a greater extent than do the Non-club girls, although their participations in unorganized activities are similar.

The Club girls started dating earlier and dated more frequently than did the Non-club. Furthermore, the majority of Club girls dated farm boys while the Non-club dated village and city

boys. The Club girls more frequently attended social activities in their neighborhood, while the Non-club girls attended commercialized activities outside the neighborhood.

A similar difference was found between the Club and Non-club girls relative to their preference for a locale for living. The majority of Club girls preferred to live on the farm while the Non-club girls chose the village and city.

Greater differences were found between the Club and Non-club girls in household participation than in any other field of activity. Not only did the Club girls assume more responsibility for the household tasks in their respective homes, but their attitude toward household work was more positive. Also, Club girls were more interested in ways and means for improving their homes than were the Non-club.

The Club and Non-club girls were more alike in reading interests and habits than in any other area studied. The amount of time given to reading was slightly higher for the Club group but the subject matter read by the two groups was quite similar.

The majority of these girls, both Club and Non-club had vocational plans for the future: 62.9 percent of the Club and 54.9 percent of the Non-club. The chief difference in the vocational plans of these girls was that a much larger proportion of the Club group planned to go to college. Thirty-one percent of the Club girls were planning to go to college in contrast to 14.2 percent of the Non-club.

The Club girls were better adjusted than the Non-club.

The scores of the Club girls on the Bell Inventory showed significantly better adjustment in home and social activities, as well as total personalities than did the Non-club. The Club girls had a wider variety of interests than did the Non-club, and also greater total interest in matters affecting them as human beings. They were more interested in discussing problems usually considered of interest to adolescent girls.

Thus the Club girls appeared to be more social, better adjusted, and with a wider range of interest than was true of the Non-club.

In view of the similarity between the socio-economic background of the 4-H and Non-4-H Club girls and the fact that they all live in the same area and attend the same schools, the differences between the two groups become of great interest to those responsible for the 4-H Club program.

One cannot assume that these differences are due to 4-H Club participation, since comparisons of these girls were not made before the one group entered 4-H Club work. The differences, however, between the Club and Non-club girls measured in this study are in the area of 4-H Club program emphasis.

The first emphasis of the 4-H Club program is the development of skills in homemaking. The 4-H Club girls not only participated more in household activities but had a more positive attitude toward all homemaking activities.

The second emphasis of the 4-H Club program is that of participation in organized activities. The 4-H Club girls partici-

pated in organized church and community activities more extensively than did the Non-club. The training given in 4-H Club organizations, as well as in district and state camps, emphasizes the welfare of the group rather than the individual, with opportunities provided for the development of leadership and skills in social and recreational participation.

The third emphasis of the 4-H Club program is upon the social life of the individual in relation to his personal life. Again a difference was evidenced between the 4-H Club and Non-club girl, the Club girl being more active than the Non-club. The Club girl more often chose to stay in her home neighborhood for recreation, preferred participating in mixed groups, and preferred dating boys in her neighborhood.

That the 4-H Club girls make a better showing in the factors studied than did the Non-club is evident from these data. As stated before, one cannot maintain that these differences are due to the 4-H Club experience since no data are available on the adjustment, interests and activities of these girls before entering 4-H Club work.

Studies carrying over a period of three or four years, in which Club girls are compared at the beginning of Club work and after three years of Club experience with a comparable group of Non-club, should answer the question of the extent to which the differences found in this study are due to the 4-H Club program.

APPENDIX

Defining Probability

When calculating the probability that the association between the qualities or the instances of the degrees of qualities of two or more factors may or may not be due to chance alone, the method of χ^2 or the sum of relative differences is used. In doing this it is necessary to compare the actual frequencies of the degrees of the factors with the distribution one would expect to find if the factors were independent and unrelated.

After the observed values are inserted in a table, the first step is to find the independence value for each cell. In the example these values (m) represent the number of girls in the four adjustment categories which one should expect to find in the absence of any actual association between the adjustment of Clubs and Non-club girls.

For example, in the sample data, the actual number of Club girls with a score of excellent in Home Adjustment in the sample of 35 was 14. If there were no association between being a Club member and home adjustment one should expect to find $\frac{23 \times 35}{70}$ or 11.9 Club girls with excellent home adjustment.

The Home Adjustment of the 4-H and Non-4-H Club
Girls

		Ex.	Good	Aver.	Unsat.	Very unsat.	Total
Club	Abs.	.14	11	10	0	0	35
	n.	<u>11.9</u>	<u>9</u>	<u>11</u>	<u>2</u>	<u>1.4</u>	
	d_1	2.1	2	1	2	1.4	
	d^2	44.4	4.0	1.0	4.0	1.96	
	rd	0.4	0.4	0.1	2.0	1.4	
<hr/>							
Non- Club	Abs.	9	7	12	4	9	35
	n.	<u>11.9</u>	<u>9</u>	<u>11</u>	<u>2</u>	<u>1.4</u>	
	d_1	2.9	2	1	2	1.6	
	d^2	8.4	4.0	1.0	4.0	2.56	
	rd	0.7	0.4	0.1	2.0	1.8	
<hr/>							
Total		23	1.8	22	4	3	70

$$\begin{aligned} X^2 &= .4 + .5 + .1 + 2.0 + 1.4 + .7 + .4 + .1 + \\ & 2 + 1.8 = 9.4 \end{aligned}$$

The "independence" values are found for each cell by multiplying together the totals of the row and column in which the cell lies, and dividing the product by the total number of instances.

When the "independence" values have been calculated for each cell, the next step is to find the differences (d in table) between the (obs) actual value, and independence values (m). Each particular difference (d) is then squared (d^2 in table) and the squares divided by each particular independent value. (d^2 divided by m). These quotients are called the relative differences. The sum of the relative differences is called X^2 .

The probability that X^2 in the sample table (9.6) for a 2 x 5 could be due to chance alone is .05 This means that there are

five chances in 100 that the association could be due to chance alone. For χ^2 to be significant the probability must be less than ($<$) .05.

THE ACTIVITIES AND ADJUSTMENTS OF A-H CLUB AND NON-A-H
CLUB YOUNG WOMEN OF AMHERST COUNTY, VIRGINIA.*

1. Personal

Name _____ P.O. Address _____ Age _____

2. Family

a.	Age of	Occu- pation	Church member Denom.	Schooling complet- ed
Father :	:	:	:	:
Mother :	:	:	:	:
Guardian :	:	:	:	:

3. House

House owned _____ rented _____
Hot water _____
Cold water _____ Kitchen sink: Hot water
a. Number of rooms _____ Bathroom _____ Gold water _____

Inside toilet _____ House centrally heated _____

House centrally lighted _____ electricity _____ gas _____ carbide _____

b. Do you have a room of your own? _____ If not, with whom do you
share it? _____

*Schedule copied from "A Study of Rural Young Women 16 to 20 Years of Age" by Mildred B. Throw.

5. Girl's Participation in Household Activities
a.

Activity	Participate in activity	Do you like to do these
Bread baking		
Pastry baking		
Laundry		
Care of own clothing		
Vegetable garden		
Raise fruits		
Caring for poultry		
Canning: Vegetables and fruits		
Poultry and meat		
Making butter		
Selling of: Vegetables and fruits		
Milk Poultry Eggs Butter		
Cleaning of house		
Care of own room		
Making beds		
Food preparation		
Sewing - mending		
Washing dishes		
Care of young children		
Buying of supplies		
Chores		

b. Do you have vocational plans?

For this year? What . For next year? What .For future? What . Is what you plan to do what
you would like to do? Why?6. Recreation and Leisurea. Do you like to read books? No. of books read since first of June Source of ofType of books you enjoy most? 1 23 Why?b. Do you like to read magazines? To what extent do you enjoy
reading the following magazines? 1 (much); 2 (medium); 3 (little).

Ladies Home Journal	Screenland or
McCall's	Movieland
Farmer's Wife	Physical Culture
Good Housekeeping	National Geographic
Harper's Bazaar	The Delineator
American	The Southern Planter

c. Do you like to read newspapers? No. of papers in home Local or city?Parts of paper usually read? 1 2 3 in order of frequency.

Participation in Organized and Unorganized Activities

Organization or activity	Years belonging	Attendance per month	Reasons for quitting
Sunday school			
Church			
Young people's groups			
Grange			
Home Bureau			
Girl Reserve			
Y. W. C. A.			
Girl Scouts			
Bridges Clubs			
Lodges			
Other clubs			
Home talent entertainment			
School events athletic and social			
A-H Club			

b. How much time daily do you have to do as you wish? _____

c. Activity	Number of hours per month	Activity	Number of hours per month
<u>Reading</u>		<u>Outdoor sports</u>	
<u>Writing</u>		<u>Going to town</u>	
<u>Music</u>		<u>Creative hand work</u>	
<u>Card games</u>			
<u>Dances</u>			
<u>Parties</u>			
<u>Shows and movies</u>			
<u>Lectures and concerts</u>			
<u>Visiting</u>			

- d. Would you be interested in meeting with others of similar age to consider matters of common interest? _____ Indicate by 1 (much), 2 (medium) or 3 (little) your interest in each of the following as topics around which these little groups should center:
- a) Vocational opportunities and choice of vacation _____.
 - b) Girls' personal appearance and behavior; such as type of clothes to buy and when to wear; how to use cosmetics correctly; table and social etiquette; etiquette when with boy friends and in mixed crowds _____.
 - c) Interior decoration; decorating one's room; furniture choice and arrangement; finishing of furniture; color schemes for rooms, flower arrangements; choice of pictures _____.
 - d) Discussions of public problems, such as: causes of depression; peace; disarmament; foreign relations; liquor control; law enforcement; finance; labor laws; etc. _____.
 - e) Music _____; dramatics _____; literature _____; book of the month clubs _____.
 - f) Public speaking and debate _____.
 - g) Care and training of young children; study the activities of your children; how to care for them; stories for them; study of and construction of play materials _____.
 - h) Young men and women relationships; what are wholesome boy-girl relationships; what girls should expect of their boy friends and boys should expect of their girl friends; how to establish a true partnership _____.
 - i) Social activities: giving of parties, dances, etc. _____.

- j) Travel: to discuss places of interest and what they have to offer_____.
- k) Means of making money to increase income_____.
- l) Agricultural problems: better farm management; marketing of farm produce; production of agricultural produce_____.
- m) Home making problems: what to consider when choosing a home; how to purchase your working equipment; family budget; food requirements; clothing problems; etc._____.
- n) Study of nature and out of door life_____.
- e) A better understanding of the Bible and a study of Bible literature_____.
- p) How to prepare for marriage: choice of a mate; knowledge of home making girl should have; handling of family income; amount of money necessary for marriage; husband and wife relationships,_____.
- q) _____
- r) _____
- e. Would you like to have meetings consisting of both men and women, or only women?_____ What age limits should be included?_____ Should married be included?_____ Would you like these to be local or county?_____ Could you attend?_____ If not, why?_____
- f. How many evenings a week do you spend away from home?_____ Where do you usually go? 1. _____ 2. _____ 3. _____ How many times a month do you have friends in for social times?_____ How many times a month do you go to other homes for social times?_____ Would you be interested in having social times more frequently?_____ Do you prefer these to be for girls?_____ or mixed crowds?_____ Why?_____ Do you feel at ease when among persons of your own age?_____ Why?_____
- g. How many dates do you have per month? _____ farm) village) boys? city) _____
- When did you start dating?_____ Do you date steady?_____

g. (contd)

How often do you have dates at home? _____ Where do you go when you have dates? 1 _____ 2 _____ 3 _____

7. Problems

Indicate by 1 (much), 2 (medium), or 3 (little), the extent to which the following are your most important problems:

- a) Obtaining additional educational training _____
- b) Choice of a vocation or securing a job _____
- c) Opportunity for earning money _____
- d) Making progress in school _____
- e) Not able to get along with one or both parents _____
- f) Opportunities to meet young men _____
- g) Opportunities for more social life and recreation _____
- h) More freedom in making personal choices and decisions _____
- i) Opportunity for going places _____
- j) Not being able to confide in parents or not being understood by parents _____
- k) Not being satisfied with yourself; wish you were different _____
- l) Popularity with girls _____
- m) Popularity with boys _____
- n) _____
- o) _____

Do you feel that your parents understand your problems? _____

8. Attitude toward Rural Life and Own Home

a. Do you like farm life? _____ What things do you like about farm life? 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

What things do you dislike about farm life? 1 _____ 2 _____ 3 _____ 4 _____

b. Do you plan to marry? _____ If not, why? _____

If you marry, do you prefer to live on a farm, in a village or city? _____ Why? _____

Do you desire to live in the community in which you are now living? _____ Why? _____

c. What changes would you make in your home life if you had the opportunity to do so? 1 _____ 2 _____ 3 _____

Why?

9. a. Were your parents members of 4-H Clubs?

Yes No

Mother { } { }
 Father { } { }

b. Is your mother a member of a home demonstration club? _____

c. Is your father a member of a rural farm group? _____

d. Does your father vote in elections? _____

e. Does your mother vote in elections? _____

f. Does your family attend worship services together fairly regularly? _____

g. Do you remember any family conferences when family planning for spending for home improvements was discussed by the family? _____

h. Do you consider family planning to be wise? _____

10. Interests.

Place a check in the column to the right of each item which more nearly expresses your interest in that particular item.

Item	Degree of Interest				
	None	Little	Med- ium	Much	Very much
1. To acquire personal charm....					
2. How to be well dressed.....					
3. How to use colors effectively.					
4. How to buy clothing.....					
5. How one's clothing affects one's health.....					
6. What should one know about the use of money.....					
7. How to control one's weight..					
8. How much money should one save.					
9. How to care for one's clothing					
10. What should one know about customs in public eating places.....					
11. How one should act in the presence of young men.....					
12. How much education is enough..					
13. What to do in one's leisure time.....					
14. How to be a successful hostess					
15. How to be a welcome guest.....					
16. How to plan for informal soc- ial times.....					
17. What makes a house a home.....					
18. What should you know about young children.....					
19. How to enjoy beautiful things.					
20. How to learn to buy efficiently.					
21. What are the food requirements for health.....					
22. How to make one's home de- tractive.....					
23. How to choose decorative ac- cessories for the home.....					
24. How to improve the kitchen- workshop.....					
25. How to be a good citizen.....					
26. How to be a good neighbor.....					
27. What to do after I finish school.....					
28. How to prepare for marriage....					

Item	Degree of Interest				
	None	Little	Med- ium	Much	Very much
29. What to consider when choosing a home.....					
30. How to purchase working equipment.....					
31. To get a better understanding of religion.....					
32. How can real partnership in marriage be achieved.....					
33. How to learn to dance better..					
34. How to make parties interesting					
35. Learning to better appreciate music or art.....					
36. Getting acquainted with girls different from those you have known.....					
37. Getting acquainted with boys different from those you have known.....					
38. Getting business training.....					
39. Helping produce plays and acting in them.....					
40. How to be better liked by young men.....					
41. Learning how to preside properly at meetings.....					
42. How to play bridge better.....					
43. Finding a way to increase your income.....					
44. Getting better acquainted with other races and nationalities..					
45. Taking photos and snapshots....					
46. More adequate sex training.....					
47. Learning how to live more satisfactorily with members of your family.....					
48. Having more time to read.....					
49. Having more Club work.....					
50. Making things - woodwork, painting, leather work, hook rugs, etc.....					
51. Studying the causes of depression.....					
52. How to be a good homemaker.....					
53. Learning to play a musical instrument.....					
54. To study the real effects of smoking on health.....					
55. To make contacts more easily...					