

AN ABSTRACT OF THE THESIS OF

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Title: A CRITIQUE OF THE KING COUNTY, WASHINGTON

4-H CLUB PROGRAM

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The study was undertaken to look at the adequacy and future direction of 4-H club work in King County, Washington. Numbers enrolled in 4-H have grown slowly during a twenty year period of rapid increase in population. Planners predict a 300,000 population increase in the next ten years. What role should 4-H play in the education of urban youth?

The history of 4-H in King County, predicted county population growth, and 4-H urban programs in other areas of the United States were included in the literature review.

A questionnaire to determine 4-H leader's opinions of 4-H club work was prepared and mailed to 187 leaders. Usable replies were received from 114 4-H leaders.

The survey revealed that over 60 percent of those leaders responding live in rural or rural non-farm residences. Leadership

tenure of those responding averaged 4.6 years. The King County 4-H leaders' council was considered necessary for planning and conducting 4-H activities. How this planning was to be done or which leaders were to do the planning was not clear to the leaders.

4-H leaders expect to attend training meetings and accept training from qualified people other than Extension workers. Leaders indicated a willingness to help implement an expanded 4-H program but want the tasks to be delegated to more people. They feel there should be various levels or types of 4-H leadership rather than every leader having a club.

The purpose of 4-H club work was better understood than were the methods of conducting club work. Leaders felt 4-H provided educational experiences youth could not secure elsewhere. Contests, events and activities were viewed as educational and a way of stimulating further effort. Requirements for membership and completion in 4-H club work is not clear.

Leaders considered the following activities and events most important: County fair, 4-H member achievement days, judging events, demonstration programs, state 4-H fair participation and state 4-H conference. Of lesser importance were county 4-H camp, Western Washington Fair King County day, and county-wide junior leader activities. Leaders hold a rural image of 4-H club work.

Recommendations based on this study are that age graded urban

type projects for both individuals and groups be developed. It is proposed that an Extension mass media news person and six part-time area 4-H leader co-ordinators be hired from county funds. Leadership roles should be redefined to involve more adults and older 4-H members.

It is recommended that the 4-H leaders' council organization continue to function much as it has in the past. More emphasis should be placed on selecting community 4-H leaders, recruiting new 4-H leaders, training new 4-H leaders and securing event and activity chairmen.

The King County 4-H program is not changing as rapidly as the population. Leader recruitment, leader roles and project offerings are keys to the future of 4-H in the county.

A Critique of the King County, Washington
4-H Club Program

by

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A CRITIQUE OF THE KING COUNTY, WASHINGTON 4-H CLUB PROGRAM

INTRODUCTION

It is desirable if not absolutely necessary to periodically evaluate any educational program. It seems appropriate to critically look at the King County 4-H club program as it concludes 50 years of service to youth. This study will look at the present program and what its future role may be.

The 4-H Club Movement in King County

In 1915 the County Superintendent of Schools, Mr. M. E. Durham, persuaded school teachers to organize six girls' canning clubs with an enrollment of 127 members. The most notable of these teachers was Miss Clara Vinup whose service to 4-H club work spanned 37 years. These early clubs were called Industrial Clubs or Achievement Clubs.

In 1919, Thomas Hulse, County Superintendent of Schools, turned the youth work over to the County Agricultural Extension office. Three of the school clubs became 4-H clubs. Projects were sweet corn, potatoes, canning, rabbits and poultry.

In 1930 there were 53 4-H clubs in the county with 182 boys and 292 girls enrolled. Enrollment by projects was 92 in food

selection and preparation; 15 in food preservation; 192 in clothing; seven in rabbits; 17 in poultry; 37 in dairy, three in beef, five in sheep; and seven in swine.

In 1940 there were 67 clubs in the county with 223 boys and 265 girls enrolled. Enrollment by projects was 148 in garden; 22 in forestry; 24 in beef; 36 in dairy; 155 in foods and nutrition; 149 in clothing and 22 in home management.

The 1950 report lists 248 boys and 446 girls enrolled in 78 clubs. Enrollment by projects was: 89 in garden; 44 in poultry; 81 in dairy; 13 in beef; three in sheep; four in swine; 30 in horse; 250 in foods; 119 in clothing; and nine in home management.

In 1920 one agent was designated as 4-H agent in King County. This staff assignment continues to the present day. In 1939 the 4-H leaders' council was organized. This organization has continued to function down through the years. A schematic diagram of its structural organization is shown in Figure 2.

In 1958 four men in the Seattle Chamber of Commerce led the effort to secure funds and the authorization to develop a 4-H club program in Seattle. The Extension Service submitted a budget of \$22,000 for one extension agent and his supporting help. The Chamber dropped the project but its effect has carried on resulting in the President of Washington State University modifying his policy statement about 4-H club work in Seattle. The policy pertaining to 4-H

club work in Seattle has changed. Originally no 4-H work was to be done in Seattle. Later 4-H clubs were permitted but no promotional effort was to be done. Now, 4-H club work is offered to all youth irrespective of location of residence.

Records in the King County Extension Service office show a gradual increase in the 4-H program as shown in Table 1.

Table 1. King County 4-H club enrollment.

Year	Total Membership	Year	Total Membership
1930	448	1963	1,109
1940	448	1964	1,251
1950	585	1965	1,051
1955	970	1966	1,292
1960	944	1967	1,571
1961	865	1968	1,654
1962	1,051	1969	1,855

Club work is planned and conducted by the Extension Service and the King County 4-H leaders' council. The county is divided into six areas with subordinate leaders' councils (see Figure 1). The officers (president, vice-president and secretary) of each of the six area councils comprise the county 4-H executive council. (see Figure 2). All volunteer adult leaders and people assisting the program are automatically members of the executive council whose officers are president, vice-president, secretary and treasurer.

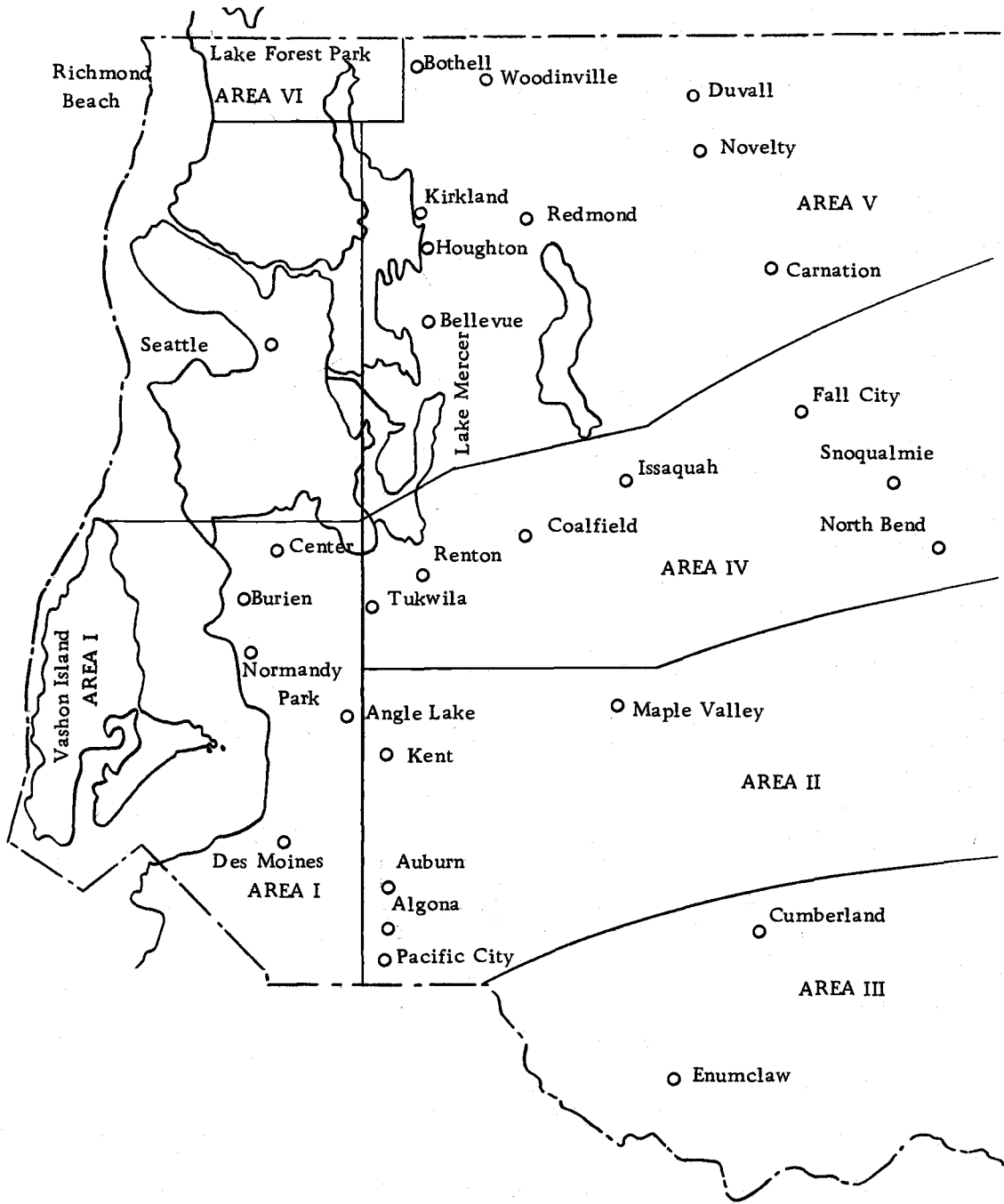


Figure 1. 4-H area map of King County, Washington.

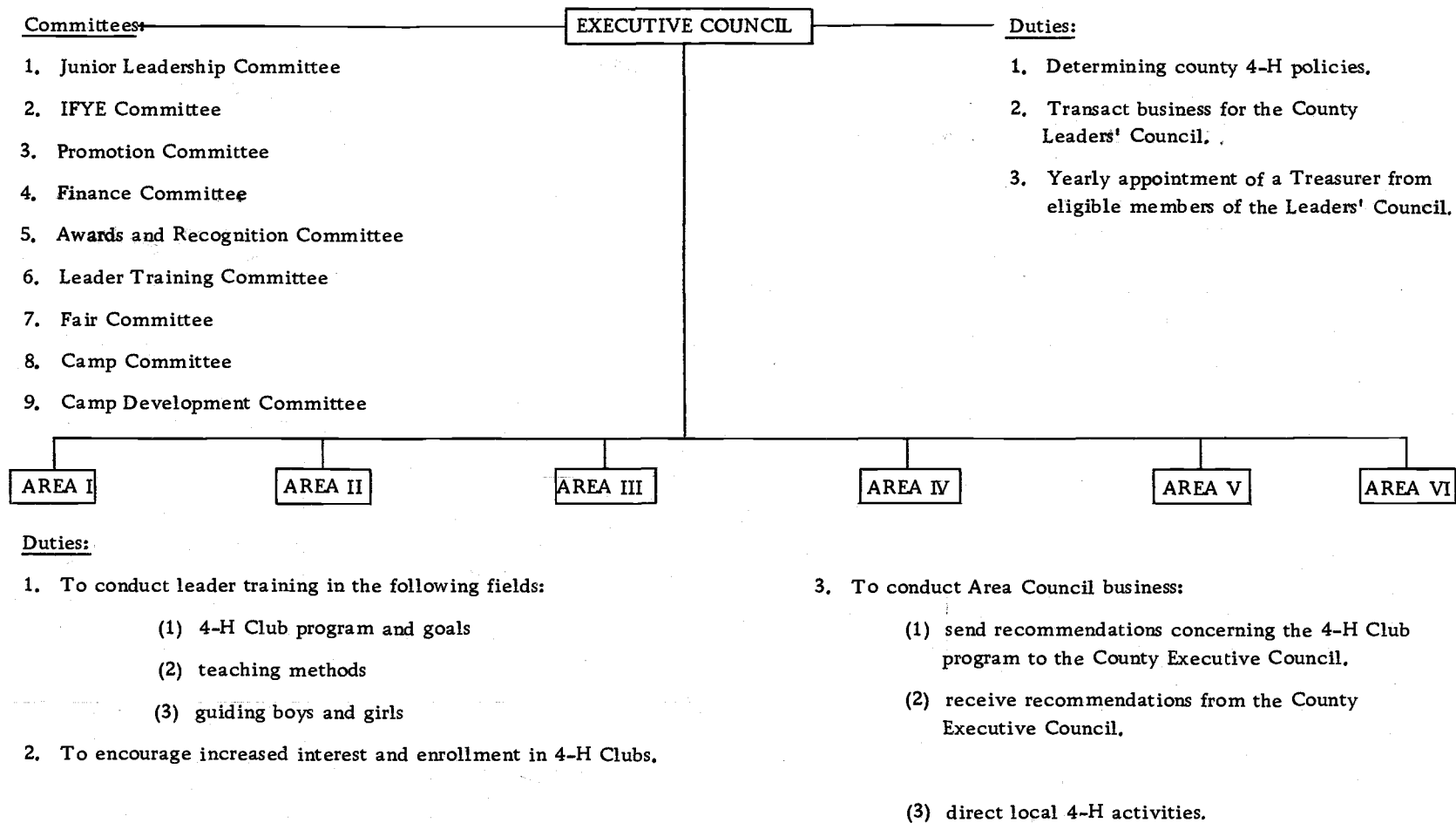


Figure 2. King County 4-H leaders' council diagram.

The executive council standing committees are fair, camp, awards, promotion, finance, leader training, junior leadership, camp development, and International Farm Youth Exchange. Each area meets three times a year. The executive council meets four times a year. One county-wide leader meeting is held in January to plan and coordinate the 4-H program. A second county-wide meeting is held in July to prepare for the county fair.

Extension agents provide training and leadership for volunteer 4-H club leaders. These volunteer leaders work with individual clubs teaching boys and girls in the areas of homemaking, agriculture, recreation, leadership and careers. Leaders also plan and conduct fairs, achievement programs, demonstration contests, judging contests, camps and other activities and events.

During 50 years changes have occurred in the purpose of 4-H club work. Originally the members' projects seemed to focus on improving agriculture and homemaking. Now project emphasis is on methods of promoting personal development of 4-H members. The number of projects available has increased to 48 and training events for 4-H members have increased.

During the past 50 years King County has changed from rural to an urban type occupation and residence. Currently it has the largest and fastest growing population in the state of Washington. During the decade of 1950 to 1960 the county population increased

81.6 percent while the city of Seattle increased six percent. Total county population increased 20 percent in these ten years. During this same time, 10-14 year old youth in suburban and rural King County increased from 18,410 in 1950 to 40,238 in 1960. Professional planners predict another 20 percent population growth during the next ten years.

About one-third of Washington's population, or almost 1,118,000 people live in King County.

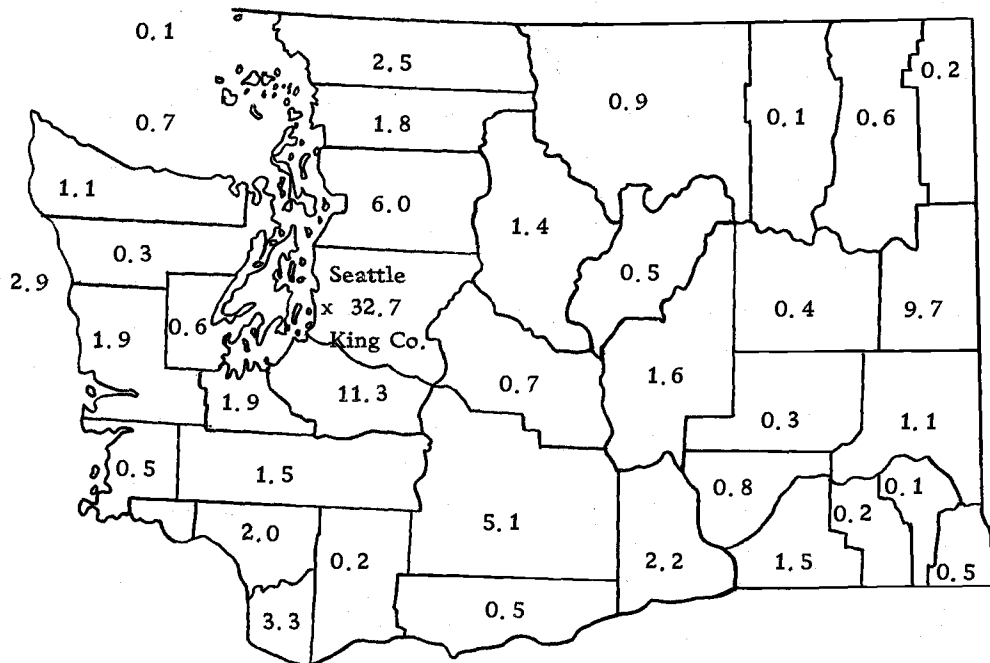


Figure 3. Percent of total Washington population by county, 1960.

Youth under 18 years old comprise 36 percent of the population. Figure 4 illustrates the increase in 10-14 year old youth in King County. It also compares 4-H and Boy Scout membership numbers.

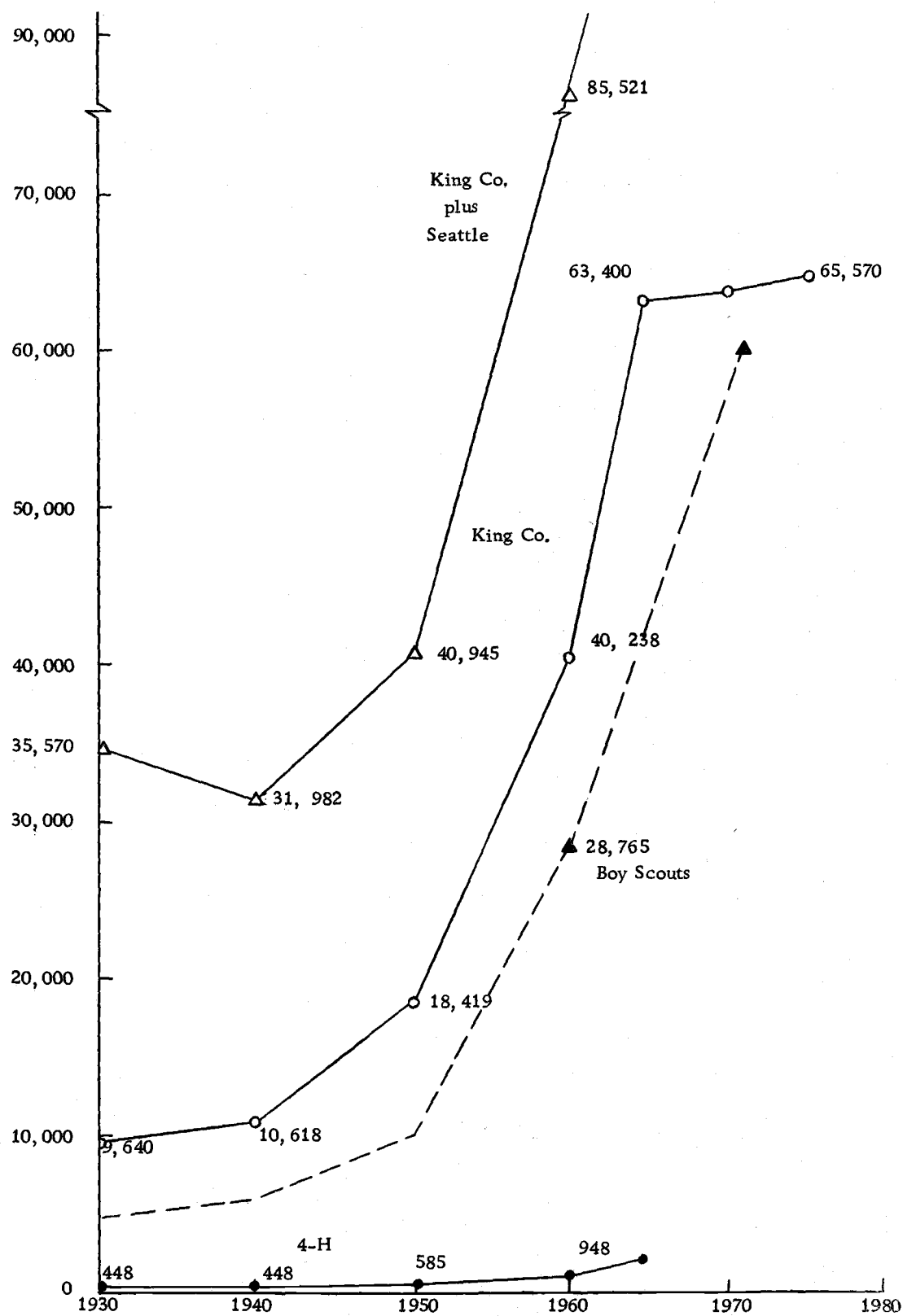


Figure 4. 10-14 year old youth in King County.

Statement of the Problem

Various approaches could be used in an evaluation of the King County 4-H club program. This study relies heavily upon responses of 4-H leaders about their opinions and attitudes toward 4-H club work. Some components of the problem are:

- (1) Membership in 4-H has remained static during a time of rapid population growth while membership in other youth organizations appears to have more nearly kept pace with the population.
- (2) What modifications in the 4-H club program are needed to meet these changes in population and in our society? Is the 4-H program effective enough in an urban area that these changes should be implemented?

Purpose of the Study

The primary purpose of this study is to provide an evaluation of the King County 4-H club program and identify factors that have inhibited increased youth enrollment. The attitudes of leaders will be studied to determine if they are a part of the problem of lack of growth. Leaders with various amounts of experience may feel differently toward some phases of 4-H club work. Women leaders may have different views than men. The study will attempt to identify

these differences if they occur. Secondary purposes are to review adjustments 4-H club work has made in other urban areas, identify population growth areas in the county and identify social phenomenon operating in urban societies. The study will be used to:

- (1) Provide guidelines for 4-H leaders operating the 4-H educational program and 4-H leaders' council organizational scheme.
- (2) Provide program educational and organizational guidelines for Extension staff members working with 4-H.
- (3) Provide a framework within which future 4-H considerations and decisions can be made with greater clarity and ease.
- (4) Provide a basis for policy decisions in allocating resources of the Cooperative Extension Service in King County.

Scope of Study and Limitations

The scope of this study is confined to:

- (1) Urbanized King County, Washington in 1965.
- (2) Opinions of 4-H leaders in that county concerning the 4-H educational program which included club meetings, record books, projects, demonstrations, fairs, judging and camps.

- (3) Opinions of 4-H leaders in King County about the 4-H leaders' council organization.
- (4) A review of literature pertaining to adaptations made in 4-H club work to better serve urban youth.

The study does not cover 4-H leader recruitment, member recruitment or 4-H leader training. Rigorous statistical sampling techniques were not followed. For example only 60 percent of those to whom questionnaires were sent responded. No information exists to evaluate the degree and direction of non-respondent bias. Because respondents were requested not to identify themselves, a sampling of non-respondents to ascertain if any significant differences existed in their opinions relative to those who did respond was not possible. Conclusions are therefore based only on the opinions of those responding. It cannot be inferred that the results obtained represent the attitudes and opinions of all 4-H club leaders in King County. In like manner, there is no inference that King County 4-H leaders who responded are representative of leaders in other urban centers in which 4-H club programs are conducted.

Hypothesis

The following hypotheses are proposed by the investigator:

- (1) That the 4-H youth development program is accepted in King County by the 4-H leaders.

- (2) That the Agricultural Extension Service is concerned about the 4-H club program.
- (3) That the 4-H leaders are interested in providing programs to meet the varying needs of youth.
- (4) That 4-H leaders are willing to implement proposed changes in 4-H club work.

Definition of Terms

The following definitions are stated for clarification of terms used in this study:

- (1) Urban: One city of 2, 500 inhabitants as well as closely settled surrounding areas or a population density of over one and one half persons per acre.
- (2) Urbanization: The change of a community from rural to urban in character.
- (3) Critique: A critical essay or review.
- (4) 4-H club work: A youth educational movement to aid in the personal and social growth of the individual.
- (5) Education: The knowledge, skill, ability or character developed by teaching, training, or experience.
- (6) Movement: A series of actions or activities of a group of people toward some definite end.

- (7) **Organization:** The framework of a group designed to facilitate operating, both mechanical and human relations, of the program of the group.
- (8) **4-H Organization:** 4-H club work is done through clubs and utilizes volunteer local leaders. The leaders furnish local guidance, information, support in planning, executing and financing the local and county 4-H program through the 4-H leaders' council. This council operates within the boundaries and framework of the State 4-H policy and their own constitution. This council has an advisory, planning and operational standing committee which build the program and carry it out.
- (9) **4-H Program:** The portion of the Cooperative Extension Service informal education offered to youth to supplement the training they receive at home, church, school and other youth agencies.
- a. The objectives are to help boys and girls develop:
1. Trained minds
 2. Sound bodies
 3. Skilled hands
 4. Good citizenship attitudes
- b. The teaching methods used to achieve these educational objectives are:

1. Project: Investigation of a particular subject.
2. Record book: Developing skill in record keeping.
3. Demonstration: Developing self-expression.
4. Judging: Developing decision making skill.
5. Community service: Developing citizenship ideals.
6. Club meeting: Developing leadership skills.

(10) Types of 4-H leaders:

a. County or area level

1. Area leader: One familiar with the aim, objectives and methods used in 4-H; and also skilled in working with other club leaders in a community or area who promotes and conducts 4-H club work in their area.
2. Junior leader advisor: A volunteer adult leader skilled in working with 14-19 year old members enrolled in junior leadership projects to help them plan, conduct and evaluate events so as to develop leadership skills.

b. 4-H club level

1. Community club leader: One who furnishes leadership and coordination to a large 4-H

club with different leaders for each project.

2. Multi project club leader: A leader of a 4-H club whose members carry more than one type of project.
3. 4-H club leader: A leader of a 4-H club whose members have the same type of project.
4. Assistant club leader: One subordinate to the club leader and assists in conducting 4-H meeting, tours, recreation or other events.
5. Project leader: A leader who has the responsibility for teaching subject matter to 4-H members enrolled in a project.

Procedures

After consultation with Gary Poor, State 4-H Club Leader and E. J. Kreizinger, State Leader Extension Research and Training at Washington State University; it was determined that a critique of the 4-H club program in King County, Washington was needed. Washington 4-H club leader responses to the Western States 4-H Study varied by geographic area and indicated a need to further study leaders' opinions by counties.

Two prior studies had indicated areas for further study. Mr. Lin-Tsang Chen, a graduate student from Taiwan, had conducted

"A Study of the Organization of County 4-H Leaders' Councils in the State of Washington." He found leaders in urban areas more satisfied with the delegated leaders' council type of organization than those leaders in rural areas.

Laurel Sabrosky, Federal Extension Service Sociologist, conducted the "Western Region 4-H Club Study of Opinions of and Attitudes Toward Six Phases of the 4-H Program." She found different responses from different geographic areas of the eleven western states that indicated possible great differences between highly rural leaders and urban leaders.

These two studies were reviewed with three officers of the King County 4-H leaders' council. They were Mrs. John Douglas, Mrs. Raymond Teubner and Mrs. Graydon Gaudy. Their reactions as leaders and the author's as a 4-H agent formed the basis for the preparation of the survey form.

Extension staff personnel were consulted about the 4-H program. The King County 4-H Leaders' Handbook was consulted as to the organizational structure of the 4-H leaders' council and the activities they conducted.

Data from the King County Planning Commission was studied in light of present information on the sociological structure of King County. Further examination of this information may have some predictive value which will influence the planning for 4-H club

programs in the future. This has particular importance in estimating centers or communities of high population and possible 4-H clubs.

A literature review was made to determine what other investigators and authors had written about the philosophy, objectives and methods of the 4-H movement in urban areas.

The assembled information was used in preparing a 4-H leader questionnaire on opinions and attitudes toward methods of providing a 4-H youth program to an ever increasing population. The questionnaire was designed to return information about the 4-H leaders' views on the following phases of the King County 4-H program and organizational structure:

- (1) The 4-H leaders' council organization
- (2) The role of volunteer 4-H leaders
- (3) The purpose of 4-H club work
- (4) The relative importance of 4-H events and activities
- (5) The present understanding of who may belong to 4-H clubs

The completed survey was verbally administered to the 4-H leaders' executive council. Some questions were reworded for clarity.

A cover letter and the survey form were sent to 187 leaders, which constituted 100 percent of the leaders of record at that time. Names of those responding were not requested since it was felt more

leaders would return the forms if they were anonymous.

A total of 85 forms, 77 of which were complete enough to use were returned in five weeks. The cover letter and survey form were mailed to all 187 leaders again asking those that had not responded to complete the form and return it. A total of 39 forms, 37 of which were complete enough to use, were returned in the next six weeks. A total of 114 usable forms were returned by 60 percent of those leaders originally receiving them.

RELATED LITERATURE

Since 1948 there has been an ever increasing amount of research and writings on urban 4-H. In 1962, national attention was directed on this problem with a survey of urban 4-H club work in the United States.

The literature review in this chapter has been divided into six parts. They are:

- (1) King County information.
- (2) Characteristics of urban population.
- (3) Learning experiences in 4-H program.
- (4) Experiences of 4-H club work in other urban areas.
- (5) Proposed adjustments in 4-H programs to fit urban needs.
- (6) Trends in organizational structure for 4-H clubs and leaders' councils.

King County Information

The King County Planning Commission has been a ready source of information concerning the changing population structure in King County. This data includes past, present and predicted future populations of the area. Special attention is given to areas with predicted population growths. King County Planning material (10, p. 17). reveals that the county population has grown 20 percent during the period 1950-1960. The city of Seattle increased six percent while the remainder of the county increased 81.6 percent.

Table 2. Percent increase in population, King County (10, p. 17).

	1930-1940	1940-1950	1950-1960
King County	8.9	45.2	27.6
Seattle*	4.0	31.4	6.1
Outside Seattle*	32.7	97.2	81.6

* City limits of April 1, 1960 used in all three periods.

Population wise, King County ranks 20th among all counties in the United States. The distribution of population as to location of residence in King County is shown in Table 3.

These planning areas are shown on the map of King County in Figure 5. Also shown is the projected advance of the urban line, over one and one-half persons per acre, for 1975 and 1985.

The outward migrations of young families from the central city to the suburban fringes plus an immigration from other parts of the state and county has resulted in an unusually high proportion of youth in the county.

The guide for school planning in King County reveals the present and predicted youth population that are potential 4-H members. (Tables 4 and 5).

Table 3. King County population trends and projections by planning areas 1950-1975 (10, p. 29)

	Projected Period				
	1950	1960	1965	1970	1975
King County	732,992	935,014	1,045,000	1,175,000	1,315,000
Planning areas	175,410	327,714	409,000	500,600	604,500
Shoreline	22,144	49,104	55,000	57,000	58,000
Bethell	6,146	11,338	17,000	25,000	36,000
Lake Washington	16,931	21,983	30,000	50,000	82,000
Bellevue	10,684	41,847	62,000	80,000	90,000
Issaquah	3,655	3,781	4,500	6,600	9,500
Mercer Island	4,540	12,137	15,000	18,000	20,000
Renton	30,424	39,375	45,000	50,000	58,000
Kent	9,223	13,943	17,500	21,000	27,000
Auburn	12,086	17,047	21,000	24,000	30,000
Federal Way	5,667	13,887	26,000	39,000	58,000
Highline	53,909	103,272	116,000	130,000	136,000
Seattle	524,857	557,087	565,000	572,000	577,000
Vashon Island	4,298	5,182	5,600	6,100	6,700
Rest of county	28,427	45,031	65,400	96,300	126,800

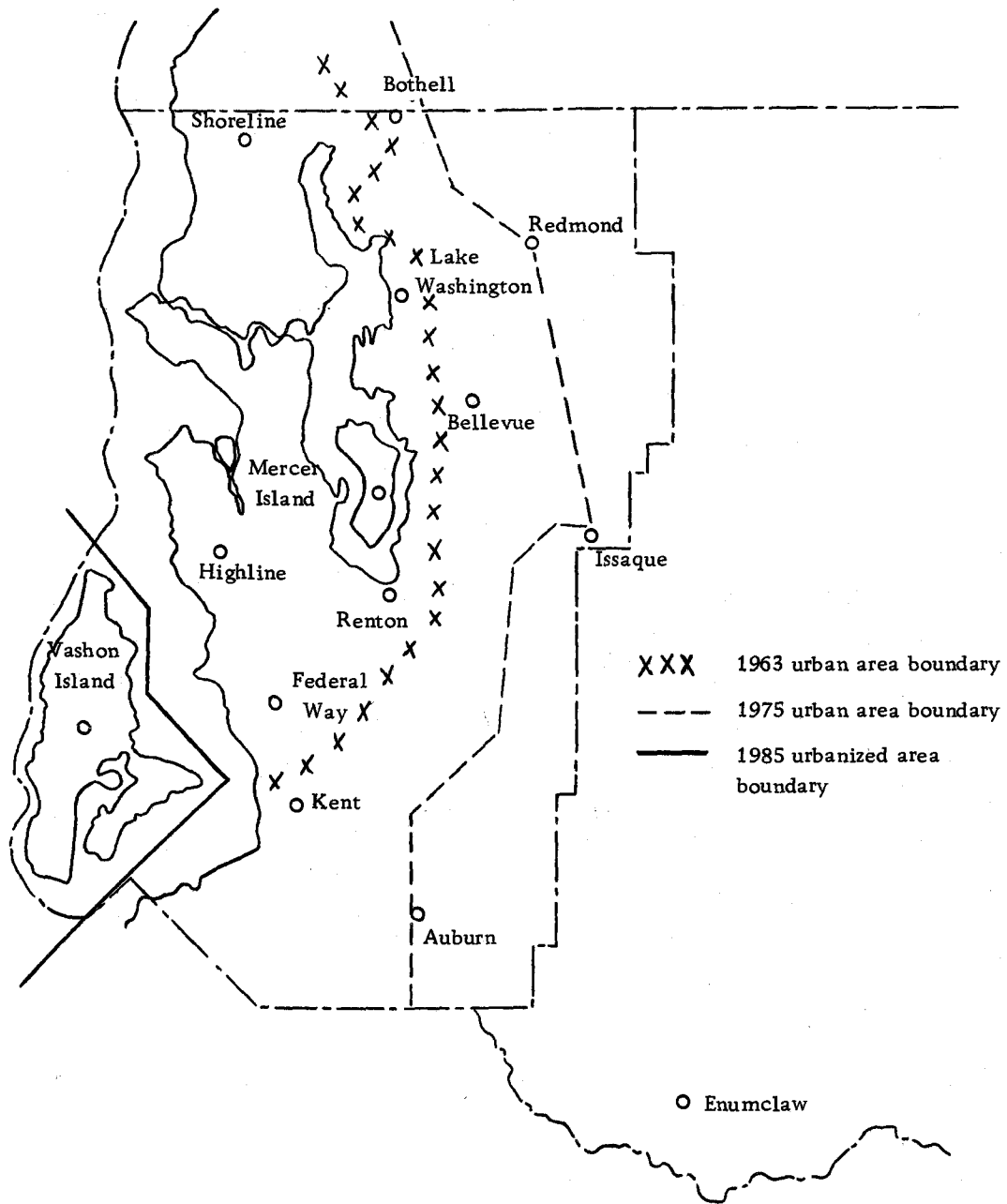


Figure 5. Map of King County by planning areas.

Table 4. School-age population trends and projections for King County, less city of Seattle, 1950-1975 (Appendix C).

Year	Total population	10-14 age	Percent distribution
1950	265,401	18,419	6.94
1960	377,926	40,239	10.65
1965	590,000	63,400	10.74
1970	603,000	64,000	10.61
1975	747,500	65,570	8.71

Table 5. School-age population trends and projections for King County, plus city of Seattle, 1950-1975 (Appendix C).

Year	Total population	10-14 age	Percent distribution
1950	732,992	40,945	5.58
1960	935,013	85,521	9.14
1965	1,155,000	110,300	9.55
1970	1,175,000	111,500	9.49
1975	1,324,500	108,870	8.22

The number of 10-14 year olds plateaus from 1970-1975. The period after 1975 will again be one of rapidly increasing numbers of youth.

Characteristics of Urban Population

There are differences between rural and urban people. T. T. Martin's findings help put these differences into perspective.

In summary Martin characterizes urban people compared to rural people in that (12, p. 28):

. They have greater competition for their time by other agencies, they are away from home more during the vacation period of summer and they are not as used to hard work. Also parents do not take as much interest in 4-H club work, they function through secondary groups such as civic clubs instead of face-to-face groups, they have no common occupational background, they are more mobile in their residence, they show less authoritarian control over their children, are more demonstrative in expressing affection to their children, and show less independence and individuality.

Families moving from the city to suburbia require several years to integrate into community life. Easy transportation and commuting encourage new people to retain old ties connected with their former residence. As the new suburbanites interests gradually shift, his activities in suburban community life increases.

Couples with children are the most likely to orient themselves to a new community. Women develop a higher rate of participation than do men, especially in church work. Men are more interested in professional and public life. Urbanites are highly materialistic and the high standard of living tends to cause them to think their careers and families will take all of their time.

These studies basically characterize urban adults. Do urban youth differ from rural youth as much as adults differ? Relevant research on the social system of urban youth was done by Gottlieb and Reeves (6, p. 17) who abstracted sociological studies on adolescent behavior in urban areas. Several studies indicate that adolescents have their own sub-culture. The school system has little or no influence on the formation of ethics and conduct among adolescents. Adolescents are concerned with popularity and acceptance. Status and prestige factors listed by youth were: friendly, popular, well-dressed, and conform to the group ideals. Adolescence is a period of experimentation with various self images. The expectations others have for youth mold his concept of himself. The most important influences are parents, peer group, teachers and youth leaders.

Learning Experiences in 4-H

4-H club work is not as unique as we in extension would like to believe.

Pendy and Hawthorne (18, p. 3) in their book, "Organizations for Youth" show that the decade between 1910 and 1920 was a youth agency forming period resulting in Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H club work, Future Farmers of America and others. These youth organizations present a remarkably similar pattern emphasizing personal virtues of honesty, loyalty, integrity, masculine and feminine roles; and rely on ritual and competition to motivate the program. These groups were developed to bridge the gap between childhood and adulthood. The past success of the rural 4-H club program has indicated the program may have an educational future in urban areas.

In 1949 Margaret F. Kohl wrote a master's thesis on "Factors Affecting the Development of Urban 4-H Club Work." T. T. Martin's thesis (1951) was entitled "The Place of 4-H Club Work in Urban Areas." More and more graduate studies on urban 4-H programs have followed. Voluminous unpublished materials have also been written. Many of these have application to this study.

Margaret Kohl (11, p. 51) remarked that in general the home economics projects are satisfactory for urban as well as rural girls.

Rural boys projects, however, are not suited to urban situations and new projects should be developed to meet their needs and interests. Kohl states that the emphasis has been placed on the project instead of using it as a means of developing boys and girls. This is a carry over from the early rural 4-H development.

Kohl further points out that much of the 4-H program is leader-planned and leader-directed because of the large membership growth and lack of trained leaders.

Kohl cites some of the peculiar problems encountered working in the urban area such as lack of community-mindedness, lack of acquaintance among parents and leaders, wide differences in cultural and economic backgrounds, and competition with other youth groups for the member's time.

T. T. Martin (12, p. 20) in his study, "The Place of 4-H Club Work in Urban Areas", states that urban project clubs tend to promote the organization of separate boys and girls clubs. This separation of boys and girls works well with the pre-adolescents up to 13 years old. After 13 they like to meet together in the same clubs. The individual project appeals to 9-14 year olds but for members older than 14 group projects have greater appeal.

Martin further points out that urban projects are usually smaller than rural projects and often do not challenge older youth. Urban projects are not always closely related to the home and

require less parent cooperation to carry them out.

Martin concludes the future of the 4-H urban program will be limited by the amount of funds to employ trained agents and by the speed of locating and training 4-H leaders. The present trend indicates that group activities may become relatively more important than project work in urban areas.

Urban 4-H Research

Separate phases of urban 4-H work have been investigated by other extension workers. Extension agents traditionally spend a great deal of their time conducting 4-H activities and events. A survey of 81 county agents in urban areas done by Meries (15, p. 36) revealed that the most popular 4-H activities and events ranked by popularity were:

- | | |
|---------------------------------|----------------------------|
| 1. County fair | 6. Club tours |
| 2. County and state camp | 7. Parents nights |
| 3. Recreation | 8. Special interest groups |
| 4. Talent programs | 9. Demonstration contests |
| 5. Community service activities | 10. County and state trips |

Meries concluded that differences between urban and rural areas require changes in 4-H leadership. He proposed that the pattern of leadership be changed to include more people with fewer responsibilities for each leader. Urban 4-H leaders leave the

community more often than rural leaders so more leaders are needed if there is to be a leader available at all times. Clubs should have one main leader, an assistant leader, and at least one adult working with each project group.

The most comprehensive survey of urban 4-H club work to date was done by Boyle and Brown in 1963 (1, p. 4). They surveyed the opinions of both urban 4-H members and extension agents doing urban 4-H work in eight areas of the United States.

Boyle and Brown characterized urban 4-H members as being predominantly girls. The urban areas ranged 70-80 percent girls while nationally girls comprise 57 percent of the 4-H membership. Approximately half of the members were ten years old or under. The magnitude of the 4-H urban program in each area is depicted in Table 6. None of the areas showed a very significant portion of the potential youth enrolled in 4-H.

Brown concluded that the 4-H urban program is being held back by lack of 4-H project bulletins, organizational and publicity bulletins, state and county extension workers trained in urban work, projects to interest urban boys, and an effective procedure for working through urban community groups and organizations.

Table 6. Selected urban 4-H areas in U. S. A.

Area	Total youth in 4-H age range	No. of 4-H members	Percent of potential
Jefferson Co., Colorado	21,180	1,195	5.6
Dekalk Co., Georgia	34,234	1,801	5.3
Kalamazoo Co., Michigan	20,124	676	3.4
Portland, Oregon	65,353	1,908	2.9
Multnomah Co., Oregon	22,327	635	2.8
Denver Co., Colorado	88,939	1,982	2.2
Nassau Co., New York	294,651	3,813	1.3
Jackson Co., Missouri	100,962	891	0.9

Proposed Adjustments in the 4-H Program

Recent federal extension publications show progress in fitting 4-H project work to the age level and interests of boys and girls.

Wilbur Pease (17, p. 33) suggests group work for youth offers opportunities for work experience needed to build an image of worthy respect for self. Youth live in a consumer economy. One of their needs includes knowing how wealth is earned, proficiency in purchasing and family economics. Pease's proposals are:

1. Continue to stress value of useful work experience. Fairs, demonstrations, judging, project work help meet the needs of youth for personal achievement, self respect and approval of peers and adults.

2. Program areas must be improved by developing an age graded project program.
 - a. For 10-12 year old youth, continue to stress the "How to do it" aspects of project work.
 - b. For 13-15 year old youth, gradually introduce related science and the efficiency of economics of production.
 - c. For the 15-19 year olds, gradually introduce management aspects or "why to do it" aspects to project work.
3. Provide more decision-making (management) experiences such as:
 - a. Buymanship - consumer economics in foods, clothing, home furnishing and farm machinery.
 - b. Economic information related to combination of enterprises, rates of production, size of business.
 - c. Sources and uses of credit.
 - d. Insurance.
 - e. Business contacts.
 - f. Use and analysis of records.
4. Deepen the understanding of inter-relationships of farm and home enterprises using older youth discussion groups.
5. Projects of greater significance to non-farm youth.
 - a. Experiment with new home economics projects such as waitress, hostess, hope chest, etc.
 - b. Glamorize nature study, experiments and demonstrations.
 - c. Start older youth group projects.
6. 4-H programs will need to put more science into the projects. Career exploration is needed to help fit youth to skilled jobs. A study of County government is one phase of an improved citizenship development program. Personal development programs of grooming, social skills, appearance and health, boy-girl relationships and getting along with others are needed.

Trends in Organizational Structure of
4-H Clubs and Leaders' Councils

Organizational structure is important as a means of supporting and expediting the 4-H program. 4-H club work is done primarily through clubs and utilizes volunteer local leaders. These leaders furnish local guidance, plan, conduct and finance the program through the 4-H leaders' council. The council acts within the broad 4-H state and county policies. Extension agents delegate much of the authority and responsibility for various phases of the 4-H program to leaders.

One county with a rapidly increasing 4-H membership is Pueblo County, Colorado. How their 4-H organization operates is reported by R. Brooks (2, p. 10).

Brooks stated that a stabilizing influence in Pueblo County, Colorado is the County 4-H Foundation. These civic and agricultural leaders are interested in promoting 4-H. They assume the major financial responsibility for county 4-H activities.

Terms longer than one year are provided for 4-H council officers. This provides experience and continuity for the planning group. They make up a three-year plan of 4-H activities with an accompanying calendar and budget for financing the program.

The previous philosophy about the policy-making role of a

leaders' council logically lead to the next phase--the organizational structure of an urban 4-H leaders' council. Congested traffic, large numbers of leaders and diverse interest of leaders necessitate modifications in the organizational structure of the council. Leaders do not attend county-wide meetings, yet they feel a need for continuity and direction in the 4-H program.

In a study of 11 county 4-H leaders' councils in the state of Washington Lin-T'sang Chen (3, p. 78) found that leaders felt less satisfied with their participation in leaders' councils in high 4-H enrollment counties. In these highly populated counties, emphasis is placed on attending area leaders' councils instead of attendance at county wide leaders' council meetings.

Chen revealed that leader council officers considered their major responsibility to be:

1. How to raise and spend council funds.
2. Making county 4-H policies.
3. Making changes in the organizational pattern.

Chen's study also revealed that the most common organizational pattern for the more densely populated counties was to divide the county into areas. Each area has a leaders' council with elected officers. These officers comprise a county leaders' executive council.

Chen concluded that as the tenure of officers increased they

attended leaders' council meetings better and were more satisfied with their 4-H work. He suggested that 4-H leader council officers' terms should be for more than one year.

Community or Area Leaders

The legislature of the state of Washington has limited the number of extension workers. This almost excludes the possibilities of additional extension agents even though the 4-H program might grow rapidly in a county.

Burton Hutton (7, p. 33) outlines how Oregon uses volunteers to assume duties formerly done by agents.

Oregon uses community leaders to help the county staff as the 4-H program grows. The community leader... assumes some details that extension agents formerly performed--reorganization of clubs, securing new leaders, helping first year leaders, arranging 4-H community meetings, developing leader training and serving as liaison between the extension office and local 4-H club leaders. The community leaders select people to take a 4-H pre-leadership training course. The community leaders are selected by the agents.

New King County 4-H leaders often have no previous 4-H experience. In many cases these leaders need much training and advice.

Milbrath (16, p. 153) advocates using advisors to new 4-H clubs. A near-by experienced leader is selected to act as a new club advisor. They attend the organizational meeting and later offer advice and answer questions from the new leaders and members.

Some experienced leaders have indicated they would work in the 4-H program after their children were out of club work. They did not want to actively lead after that time but would work for 4-H if a clear job description was made up and accepted by the 4-H leaders.

McAuliffe (13, p. 6) states that the following types of 4-H leaders are needed on the club level: 4-H organizational leaders, project leaders, activity leaders, junior leader advisors and special, one-meeting leaders.

On the community or area level, community leaders are needed to help guide and teach other adult 4-H leaders. These leaders may do one or more of the following jobs:

1. Serve as liaison between the 4-H club office and the local leaders and the community.
2. Secure 4-H club leaders.
3. Assist in organizing local 4-H clubs.
4. Arrange for and assist in training leaders.
5. Publicize 4-H.
6. Provide recognition to people who support 4-H.
7. Plan and arrange for the conduct of community demonstration days, special events, achievement days, etc.
8. Maintain a file of 4-H materials and distribute them.
9. Supervise enrollment and re-enrollment in a community. Have copies of club enrollments.
10. Call leader meetings if there is a need.
11. Assist club members carrying an individual project.

Numerous studies of 4-H club work in urban areas indicate a future role for the program. Project work is the framework of 4-H.

Various workers suggest it needs more changes than any other portion of the 4-H program. Modifications are suggested in the structure of the 4-H leaders' council to involve more people. Leader's responsibilities need to be narrowed so that each person has a well defined leadership role.

PRESENTATION AND DISCUSSION OF FINDINGS

In January, 1965, all active 4-H leaders were mailed the 57 question survey form. A total of 124 forms were returned in time to be used in the tabulations. Of these, 10 forms were incomplete and not included in the tabulation. A total of 25 men and 89 women leaders completed the questionnaire for a total of 114.

These forms were tabulated and totals of all leaders recorded along with the percentage answering in each category. Responses of men leaders were compared with women leaders both in total and by years of 4-H club leadership experience. The experience groupings were: new leaders were classed as those having 1 and 2 years of experience; experienced leaders are those with 3 through 6 years service; and long tenure are those having over 7 years experience. The number of men responding was not enough for definitive conclusions to be drawn as to whether they responded differently than women leaders and whether the years of service as a leader influenced their attitudes. However some tendencies were revealed. The number of women responding permitted enough observations in each experience category of each question to analyze differences.

Of interest to the author and hopefully to the reader are the comparisons between new leaders versus experienced leaders and men leaders versus women leaders. Detailed reporting of

differences will be made when they occur. When no differences were observed from the analysis, non-segregated total responses are reported by percentages.

Characteristics of King County
Leaders Responding

Information about the respondents is contained in Tables 7-15.

Men Responding More Positive Than Women Leaders

Table 7 reveals men were much more positive in answering the questionnaire. Men left the "not informed" category blank on 36 of the 56 questions, whereas women left the category blank on only nine questions. The column, "haven't made up my mind", was left blank for seven questions men answered and two questions women answered.

Table 7. Number of times men and women left a specified category blank.

Category	Men	Women
Agree	1	1
Haven't made up my mind	7	2
Disagree	3	0
Not informed	36	9

The amount of work and responsibility necessary to be a 4-H leader is in the order shown in Table 8--area leader, then club leader, then assistant leader and the least responsibility would be project leaders. Those adults serving as project leaders have somewhat fewer responsibilities than club leaders and showed this limited commitment to 4-H by a significantly lower percentage of survey forms returned.

Table 8. Respondents by type of 4-H leader in King County.

	Number on rolls	Forms returned			Percent of possible leaders
		Women	Men	Total	
Area leader	5	3	0	3	60
Club leader	83	61	17	78	94
Assistant leader	66	10	5	15	23
Project leader	33	15	3	18	55
Total	187	89	25	114	62

A majority of men leaders are project leaders and rely on another person, usually a woman, to keep 4-H club records and correspond with the extension office. Table 9 indicates 53 percent of the men returned the form compared to 64 percent of women 4-H leaders. Men leaders comprise one-fifth of the 4-H leaders of the county.

Table 9. Respondents by sex of 4-H leaders.

	Leaders on rolls	Respondents	Percent of total leaders
Men	47	25	53
Women	140	89	64
Total	187	114	Average 62

Table 10 indicates the respondents had completed almost one more year of leadership than the average leader in King County. The fact that in certain years of experience categories more leaders responded than were on the records indicates either the extension office records were in error or 4-H leaders were not always sure how many years they had been affiliated with the 4-H movement.

First year leaders comprised 28 percent instead of the 50 percent of the total leaders that is found in many counties. First year leaders responding were a representative proportion of the total responses. Second and fourth year leader response returns were less than the other leadership experience groups. The tenure of responding leaders is very close to the state average.

Table 10. Years of 4-H club leadership of respondents.

Number of years	Number of leaders on rolls	Number of respondents			Percent of possible leaders		
		Women	Men	Total	Women	Men	Total
1	60	28	5	33			55
2	39	9	6	15			38
Total new leaders		37	11		41	44	
3	18	10	7	17			95
4	13	5	1	6			46
5	15	10	1	11			73
6	9	7	2	9			100
Total experienced		31	12		35	48	
7	6	4	0	4			66
8	4	1	0	1			25
9	6	3	0	3			50
10	1	1	1	2			200
11-15	14	10	1	11			78
16-20	2	1	0	1			50
20+	1	1	0	1			100
Total long tenure		21	2		24	8	
Total	187	89	25	114	Average 61		
Average years per leader	3.8				4.6		

There were significantly fewer men leaders of long tenure than women leaders.

Location of Residence of Leaders

The number of years the respondents had lived at the present address was highly related to the number of years of 4-H leadership (Table 11).

Table 11. Number of years respondent at present address.

Years of leadership	Men	Women
1-2	7.7	5.8
3-6	7.2	8.3
7+	17.0	19.0

This study is concerned with the effects of urbanization on the 4-H program. The respondents residence locations is indicated in Table 12. The rural image of 4-H is reflected in the rural and non-rural residence location of the leaders. More men were rural non-farm residents than were women leaders.

Table 12. Location of residence of leaders.

Years of leadership	Number of respondents	Rural farm	Rural non-farm	Urban	City
1	33	9	8	12	4
2	15	5	3	5	2
3	17	5	5	5	2
4	6	2	2	2	-
5	11	1	3	7	-
6	9	3	3	2	1
7	4	3	2	1	1
8	1	-	-	1	-
9	3	1	1	1	-
10	2	-	1	1	-
11-15	11	6	2	2	-
16-20	1	1	-	1	-
20+	1	-	1	-	-
Total	114	36	30	39	10
Percent by location		30	27	35	8
Percentage of women		38	21	30	11
Percentage of men		24	40	32	4

Leaders with Previous 4-H Membership

In many youth organizations former members furnish adult leadership for the program. It is reported that all youth organizations in King County are experiencing difficulty in securing volunteer leaders. Table 13 reveals how many respondents had been 4-H members in their youth.

Table 13. Respondents that had been 4-H members in their youth.

Years of leadership	Number	Years of leadership	Number
1	5	7	2
2	5	8	3
3	2	9	-
4	1	10	2
5	1	11	1
6	1	12	1
Total			24
or percent			21.0
Total men	3	Total women	21
Percent	12	Percent	24

Of the total respondents 79 percent had no prior 4-H experience. Twice as many women as men leaders had been 4-H members. It does not appear that former 4-H members are furnishing the main source of 4-H leaders.

Types of Projects Led by Respondents

More than one project is carried by some 4-H members and some leaders work in more than one project subject matter. Table 14 indicates the number of members enrolled and the number of leaders returning the form in each subject matter area.

A higher percentage of the leaders of the more popular 4-H projects of dairy, beef, junior leadership, sheep, dog, poultry, garden, home improvement and home grounds responded to the questionnaire than did the leaders of clothing, horse and foods projects. The minor enrollment projects showed a greater than proportional response.

Table 14. Types of projects led by respondents.

Project	Number of members	Number of leaders
Foods	213	30
Clothing	266	33
Horse	249	25
Dairy	142	14
Beef	107	17
Junior leader	94	47
Swine	5	3
Sheep	21	7
Dog	41	8
Poultry	29	6
Garden	21	5
Home Improvement	21	5
Home Grounds	19	5
Forestry	23	3
Woodworking	34	4
Rabbits	15	4
Tractor	15	2
Electricity	16	2
Child Care	5	2
Community Service	-	1
Recreation	5	1
Bachelors	7	3
Total	1348	227

How 4-H Leaders Were Recruited

How effective various 4-H leader recruiting methods were in King County is shown in Table 15.

Table 15. How adults became 4-H club leaders.

	Number of responses	Percent of the total	
		Men	Women
Volunteered	49	29	41
Requested by club member	16	17	13
Requested by community people	4	0	4
Requested by Extension staff	5	4	4
Requested by a 4-H leader	34	50	25
Other	6	0	7
Total	114		

More women volunteered to become 4-H leaders than did men. Half of the men indicated they became involved by being asked by other leaders.

Opinions and Attitudes of Leaders

4-H club work in King County is conducted through the 4-H leaders' council. It is important to know the level of understanding leaders have of the organization and its program. Tables 16-26

express leader's opinions and attitudes toward the King County 4-H program.

King County 4-H Leaders' Council

The King County 4-H leaders' council is composed of the adult leader officers from each of the six areas. This council is responsible for planning and conducting county 4-H activities and events. Leaders opinions and attitudes about their role and the role of their leaders' council is shown in Table 16. The survey indicates leaders feel they do need to attend 4-H leader meetings. Leaders feel that volunteer people rather than extension workers could teach other 4-H leaders about project information and general 4-H procedures. Leaders feel the county 4-H leaders' executive council was necessary for conducting 4-H club work. No concensus prevailed as to the necessity of the 4-H leaders' council needing to raise funds.

Women responses to question two about volunteers teaching other volunteer leaders 4-H project information indicates leaders of long experience do not favor this method as much as do new leaders. No ascertainable difference between women and men respondents was noted on this issue.

Table 16. Responding leaders opinions and attitudes about the King County 4-H leaders' council organizational structure by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not in formed
1. Some leaders do not need to attend 4-H leader's meetings	110	9	8	82	1
2. Trained volunteer leaders can teach project and 4-H information to other volunteer leaders	111	91	4	5	0
Women 1-2 years		100			
Women 3-6 years		94			
Women 7+ years		72			
3. It is not important for the 4-H leaders' council to have a money raising function	109	14	13	30	33
4. 4-H could operate in King County without a 4-H leaders' executive council	111	5	9	47	19
5. State and county extension services should set the limits within which 4-H work can be done, but local communities should organize the local club as they wish, plan the kind of program they wish, and plan other details	106	54	12	20	4

Responsibility for Deciding What 4-H Jobs
Are to be Done

The 4-H program has many tasks or jobs of an organizational nature to be performed. Table 17 reveals who King County 4-H leaders think should make the decisions about these various jobs. Leaders felt that extension agents should be familiar with the problems of leaders and 4-H members. Agents are expected to provide 4-H leaders with program materials and ideas. The 4-H leaders responding indicated no clear cut understanding as to who was responsible for deciding about the jobs to be done in the 4-H organization.

Table 17. Leaders opinions about who has the major responsibility for making the decisions about jobs to be done in 4-H by percentage.

	Number responding	Council as a whole	Officers or executive committee	A special committee	Agents	Interested community people	Individual 4-H leaders	Not sure
a. Prepare 4-H county council budget	98	39	27	4	2	1	4	13
b. Obtain local funds for use by the county council	107	25	20	22	2	3	7	21
c. Study youth situation in county	100	9	7	34	22	16	1	11
d. Inform the local people of the 4-H program	111	4	1	14	17	19	41	5
e. Measure accomplishments of the 4-H program	102	18	3	11	41	7	4	13
f. Organizing new 4-H clubs	107	6	2	8	36	20	7	11
g. Coordinate work with other youth agencies in county	89	9	8	9	46	7	5	16
h. Keep informed about the problems of the leaders or members in the county	106	7	7	25	53	0	6	2
i. Secure 4-H leaders for clubs	96	4	3	5	20	37	14	9
j. Provide 4-H leaders with program ideas	90	14	2	18	53	7	1	5

Responsibility for Determining 4-H Policy

Generalized state 4-H policies provide guide lines for the 4-H program. Each county may make such additional policies as are necessary to conduct the local 4-H program. King County 4-H leaders indicate in Table 18 who should make 4-H policies for the county.

The leaders' council as a whole was expected to determine how to spend 4-H council funds. The council as a whole and the officers and executive committee were equally expected to formulate a 4-H policy in the county. Leaders wanted to share with the agents the responsibility for planning the yearly county-wide 4-H program. Leaders expected the agent to decide on training needs of 4-H leaders and to determine which 4-H projects were made available in the county.

Table 18. Leaders' opinions about who has the major responsibility for determining 4-H policy.

	Number responding	Council as a whole	Officers or executive committee	A special committee	Agents	Interested community people	Individual 4-H leaders	Not sure
a. Determine how to spend the county 4-H council funds	97	54	30	6	1	0	0	8
b. Decide upon 4-H policy in the county	93	42	28	8	13	0	2	9
c. Decide on the yearly-county-wide 4-H program	98	32	14	9	26	0	5	14
d. Decide on training needed for 4-H leaders	100	20	15	8	46	1	9	14
e. Decide on changes in organization of 4-H council	89	44	13	8	11	0	7	17
f. Determine which 4-H projects are made available in the county	100	8	9	5	53	2	9	14

Leader Role Working With 4-H Clubs and Members

The extent to which the educational purposes of 4-H can be achieved is dependent on how well leaders understand the role they are to play in the 4-H program. Table 19 indicates the opinions and attitudes leaders hold about their role with the 4-H members.

Leaders understand they need to attend project leader training meeting and are to teach subject matter to club members.

Completing the 4-H requirements in King County consisted of carrying a project, attending ten club meetings, and completing a 4-H record book. Almost two-thirds of the leaders agreed with a rigid interpretation of the completion policy.

A majority of leaders felt the community was responsible for securing adult 4-H leaders. This is also verified in question six.

A significant portion of leaders either were unwilling to assume an increasing role in 4-H or had not made up their mind.

Table 19. How 4-H leaders see their role in working with a club and the individual members in it by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not in-formed
8. A local leader should teach project subject matter to club members	112	89	6	4	1
9. An exceptionally good 4-H member deserves extra attention from the leader	111	51	6	41	2
10. Many 4-H leaders do not need to attend any project leader-training meetings	113	9	5	83	3
Women		3	6	90	1
Men		28	4	60	8
11. Women have more time to be 4-H leaders than do men	113	45	9	43	3
Women		40	7	48	4
Men		56	16	28	0
12. Only those members who complete all requirements should be considered as completing the club year	108	63	9	25	2
13. Local 4-H leaders are ready to assume an ever increasing role in 4-H club work	109	30	20	44	6
14. Responsibility for securing adult leadership for the 4-H club should rest in the community	111	59	16	18	7
Women		55	18	17	10
Men		72	8	20	0

Leaders Role Working With Other Leaders

Most of the clubs have more than one leader. These leaders spend many hours attending training meetings, teaching their own club members and helping plan and conduct activities and events sponsored by the leaders' council. Table 20 reveals how these leaders see their role in other than face to face contact with 4-H members

These questions reveal that 4-H leaders want training from other experienced 4-H leaders, that they readily agree that several kinds or levels of leadership are needed. There is resistance to accepting leadership responsibilities as a use of leisure time.

Table 20. The role 4-H leaders see in working with other club leaders and the 4-H leaders' council by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not in formed
15. Differences between rural and urban areas require changes in 4-H leadership methods	111	55	9	26	10
16. Several kinds of leaders are needed in 4-H project, organizational and activity leaders	112	73	11	12	4
17. Beyond the local 4-H club level, area or county leaders are needed to help guide and teach other adult 4-H leaders	111	90	5	4	1
18. People have more leisure hours and more of them are willing to accept leadership responsibilities	109	2	10	84	4
19. The pattern of 4-H leadership needs to be changed to include more people with fewer responsibilities	101	56	18	18	8
20. Community 4-H leaders could assume some details formerly performed by extension agents. (Reorganization, recruiting leaders, helping first year leaders, arranging for 4-H events and activities	112	59	13	18	10
Women 1 - 2 years		39	11	25	25
Women 3 - 6 years		67	13	13	7
Women 7+ years		71	16	13	0
21. Extension workers expect 4-H leaders to take more responsibility for the 4-H program than leaders want to take	111	39	14	33	14

Activities and Competition for Youths' Time

The project method for teaching youth utilizes numerous activities and events to stimulate learning. Competition is involved in some of these activities and events. How leaders view these events and the time available for youth participation in them is shown in Table 21.

Although 4-H leaders felt the schools offered a broad range of youth extra curricular activities, there was less agreement about the adequacy of a summer recreational program.

Who can join a 4-H club was felt to be a leader's prerogative. Women leaders were willing to accept members even though their parents were not cooperative. More men than women look at project work as the most important part of the 4-H program.

Table 21. Leaders' opinions and attitudes toward 4-H club activities and competition for youths' leisure time by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not in-formed
22. The schools, especially beginning at the Junior High level, offer a broad range of extra-curricular activities for youth	109	70	7	19	4
23. An intensive recreational program is offered to youth, especially in the summer	110	44	9	35	12
24. Project work is the most important part of the 4-H club program	111	48	5	47	0
Women		43	6	51	0
Men		64	3	32	0
25. A 4-H member should exhibit his project as a requirement for completion	111	76	2	22	2
26. 4-H leaders should have responsibility for helping members do their project work	109	61	5	34	0
27. Only those children whose parents are cooperative should be accepted for 4-H membership	109	18	9	72	1
Women		14	7	78	1
Men		32	12	56	0
28. The local leaders of a club should use their own judgement in accepting or refusing any boys and girls as members	112	84	6	10	0

The Attitudes and Opinions of Leaders Toward
Competition, Activities and Community Support

Recent emphasis on programs for low income people makes it important to know leaders' feelings about project requirements. Low income families are classified as those eligible to receive donated foods. These attitudes are revealed in Table 22.

Contest work was strongly supported as having a stimulating effect on 4-H members and active parent participation was overwhelmingly recognized as essential in the 4-H program.

Leaders were in agreement that special effort must be made to inform the public about the 4-H activities, and that youth without facilities or means to carry 4-H projects should be able to belong. Women leaders with more years of leadership are more willing to enroll youth lacking facilities to carry a 4-H project.

Table 22. Leaders' opinions and attitudes toward 4-H competition, activities and community support, by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not in-formed
29. 4-H work is so well established and admired that we need no longer put forth special effort to maintain good public relations in local communities	112		1	99	1
30. 4-H members should decide, by vote or otherwise, who may join their clubs	113	19	8	70	3
31. 4-H members are stimulated by contests and competitive exhibits to do better work	111	90	7	2	1
32. Active parent participation in local 4-H work is a necessary part of the 4-H program	110	96	0	3	1
33. Even though it is a tax supported program, 4-H may have requirements which restrict number of members, or who may belong	111	39	8	42	11
34. Some boys and girls who do not have facilities to carry 4-H projects may still be 4-H members	111	48	8	35	11
Women 1 - 2 years		34	15	29	24
Women 3 - 6 years		42	2	40	6
Women 7+ years		60	8	30	5

The Attitudes and Opinions of Leaders Toward Completion and Prizes

Several nationally recognized 4-H club work professional workers have questioned both the quantity and quality of competitive events and activities involved in the 4-H program. King County 4-H leaders views on competition is depicted in Table 23. Women leaders with more experience feel 4-H enrollment should increase and would work to secure the increase.

Questions 12 and 35 on completion requirements show that leaders either contradict themselves or that they use their own judgment as to whether members are credited with a year's completion. It appears that the completion requirements need to be reviewed and clarified.

The active seeking of prizes through competitive events is not approved by leaders. This gives support to the leaders' council program of nominating members for county awards.

The expressed need for teenage group projects indicates a readiness to initiate pilot programs for teenage group projects.

Table 23, Leaders' opinions and attitudes toward 4-H completion and prizes by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not informed
35. Some boys and girls who cannot complete all 4-H requirements may be considered as completing the club year	107	50	17	28	5
36. Group projects should be provided for teenagers*	108	70	8	8	14
37. Parents should have responsibility for helping 4-H members with project work	110	95	2	3	0
38. 4-H members should not know when their names and records are turned in for competition. Any prize should come as a surprise	110	25	12	59	4
39. Enrollment in the 4-H program should increase rapidly and leaders would help secure this increase	100	36	20	30	14
Women 1 - 2 years		22	28	22	28
Women 3 - 6 years		40	16	44	0
Women 7+ years		57	16	16	11

* Group projects: Individuals participate in group-planned, group-accomplishment project for group recognition.

Leaders' Opinions and Attitudes Toward
County Wide 4-H Events

County wide 4-H events and activities have been a traditional part of the 4-H program. As population increases problems arise. Travel time from one part of the county to the other increases and people are not well acquainted with those in the other areas. These county wide activities require much agent time and need to be evaluated. Table 24 reveals how 4-H leaders evaluate county wide events.

The response to questions 40, 41, 43, 45 and 46 reveal much support for activities and events carried on beyond the club level. These events were felt to be very educational even for younger members. County wide activities are considered an important part of 4-H club work. These events are considered educational and provided learning experiences not available at the local club level. The King County 4-H demonstration contest conducted at club, area and county levels was considered an important part of the events held county wide.

Men leaders and women leaders of long experience consider 4-H highly competitive, whereas new women leaders do not. Men leaders are more concerned with having 4-H members attend county 4-H events. Women leaders of long experience feel young 4-H members would learn just as much in their club as by attending county

Table 24. Leaders' opinions and attitudes toward county wide 4-H events by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not informed
40. All 4-H members in the county benefit from county 4-H events	110	65	4	23	8
41. Boys and girls learn from 4-H activities or events what they have little or no chance to learn other places	111	84	2	13	1
42. The environment in which the 4-H program operates is highly competitive	109	47	14	35	4
Women		43	14	38	5
Men		61	13	26	0
Women 7+ years		65	15	25	0
43. It is necessary for each club to have members attending county 4-H events	108	59	9	30	2
Women		54	12	32	2
Men		81	0	19	0
44. Every 4-H member should give a 4-H demonstration	103	82	3	15	0
45. By holding 4-H events only on a club basis rather than a county basis, younger members would learn just as much	110	10	10	70	10
Women 1 - 2 years		11	15	48	27
Women 3 - 6 years		12	9	75	3
Women 7+ years		0	0	95	5
46. It would be more important for senior 4-H members to be junior leaders than to participate in county 4-H events	110	16	25	50	9
Women		12	22	60	5
Men		26	39	13	22

wide activities. Women leaders feel it more important for senior 4-H members to participate in county wide 4-H activities rather than be junior leaders.

Leaders Ranking of Importance of 4-H Events and Activities

Down through the years the King County 4-H movement added events and activities until at the time of this writing there were 21 which entailed about 58 agent days and an estimated 508 leader days. The leaders ranking of 4-H events and activities is shown in tabular form in Table 25.

Educational events available to all 4-H members such as County fair and its related activities and contests, the demonstration contest program, area junior leader activities, county judging contests and 4-H achievement programs were highly rated.

Of lesser importance were club tours, state 4-H conference, state 4-H fair, 4-H leaders' annual meeting, Western Washington Fair contest day and 4-H promotional events such as National 4-H week.

Women agree more than men that Extension has an equal responsibility to urban and rural youth. Men more than women considered 4-H club work to be as well respected as other youth organizations. Women of long experience are more aware of the rural image

Table 25. Leaders ranking of 4-H events and activities by percentage.

47		Number responding	Very Important	Important	Of some importance	Of little importance	Of no importance
a.	4-H exhibits at county fair	107	79	18	3	0	0
b.	4-H contest at county fair	104	55	39	6	0	0
	Women		49	43	7	0	0
	Men		74	26	0	0	0
c.	County fair	107	81	16	3	0	0
d.	4-H club tours	105	23	45	27	5	0
	Women		38	41	28	6	0
	Men		12	63	25	0	0
e.	4-H county camp	107	30	30	30	8	2
	Women		35	31	33	8	0
	Men		20	32	28	12	8
f.	4-H state conference at Pullman	98	36	54	9	1	0
g.	4-H state fair contest at Yakima	100	35	45	19	1	0
	Women		30	47	21	1	0
	Men		50	37	12	0	0
h.	County judging contests	106	57	37	3	3	0
i.	County 4-H picnic	105	10	33	31	17	9
j.	4-H leaders annual meeting	106	43	37	18	1	1
k.	Western Washington fair contest day	103	27	42	24	5	2
	Women		24	38	29	6	3
	Men		37	54	9	0	0
l.	King county day at Western Washington Fair	102	34	25	30	8	3
	Women		28	27	34	6	3
	Men		48	20	16	16	0

Table 25. Leaders ranking of 4-H events and activities by percentage.

	47	Number responding	Very important	Important	Of some importance	Of little importance	Of no importance
m. 4-H leaders recognition night		100	22	30	38	9	1
Women			18	34	42	9	0
Men			33	33	25	8	4
n. 4-H achievement programs		106	71	18	11	0	0
o. Club demonstration contests		98	69	26	5	0	0
p. Area demonstration contest		107	55	40	4	0	1
q. County demonstration contests		114	53	35	12	0	0
r. 4-H promotion and publicity events (such as: local window displays or project displays)		106	40	38	16	6	0
s. National 4-H club week news stories		105	35	40	23	2	0
t. Area junior leader activities		103	51	36	10	3	0
u. County wide junior leader activities		103	42	32	20	6	0

hindering 4-H growth.

Lowest rated events were county 4-H camp, county 4-H picnic, King County day at Western Washington Fair, 4-H leader's recognition night and county wide 4-H junior leader events.

Men leaders rated higher than women contests, club tours and adult leader recognition events. Women rated county camp higher than men.

Leaders' Opinions and Attitudes about the 4-H Image

The previous tables have depicted leaders' opinions and attitudes toward the King County 4-H program. Table 26 reveals how leaders feel the general public views the 4-H club movement in the county.

Leaders feel that the general public recognizes the educational objectives of 4-H club work and respects it as a youth organization.

They feel that the public expects 4-H in urban areas and that the present rural image hinders expansion of the program into urban areas.

Project work, record books and attending 4-H meetings are looked on as the main elements of the 4-H program.

Local 4-H community activities are considered a better public relations device than concentrating on the more remote county or state events.

Table 26. The 4-H image as expressed by 4-H leaders by percentage.

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not in-formed
48. Extension has responsibility to urban boys and girls to the same extent it has to rural boys and girls	111	84	8	6	2
Women		88	7	2	3
Men		69	13	17	0
49. A 4-H club which participates actively in community affairs, does more for good public relations than one which concentrates on county or state fair participation	108	70	15	9	6
Women 1 - 2 years		57	23	14	6
Women 3 - 6 years		78	12	3	6
Women 7+ years		84	5	5	5
50. The rural image of 4-H tends to be a barrier to expansion of the program into urban areas	107	67	8	18	7
Women 1 - 2 years		58	3	33	6
Women 3 - 6 years		75	3	19	3
Women 7+ years		80	10	5	5
51. 4-H tends to emphasize educational objectives	111	79	6	11	4
52. 4-H attracts members who are generally above average in mental capacity and who come from middle class families	113	32	14	42	12
53. 4-H club work is as well respected in our community as other youth organizations	113	72	6	17	6
Women		68	5	20	7
Men		92	4	4	0
54. Urban 4-H members have as many 4-H projects to choose from as rural 4-H members	107	37	7	40	16

Table 26. Continued

Statements of opinions and attitudes	Number responding	Agree	Haven't made up my mind	Disagree	Not in-formed
55. Local 4-H clubs should meet oftener than once a month	110	53	20	27	0
56. Project work is as important in urban areas as in rural areas	102	95	2	1	2
57. Entering contests is the main value of 4-H members keeping record books	112	11	5	83	1

Comments made by leaders indicated high esteem for the 4-H program and procedures. None of these comments were tabulated.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Youth of King County have participated in 4-H club work for 50 years. Enrollment in 4-H has grown at a slower rate than has the population during the last 20 years. One third of the people in Washington reside in King County. Planners predict a continued urban growth with a high proportion of young people in the population. Over the 50 year period the types of 4-H projects selected by youth have not changed as much as the county and its people. Home economics and animal projects still predominate.

The organizational structure of the King County 4-H leaders' council has been modified from county wide, to four areas and then to six areas as population grew. Standing committees and 4-H events are similar to those found in both urban and rural counties.

Nationally, 30 percent of 4-H club members are from urban residences. The number of 4-H members enrolled in King County is about one percent of the potential. Nationally, this varies from one to five percent of the youth population in urban areas.

Certain states, notably Colorado and New York, report modifications in extension service methodology, 4-H projects, project literature, 4-H leader council organization and roles of 4-H leaders

that have increased 4-H enrollment.

Developmental needs of youth for a feeling of activity, learning and personal worth can be met by 4-H experiences.

The review of literature reveals that most of the 4-H urban research has been to identify problems while little has been done on proposed programs and pilot programs. Some suggestions made by researchers are: develop new projects, establish community 4-H clubs, new methods of raising funds for 4-H leaders' councils, utilizing volunteer leader trainers and paying certain non-professional 4-H workers.

A questionnaire was circulated to determine the opinions and attitudes of King County 4-H leaders about the present 4-H program in that county and about expanding the program. The questionnaire covered the following five phases of the 4-H program:

- (1) The 4-H leaders' council organization
- (2) The purpose of 4-H club work
- (3) The role of the volunteer 4-H leader
- (4) The relative importance of 4-H events and activities
- (5) The image of 4-H club work

The questionnaire was mailed to 187 4-H leaders and 114 usable replies were returned.

The survey found that 60 percent of the leaders resided in rural or rural non-farm homes. One-half of the leaders responding

had completed less than three years as leaders of a club. Two-thirds of the 4-H members were girls and two-thirds of the leaders were women. Few leaders had previously been 4-H members and volunteered because a leader was necessary for young people to join 4-H.

Men and women leaders responses were in the same proportion for leaders with one through six years of leadership. Men leaders with long tenure did not make a proportional response. Men were much more decisive in their responses and did not check the "not informed" or "haven't made up my mind" columns as often. Those leaders responding averaged almost one year more experience than the county average.

Leaders with greater than seven years experience had lived twice as long at their present address as did leaders of lesser experience. King County had only 28 percent first year leaders instead of the usual 50 percent shown by most counties.

Twice as many men as women leaders had rural non-farm residences. Urban and city residence of leaders comprise about 40 percent of both men and women leaders. The rural residence of leaders and the large number of rural type projects carried by 4-H members reflect the rural image of 4-H club work in King County. Less than 25 percent of the leaders had been 4-H members in their youth.

Half of the responding leaders feel the 4-H leaders' council comprised of officers from each of six areas in the county is responsible for planning and conducting 4-H activities and events held in the county. Leaders expect the council to prepare a budget, decide upon county 4-H policy, decide on the yearly county wide 4-H program and make decisions on any reorganization of the council.

Leaders who responded show great understanding of the purpose of 4-H club work. They see their role as teaching 4-H boys and girls and that boys and girls learn from 4-H activities items they would not otherwise have the opportunity to learn. They expect to attend training meetings taught by other trained volunteer leaders. Women leaders of long tenure indicate less satisfaction with receiving training from other leaders. Several levels of leadership responsibility with fewer responsibilities for each person would be readily accepted. Leaders do not consider 4-H as a use of leisure time. Community 4-H leaders' roles are either better understood or better accepted by women leaders with more years of experience.

Responses indicate that project work is considered more important by men than women leaders. Exhibiting project work is considered a basis for a 4-H member completing the club year. Leaders indicate they use their judgement to decide which youth receive recognition for completing the club year.

The analysis indicated that women leaders are more likely

than men to enroll a 4-H member whose parents do not give full cooperation. Parent cooperation and participation is considered essential for success of the 4-H member. Local club leaders want the right to decide which boys and girls join their club rather than letting the youth decide.

Women with more years of leadership are more willing to enroll youth who do not have facilities to carry on a 4-H project. Group projects for teenage members is highly favored. Contest and competitive exhibits are thought to stimulate 4-H members to do better work. Leaders generally want any prizes to come as a surprise to the members. Competition is considered a part of the 4-H program. Women leaders with some experience consider 4-H more competitive than either new women or men leaders.

Women leaders with more years of experience are the only group that indicated much support to work for expanding 4-H enrollments. Men do not see as much urban type 4-H programs as do women. All leaders, especially women with more years of experience, look upon the rural image of 4-H as hindering membership growth. Men leaders consider 4-H to be a more highly respected youth organization than do women and also place a higher value on members being 4-H junior leaders.

County-wide 4-H events are considered important learning opportunities. Men leaders consider it more important for their

members to attend these events than do women leaders. County wide 4-H events ranking highest with leaders are: County 4-H fair with its exhibits, judging and contests; 4-H achievement and recognition events; 4-H demonstration contests.

Events ranking intermediate in popularity are: Area or county wide junior leader activities; state 4-H conference at Pullman, state 4-H fair; Western Washington fair 4-H events; and 4-H leaders' annual meetings. County 4-H camp is ranked higher by women than men.

Events with low ratings are: County 4-H picnic and Western Washington Fair contest day.

Conclusions

The responses obtained as part of this study have led the author to the tentative conclusions which follow. Before the conclusions can be firm, the attitudes and opinions of the 40 percent of the leaders who did not respond would have to be sampled for possible non-respondent bias.

- (1) The present 4-H program is highly regarded by those adults involved as 4-H leaders. They see an opportunity for expanding 4-H club work if changes in the organizational scheme are made to spread the jobs to more people and if new projects suitable to both urban boys

and girls are developed.

- (2) Projects, demonstrations, judging, record books, club meetings, tours, fairs and camps provide active learning experiences for youth. The challenge to 4-H club work is to adapt these learning experiences to urban areas. County wide educational activities rank high as learning experiences.
- (3) Leaders responding expressed an understanding of the skills required to teach boys and girls and of the aims, purposes and methods of 4-H club work.
- (4) Of the many 4-H events leaders were asked to rank, only leaders' recognition night and county 4-H picnic ranked low enough to discontinue.
- (5) With a limited extension staff in 4-H, it will not be possible to expand 4-H club work into the rapidly populating urban areas.
- (6) Leaders expect the Extension Service to serve both urban and rural youth. Other extension workers have found community leaders effective in recruiting new leaders and members.
- (7) Leader recruitment is most effectively done in the community by local people.

- (8) The role of the county-wide 4-H leaders' council is not very clearly understood.
- (9) Men leaders are more competitively orientated and are more decisive. They rank project work higher than do women.
- (10) Women leaders with long experience seem to understand the 4-H educational philosophy in working with problem youth.
- (11) A rural image of 4-H club work is a barrier to increased enrollment.
- (12) Requirements for 4-H membership and being recognized for completing the 4-H year needs to be clarified.

Recommendations

Increased emphasis on an urban 4-H program necessitates a broader scope of projects and more adequate age graded 4-H literature. More emphasis should be placed on the scientific aspects of the project and the results. Possibly new projects in economics, grooming, marketing, citizenship and career exploration would appeal to the older members. These projects would capitalize on parent's interest in their children as the chief motivating force for adults serving as 4-H leaders.

Age graded individual and group projects need to be developed

for urban 4-H members with emphasis on science, personal development, career exploration, consumer purchasing, and possibly specific environmental issues. Professional and technically oriented leaders must be recruited for these kinds of projects. Because the present 4-H program and organizational structure in King County is functional, it is recommended they continue to operate. Slight modifications in the 4-H program and its organizational structure could make it more effectively serve a highly urban population. A less complicated 4-H leaders' council organization is needed and should be more effectively explained to leaders. Tasks should be delegated to more adults so that not all leaders are directly involved in leading a 4-H club. The 4-H leaders' council should continue to function much as it has in the past. More emphasis should be placed on selecting community 4-H leaders, recruiting new 4-H leaders, training new 4-H leaders and securing event and activity chairmen. Figure 7 (appendix) schematically shows a suggested organizational pattern for the King County 4-H leaders' council.

The Extension Service should make a larger commitment of resources to an expanded urban program. This could be accomplished by hiring an extension mass media news person and six part time workers as area 4-H leaders. Job descriptions can be reviewed, modified where necessary and followed by King County Extension Agents. The Extension Service should improve 4-H member

enrollment procedures and standardize project materials into units that indicate the year or type of project enrolled in. The chart in Figure 6 (appendix) is recommended for the structure of the Extension Service 4-H educational program.

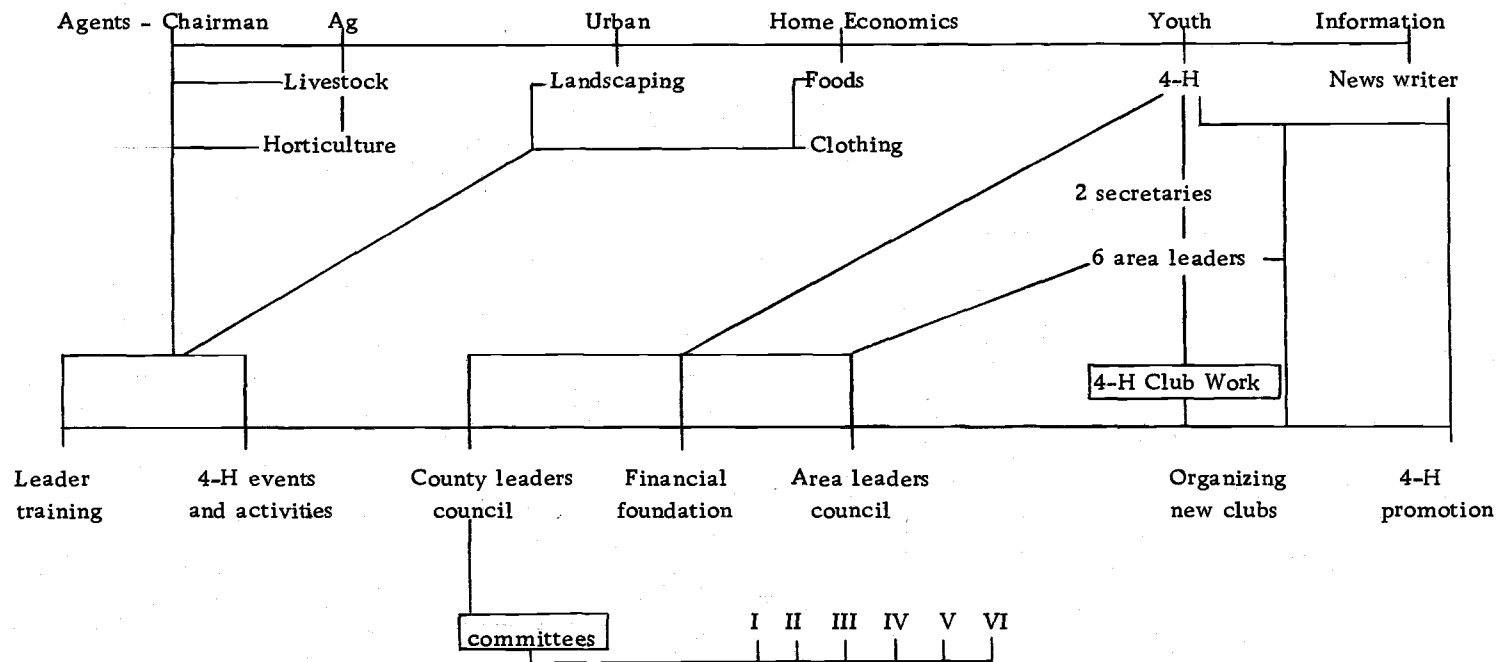
The community 4-H club leader concept should be studied further on how to adapt it to King County. Pilot projects of an urban nature should be initiated and literature developed.

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APPENDIX



The King County extension service would need to (1) formulate a policy statement about urban work including 4-H club work, (2) develop a job description for each agent including both subject matter and 4-H responsibilities, (3) develop a budget for supplies and personnel, (4) develop a policy as to priorities of agent time.

Figure 6. Suggested coordinated county extension educational program.

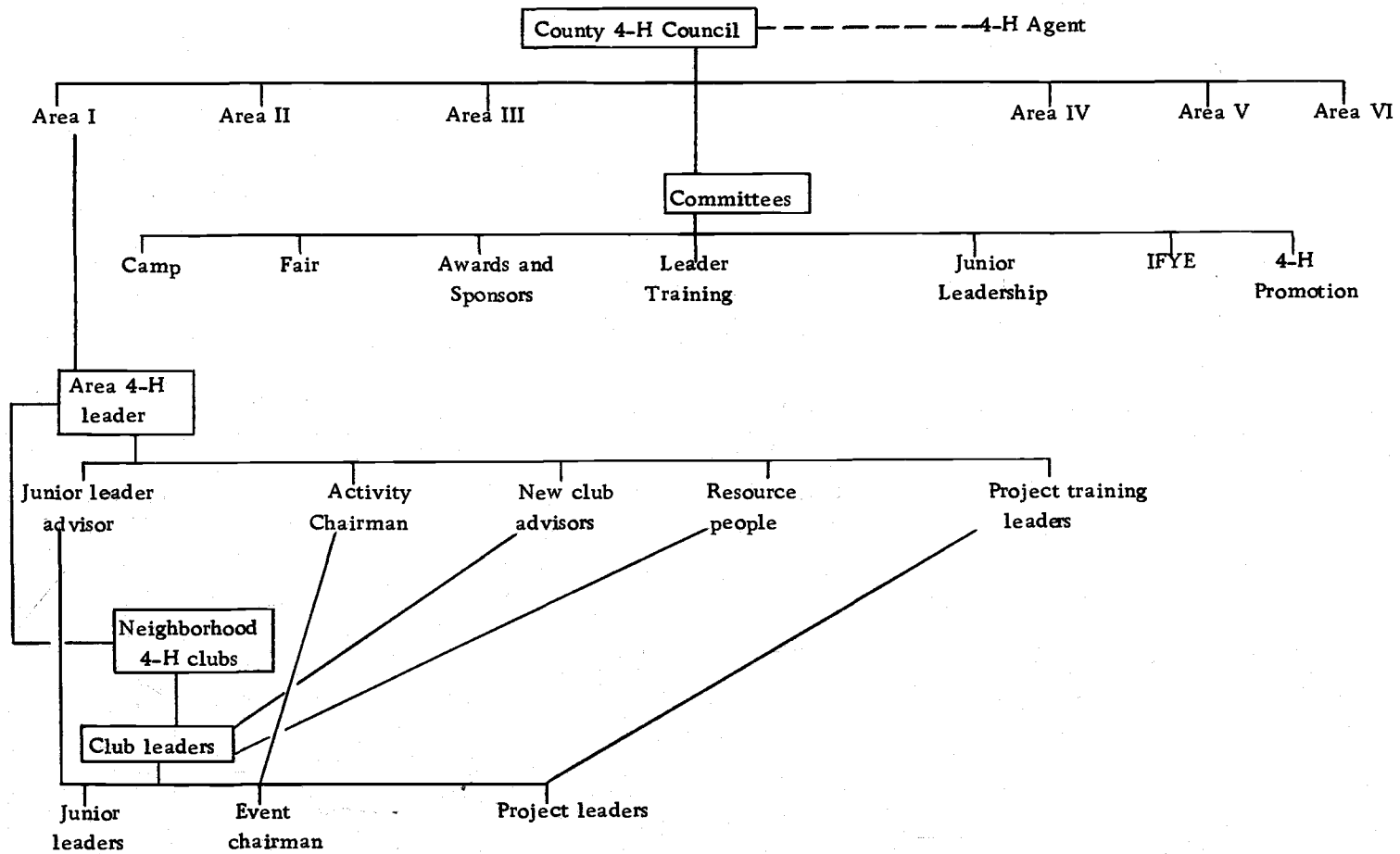


Figure 7. Suggested King County 4-H leaders' council diagram.

APPENDIX

OPINIONS AND ATTITUDES TOWARD METHODS OF PROVIDING
A 4-H YOUTH PROGRAM TO AN EVER INCREASING POPULATIONPURPOSE OF THE STUDY

The primary purpose of this study is to determine the role of 4-H Club work in an urban county; and secondly, to design a 4-H Club program for King County. It is hoped that the findings will enable 4-H leaders and the Extension Service to react to population growth on an informed basis.

The information will be used to:

- (1) Provide a blueprint for 4-H leaders operating the 4-H educational program and 4-H Leaders' Council.
- (2) Provide program educational and organizational guidelines for Extension staff members working with 4-H.
- (3) Provide a framework within which future 4-H considerations and decisions can be made with greater clarity and ease.
- (4) Provide a basis for policy decisions in allocating personnel and resources of the Cooperative Extension Service in King County.

INSTRUCTIONS

Your answers to these questions will be kept confidential. The information will be compiled into statistical form. Your comments are welcome. It is important to have a large number of these questionnaires returned since non-respondents often have different attitudes and beliefs than respondents have.

In some cases it may be difficult to decide which statement you should mark. There is no right or wrong answer. Mark the statement which mostly applies to you.

/s/ Ronald W. Scott,
County Extension Agent

OPINIONS AND ATTITUDES TOWARD METHODS OF PROVIDING
A 4-H YOUTH PROGRAM TO AN EVER INCREASING POPULATION

TYPE OF LEADER

Club Leader _____ Project Leader _____ Other Type _____

Number of years in 4-H leadership _____ Sex: Male _____ Female _____

Residence: Urban _____ Rural Non-Farm _____ Rural _____ City _____

Number of years at present address? _____

Were you a 4-H member as a youth? Yes _____ No _____ If so, how many years? _____

Type of project you lead:

Foods _____ Clothing _____ Horse _____ Dairy _____ Beef _____ Jr. Ldr. _____ Other _____
(Specify)

How did you become a 4-H leader?

Volunteered _____	Requested by Extension staff _____
Requested by club member _____	Requested by a 4-H leader _____
Requested by community people _____	Other (Specify) _____

4-H LEADERS ORGANIZATION

Statement of opinions and attitudes	Check One of Four Columns			
	Agree (1)	Haven't Made Up My Mind (2)	Disagree (3)	Not in- formed (4)
1. Some leaders do not need to attend 4-H leaders meetings.				
2. Trained volunteer leaders can teach project and 4-H information to other volunteer leaders.				
3. It is not important for the 4-H Leaders' Council to have a money raising function.				
4. 4-H could operate in King County without a 4-H Leaders' Executive Council				
5. State and county Extension Services should set the limits within which 4-H work can be done, but local communities should organize the local club as they wish, plan the kind of program they wish, and plan other details.				

6. Below are listed some jobs to be done in 4-H. From the list of various groups or individuals, place the number of the group or individual that has the major responsibility for making the decision about the statement at the present time. (Place only one number in the space opposite the statement.)

1. Council as a whole
2. Officers or Executive Committee
3. A Special Committee
4. Agents
5. Interested Community People
6. Individual 4-H Leaders
7. Not sure

- a. _____ Prepare 4-H County Council budget
- b. _____ Obtain local funds for use by the County Council
- c. _____ Study youth situation in county
- d. _____ Inform the local people of the 4-H program
- e. _____ Measure accomplishments of the 4-H program
- f. _____ Organizing new 4-H clubs
- g. _____ Coordinate work with other youth agencies in county
- h. _____ Keep informed about the problems of the leaders or members in the county
- i. _____ Secure 4-H leaders for clubs
- j. _____ Provide 4-H leaders with program ideas

7. Below are listed some items of 4-H policy determination. From the list of various groups or individuals, place the number of the group or individual that has the major responsibility for making the decision about the statement at the present time. (Place only one number in the space opposite the statement.)

1. Council as a whole
2. Officers or Executive Committee
3. A Special Committee
4. Agents
5. Interested Community People
6. Individual 4-H Leaders
7. Not sure

- a. _____ Determine how to spend the county 4-H Council funds
- b. _____ Decide upon 4-H policy in the county
- c. _____ Decide on the yearly county-wide 4-H program
- d. _____ Decide on training needed for 4-H leaders
- e. _____ Decide on changes in organization of 4-H Council
- f. _____ Determine which 4-H projects are made available in the county

4-H LEADERS

Check One of Four Columns

Statements of opinions and attitudes	Agree	Haven't Made Up My Mind	Disagree	Not in- formed
	(1)	(2)	(3)	(4)
8. A local leader should teach project subject matter to club members.				
9. An exceptionally good 4-H member deserves extra attention from leader.				
10. Many 4-H leaders do not need to attend any project leader-training meetings.				
11. Women have more time to be 4-H leaders than do men.				
12. Only those members who complete all requirements should be considered as completing the club year.				
13. Local 4-H leaders are ready to assume an ever increasing role in 4-H Club work.				
14. Responsibility for securing adult leadership for the 4-H Club should rest in the community.				
15. Differences between rural and urban areas require changes in 4-H leadership methods.				
16. Several kinds of leaders are needed in 4-H--project, organizational and activity leaders				
17. Beyond the local 4-H Club level, area or county leaders are needed to help guide and teach other adult 4-H leaders.				
18. People have more leisure hours and more of them are willing to accept leadership responsibilities.				
19. The pattern of 4-H leadership needs to be changed to include more people with fewer responsibilities.				

4-H CLUB WORK

Statements of opinions and attitudes	Check One of Four Columns			
	Agree (1)	Haven't Made Up My Mind (2)	Disagree (3)	Not in- formed (4)
20. Community 4-H leaders could assume some details formerly performed by Extension agents. (Re-organization, recruiting leaders, helping first year leaders, arranging for 4-H events and activities).				
21. Extension workers expect 4-H leaders to take more responsibility for the 4-H program than leaders want to take.				
22. The schools, especially beginning at the junior high level, offer a broad range of extra curricular activities for youth.				
23. An intensive recreational program is offered to youth, especially in the summer.				
24. Project work is the most important part of the 4-H Club program.				
25. A 4-H member should exhibit his project as a requirement for completion.				
26. 4-H leaders should have responsibility for helping members do their project work.				
27. Only those children whose parents are cooperative should be accepted for 4-H membership.				
28. The local leaders of a club should use their own judgement in accepting or refusing any boys and girls as members.				
29. 4-H work is so well established and admired that we need no longer put forth special effort to maintain good public relations in local communities.				
30. 4-H members should decide, by vote or otherwise, who may join their clubs.				

4-H CLUB WORK

Statements of opinions and attitudes	Check One of Four Columns			
	Agree (1)	Haven't Made Up My Mind (2)	Disagree (3)	Not in- formed (4)
31. 4-H members are stimulated by contests and competitive exhibits to do better work.				
32. Active parent participation in local 4-H work is a necessary part of the 4-H program.				
33. Even though it is a tax supported program, 4-H may have requirements which restrict number of members, or who may belong.				
34. Some boys and girls who do not have facilities to carry 4-H projects may still be 4-H members.				
35. Some boys and girls who cannot complete all 4-H requirements may be considered as completing the club year.				
36. Group projects* should be provided for teenagers. *Group Projects: Individuals participate in group-planned, group-accomplished project for group recognition.				
37. Parents should have responsibility for helping 4-H members with project work.				
38. 4-H members should not know when their names and records are turned in for competition. Any prize should come as a surprise.				
39. Enrollment in the 4-H program should increase rapidly and leaders would help secure this increase.				
40. All 4-H members in the county benefit from <u>county</u> 4-H events.				
41. Boys and girls learn from 4-H activities or events what they have little or no chance to learn other places.				

4-H CLUB WORK

Statements of opinions and attitudes	Check One of Four Columns			
	Agree (1)	Haven't Made Up My Mind (2)	Disagree (3)	Not in- informed (4)
42. The environment in which the 4-H program operates is highly competitive.				
43. It is necessary for each club to have members attending county 4-H events.				
44. Every 4-H member should give a 4-H demonstration.				
45. By holding 4-H events only on a club basis rather than a county basis, younger members would learn just as much.				
46. It would be more important for senior 4-H members to be junior leaders than to participate in county 4-H events.				

47. Please rank the following 4-H events and activities.

Instructions: Rank 1 through 5. (1) Very Important, (2) Important, (3) Of Some Importance, (4) Of Little Importance, (5) Of No Importance.

	Check One of Five Columns				
	1	2	3	4	5
a. 4-H Exhibits at County Fair					
b. 4-H Contest at County Fair					
c. County Fair					
d. 4-H Club Tours					
e. 4-H County Camp					
f. 4-H State Conference at Pullman					
g. 4-H State Fair Contests at Yakima					
h. County Judging Contests					
i. County 4-H Picnic					
j. 4-H Leaders' Annual Meeting					
k. Western Washington Fair Contest Day					
l. King County Day at Western Washington Fair					
m. 4-H Leaders' Recognition Night					
n. 4-H Achievement Programs					
o. Club Demonstration Contests					
p. Area Demonstration Contests					
q. County Demonstration Contests					
r. 4-H Promotion and Publicity Events (Such as: local window displays or product displays.)					
s. National 4-H Club Week News Stories					
t. Area Junior Leader Activities					
u. County-Wide Junior Leader Activities					

4-H CLUB WORK

Statements of opinions and attitudes	Check One of Four Columns			
	Agree (1)	Haven't Made Up My Mind (2)	Disagree (3)	Nor in- formed (4)
48. Extension has responsibility to urban boys and girls to the same extent it has to rural boys and girls.				
49. A 4-H Club which participates actively in community affairs, does more for good public relations than one which concentrates on county or state fair participation.				
50. The rural image of 4-H tends to be a barrier to expansion of the program into urban areas.				
51. 4-H tends to emphasize educational objectives.				
52. 4-H attracts members who are generally above average in mental capacity and who come from middle class families.				
53. 4-H Club work is as well respected in our community as other youth organizations.				
54. Urban 4-H members have as many 4-H projects to choose from as rural 4-H members.				
55. Local 4-H Clubs should meet oftener than once a month.				
56. Project work is as important in urban areas as in rural areas.				
57. Entering contests is the main value of 4-H members keeping record books.				

YOUR COMMENTS ABOUT KING COUNTY 4-H CLUB PROGRAM: _____
