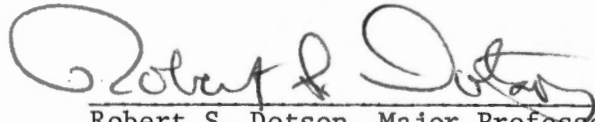


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I am submitting herewith a thesis written by Joanna M. Bailey entitled "Parental Feelings Regarding Factors Influencing and Benefits Derived from 4-H Club Participation by Junior High and Senior Age Members and Former Members of Grundy County, Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.



Robert S. Dotson, Major Professor

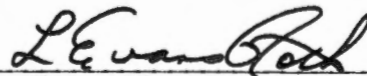
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PARENTAL FEELINGS REGARDING FACTORS INFLUENCING AND
BENEFITS DERIVED FROM 4-H CLUB PARTICIPATION BY
JUNIOR HIGH AND SENIOR AGE MEMBERS AND FORMER
MEMBERS OF GRUNDY COUNTY, TENNESSEE

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Joanna M. Bailey

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I also want to thank my husband Don for being my secretary and typist.

ABSTRACT

The purpose of this study was to determine the feelings of parents of 4-H members and dropouts about 4-H in Grundy County, Tennessee. Twenty-five parents of 4-H members and a like number of parents of dropouts were randomly selected and interviewed during 1978 and 1979. Parents were questioned concerning parental characteristics, attitudes toward, knowledge of, and expectation of 4-H, to discover important factors influencing membership or non-membership in 4-H.

The median age of all parents was 40 years. Parents from the two groups differed little in marital status or income level. However, place of residence was mainly rural farm for most 4-H members, as opposed to rural, non-farm for dropouts. The parents of 4-H members had been active in 4-H themselves more often than the parents of dropouts.

Parents had a fair general knowledge of 4-H. Local events were better known than County, District, State, or National events. Parents were not "unhappy" about their children joining 4-H. They felt 4-H was a useful learning experience, both for skills, and for personal development. Parents felt that more 4-H meetings should be held.

The children of parents who themselves were involved in 4-H work tended to remain in 4-H longer. A majority of parents were willing to help with 4-H events, if asked.

The earlier children joined 4-H, the more likely they were to stay in longer. If a child and/or his parents were involved in other clubs and organizations, he was more likely to join and remain in 4-H. The more personal attention (i.e. home visits, etc.) a child received from the 4-H agent, the more likely he was to remain in 4-H.

On the negative side of the coin, it appeared that active involvement in organized sports was likely to interfere with a child's 4-H involvement. Parents felt that the two greatest benefits of 4-H for their children were character building and new learning experiences.

Parents felt that the 4-H program could be improved by (1) keeping parents better informed, (2) having more meeting places, (3) getting to know the agents better, (4) removing the "grammar school" image of 4-H, (5) building interest, and (6) getting more people involved. Recommendations were made for use of findings and further research.

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CHAPTER I

INTRODUCTION AND GENERAL CONSIDERATIONS

A. INTRODUCTION

The Cooperative Extension Service, of which the 4-H program is a part, has always involved the total family. Parents of 4-H youth constitute a valuable resource to the 4-H agents and contribute greatly to the success of the 4-H program. Therefore, it would seem useful to turn to the parents of 4-H youth and 4-H dropouts to discover their feelings toward 4-H, factors influencing the participation of themselves and their children in 4-H, and their attitudes toward benefits derived from 4-H by their children.

For many youth, the teenage years are periods of anxiety and searching (10).^{*} Four-H holds tremendous potential for this age group, since its program is designed to prepare youth for meaningful and productive adulthood. Too many 4-H aged youth and their parents, however, lack awareness of 4-H opportunities. Communities must appreciate the opportunities offered youth through 4-H and encourage parents, as well as youth to participate in the program.

For several years, the trend has been a steady decrease in 4-H membership as students increase in grade level. This is true nationally (10), statewide, and in Grundy County as well. The greatest

^{*}Numbers in parentheses refer to alphabetically-listed items in the Bibliography. Those after the colon are page numbers.

drop in membership occurs between grades eight and nine, as Table I demonstrates for Tennessee and Grundy County during fiscal years 1978 and 1979. Because of the dramatic enrollment drop between eighth and ninth grades, this study interviewed parents of 4-H members and dropouts of this age group.

Why do teen-aged youth drop out of 4-H, particularly between grades eight and nine? Are 4-H agents not meeting the needs of this age group? Is the Senior 4-H program just a rehash of the Junior program? Does 4-H have the reputation of being just a grammar school activity? Do sports, dating, cars, and other activities compete with 4-H for the teenager's time? With these questions in mind, parents were interviewed concerning their knowledge of, attitudes toward, and involvement in 4-H.

B. STATEMENT OF THE PROBLEM

Four-H in Tennessee traditionally ranks first, in enrollment in organized clubs (12). Total 4-H enrollment statewide for fiscal year 1978 was 170,222. Enrollment in Grundy County for that year was 1,223 (12), compared to 1,132 for fiscal year 1977 and 933 for 1972. Fifty-eight percent of the 2,092 4-H age students enrolled in Grundy County schools in fiscal year 1978 joined 4-H.

Re-enrollment has long been recognized as a measure of 4-H holding capacity. In fiscal year 1978, re-enrollment in Grundy County was 89 percent, considerable better than the average of 66.6 percent for Tennessee as a whole (12).

Table I

Four-H Enrollments by Grade Level During Fiscal Years 1978 and 1979 for Tennessee and Grundy County*

Grade Level	Fiscal Year 1978				Fiscal Year 1979			
	Tennessee		Grundy County		Tennessee		Grundy County	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
7	24,057	43	281	55	22,729	42	223	39
8	19,801	36	163	32	19,694	36	265	46
9	5,777	11	29	6	5,418	10	31	5
10	2,734	5	29	5	3,075	6	25	4
11	1,945	3	6	1	2,006	4	29	5
12	1,375	2	5	1	1,394	2	7	1
Total	55,689	100	513	100	54,316	100	580	100

* Sources of data: FY 1978 and FY 1979 summaries of State Form 437, Oct. 1-Sept. 30, 1978, and Oct. 1-Sept. 30, 1979.

Thus, enrollment and re-enrollment are relatively strong in Grundy County. The problem is lack of participation by enrollees beyond physical attendance at monthly meetings after the eighth grade. In an effort to address this problem, selected parents of both 4-H members and 4-H dropouts of ninth grade or above were contacted concerning their attitudes toward why their children either stayed in or dropped out of 4-H, and what benefits Junior High and Senior youth could derive from 4-H.

C. . PURPOSES OF THE STUDY

The purposes of this study were:

1. To characterize parents of Junior High and Senior 4-H members and dropouts.
2. To compare knowledge levels about 4-H of parents of 4-H members and dropouts.
3. To compare attitudes toward 4-H held by parents of members and dropouts.
4. To compare involvement levels in 4-H demonstrated by parents of members and dropouts.
5. To compare factors influencing 4-H members and dropouts, as seen by parents.
6. To compare expectations of the parents of members and dropouts concerning the benefits Junior High and Senior youth may derive from 4-H.

D. NEED FOR THE STUDY

No prior study had been conducted in Grundy County to determine parent feelings toward the 4-H program and their expectations of it. The insights of this study should help the agents improve the 4-H program in Grundy County.

E. DEFINITIONS OF TERMS

The following terms will have the indicated meaning throughout this study:

1. Four-H Member - Junior High (grades 7, 8, and 9) and Senior (grades 10, 11, and 12) students regularly enrolled in organized 4-H clubs.
2. Four-H Dropouts - Junior High and Senior youth who had been 4-H members in grades 4, 5, or 6, but who had dropped out of the program at study time.
3. Enrollment - The completion of 4-H enrollment cards by youth in grades 7 through 12.
4. Participation - Youth taking part in 4-H events and activities beyond enrollment and attendance at regular meetings.
5. Rural-Non-farm - Parents living in open country, with ten acres of land or less.

CHAPTER II

REVIEW OF RELATED LITERATURE

Relatively few pertinent studies or articles were found to be available for this review. Appropriate findings are presented below under related purposes of the study.

A. CHARACTERISTICS OF PARENTS OF 4-H MEMBERS AND DROPOUTS

The home life of a child is a well established determinant of participation in 4-H. Many aspects of the home environment are influential in 4-H club membership and retention. However, some factors have been found to be unimportant.

The occupation of the parents relates to the child's participation in 4-H. There is a tendency for boys and girls to remain in 4-H, if the mother does not work outside the home (7, 10). Four-H membership is greater among boys and girls whose fathers are farmers or have agriculturally related occupations (4, 7, 10).

In most of the reviewed literature, parental income levels were not related to 4-H membership. However, there does seem to be some tendency for the 4-H member to be from a higher income level than the dropout (4, 7).

Marital status of the parents does not seem to have a significant relationship to 4-H membership. However, one study found that 4-H members tended to have both parents at home, as compared to dropouts (7).

Children living on farms or in rural, non-farm environments have a greater tendency to join and remain in 4-H, than children living in urban settings (9, 10).

Studies show that boys and girls have a higher participation level in 4-H when both parents have completed more years of formal education (2, 7, 9).

B. KNOWLEDGE ABOUT 4-H OF PARENTS OF 4-H MEMBERS AND DROPOUTS

Studies reviewed do not show parental knowledge about 4-H as it relates to boys and girls joining and staying in the 4-H program. Materials presented at the 1979 4-H leader in-service training sessions state that to gain parental support, parents must be informed about the activities of the 4-H club to which their child belongs. Informed parents are more likely to become involved themselves. Moreover, they will encourage their children in 4-H work. An equation about knowledge of 4-H and parental support states:

$$\text{Inform Parents} + \text{Ask Parents} = \text{Parent Cooperation. (3).}$$

C. ATTITUDES TOWARD 4-H OF PARENTS OF 4-H MEMBERS AND DROPOUTS

Boys and girls remaining in 4-H feel that both mother and father have a more positive attitude toward their 4-H membership, than parents of dropouts (2, 4, 7). Four-H members perceive that their mothers want them to devote more time to 4-H work. Since parental attitudes are related significantly to child membership status, effort should be made by the Extension agent to inform the parents of the benefits of the 4-H program, and to cultivate in them a more positive attitude toward 4-H (2, 5).

D. INVOLVEMENT IN 4-H OF PARENTS OF 4-H MEMBERS AND DROPOUTS

The involvement of parents in 4-H is a ready resource of help in 4-H work. Parents who themselves were 4-H members often volunteer, "What can I do?" (3). Parents who were 4-H club leaders or members generally encourage their children to become active in 4-H, and to remain in it. Children who are encouraged by their parents in their 4-H work generally remain in the 4-H program longer than children who receive little or no parental encouragement (10).

E. FACTORS INFLUENCING PARENTS OF 4-H MEMBERS AND DROPOUTS

Parents who show an interest in community activity and improvement, and who hold active membership in community organizations seem to transfer this interest to their children. If mothers are "joiners," the children tend to be also, and vice versa (4, 7).

Rouse found a relationship between a child's joining and remaining in 4-H and his siblings' pleasant or unpleasant experiences in the program (10).

F. EXPECTATIONS REGARDING 4-H PARTICIPATION FROM PARENTS OF OF 4-H MEMBERS AND DROPOUTS

Very few studies treat parental expectations regarding benefits of the 4-H program. However, there was some information on parental expectations in the areas of project competition and camping.

A survey from Carroll County, Ohio, shows that parents wanted their children to join 4-H to have the experience of working together, to learn new skills, to gain self-confidence, and to develop personal responsibility. Parents favoured project work that would develop leadership, self-confidence, and responsibility. Parents also preferred more project work at meetings and better trained advisors.

From the standpoint of project competition, it appears that parents feel that age and ability should be given more consideration. More emphasis should be placed on the individual member doing the best job he or she is capable of doing. There is also the feeling that project work should be graded (6).

From the 4-H camping program, parents want and expect their children to gain (1) a sense of responsibility and independence, (2) new and worthwhile skills, (3) fun and "good times," (4) new friends, and (5) ability to get along with others. Parents also feel that 4-H'ers should have opportunities to assume leadership, work with others, and develop individual personality and character traits. Parents feel strongly that personal responsibility, educational values, and physical exercise should be stressed, and that 4-H agents should show a sincere interest in the young people (8).

CHAPTER III

METHODS OF PROCEDURE

In an effort to identify 4-H parental characteristics, attitudes, knowledge and expectations of 4-H, and to determine some important factors influencing membership or non-membership in 4-H, 25 parents each from lists of 513 Junior High and Senior 4-H members and 450 dropouts were randomly selected for interview. The Nth number technique was used for selection.

An interview schedule (see Appendix) was developed and used in personal interviews with either the mother or father of the child represented. Questions dealt with the purposes of the study. Interviews were completed in 1978 and 1979.

Data were recorded and tabled by hand. Simple numbers and percents were used. Means and medians were developed where appropriate.

CHAPTER IV

FINDINGS OF THE STUDY

A. CHARACTERISTICS OF 4-H PARENTS

Parents of Grundy County 4-H Junior High and Senior members were compared with those of dropouts to determine how they were similar and dissimilar.

Ages of Parents

Reference to Table II shows that all mothers and those of both members and dropouts had median ages of 40 years.

The largest percent in each category fell in the 35 to 45 year-age bracket. Forty-seven 4-H mothers and three fathers were interviewed. Two father's of 4-H members averaged 55 years and the one father of a 4-H dropout was about 40 years of age.

Occupation of Parents

Table III information shows that most mothers studied were housewives, 74 percent, of whom did not work outside the home. Eighty percent of 4-H members' mother and consequentially fewer (i.e. 9 percent or greater difference) dropout parents, 68 percent, were housewives only. In other words, more of the mothers of dropouts tended to work outside the home.

Table II

Numbers and Percents of all Parents, Those of 4-H Members, and Dropouts by Ages of Mothers

Ages of Mothers in Years	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
25-35	13	28	6	26	7	29
35-45	25	53	14	61	11	46
45-55	7	15	3	13	4	17
55-65	2	4	0	0	2	8
Total	47	100	23	100	24	100

Estimated Median Age	40 years		40 years		40 years	

Table III

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, by Occupation of Mothers and Fathers

Parent and Occupation	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Mother:						
Housewife	37	74	20	80	17	68
Professional	7	14	2	8	5	20
Non-professional	6	12	3	12	3	12
Deceased	0	0	0	0	0	0
Total	50	100	25	100	25	100

Father:						
No response	8	16	1	4	7	28
Unemployed	2	4	2	8	0	0
White Collar	10	20	4	16	6	24
Blue Collar	27	54	17	68	10	40
Deceased	3	6	1	4	2	8
Total	50	100	25	100	25	100

Also included in Table III are data regarding employment of fathers. The largest percent of all fathers were blue collar workers, 54 percent. Consequentially more of the 4-H fathers, 68 percent, than the dropout fathers, 40 percent, were blue collar workers. Employment of more dropout fathers, 28 percent, was not identified than was true for 4-H member fathers, 4 percent. More dropout fathers, 24 percent, than others, 16 percent, were reportedly, white collar.

Income Levels of Parents

The income levels of all parents are studied in Table IV, it is seen that the majority, 54 percent, reportedly were in the top bracket, \$10,000 and above. Comparison of parents of 4-H members, 52 percent in the top interval and parents of dropouts, 56 percent in the top bracket, showed little difference. No consequential differences are seen since parents reported in income intervals since the top interval was open ended, median incomes could not be estimated.

Marital Status of Parents

Study of Table V discloses that in the vast majority of cases, 92 percent in all categories, both the parents were at home. One set of 4-H member's parents was divorced and the mothers of one 4-H member and two dropouts were widowed. The marital status did not have a consequential effect on whether children stayed in or dropped out of 4-H.

Place of Residence

Table VI data shows that one-half, 50 percent, of all families interviewed lived in rural, non-farm, locations. Consequentially more

Table IV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts by Family Income Level

Family Income Level	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
\$3,000 - 5,000	5	10	3	12	2	8
\$5,000 - 8,000	8	16	3	12	5	20
\$8,000 - 10,000	10	20	6	24	4	16
Above \$10,000	27	54	13	52	14	56
Total	50	100	25	100	25	100

Table V

Numbers and Percents of all Parents, Those of 4-H Members, and Dropouts, by Marital Status

Marital Status of Parents	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Both Parents at Home	46	92	23	92	23	92
Divorced	1	2	1	4	0	0
Widowed	3	6	1	4	2	8
Other	0	0	0	0	0	0
Total	50	100	25	100	25	100

Table VI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts by Place of Residence

Parents Place of Residence	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Town	14	28	7	28	7	28
Rural, non-farm	25	50	10	40	15	60
Farm	11	22	8	32	3	12
Total	50	100	25	100	25	100

parents of dropouts, 60 percent, than of members, 40 percent, lived in the rural, non-farm locations. However, consequentially more members' families, 32 percent, lived on farms than was true for dropouts' families, 12 percent.

Home Ownership

Reference to data in Table VII discloses that consequentially more parents of members, 100 percent, than dropouts, 88 percent, owned their own homes.

Number of Children at Home

As seen in Table VIII, the average number of children at home for all groups was about three. Consequentially more families of members, 40 percent, than dropouts, 20 percent, had two children, the reverse being true for families with three children (i.e. 24 percent versus 44 percent, respectively).

Total Number of Children in Families

Table IX includes data showing that the mean number of all children per family was 3.9. When groups are compared, it may be seen that families of dropouts had slightly larger families with 4.0 total children than those of members, 3.8. Again, consequentially more of the member families, 24 percent, than dropout families, 8 percent had only two total children, the reverse being true for three children (i.e. 20 percent versus 36 percent, respectively).

Table VII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts as to Home Ownership

Home Ownership of Parents	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	47	94	25	100	22	88
No	3	6	0	0	3	12
Total	50	100	25	100	25	100

Table VIII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts with Children at Home

Number of Children at Home	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
One	6	12	3	12	3	12
Two	15	30	10	40	5	20
Three	17	34	6	24	11	44
Four	6	12	2	8	4	16
Five or more	6	12	4	16	2	8
Total	50	100	25	100	25	100

Mean (children)	2.9		2.9		3.0	

Table IX

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts with Number of Children in Family

Number of Children in Family	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
One	2	4	1	4	1	4
Two	8	16	6	24	2	8
Three	14	28	5	20	9	36
Four	11	22	6	24	5	20
Five or more	15	30	7	28	8	32
Total	50	100	25	100	25	100

Mean (children)	3.9		3.8		4.0	

Educational Level of Mothers and Fathers

Information in Table X shows that more than one-half of all mothers, 52 percent, had completed high school or above. No consequential difference is noted between parents of members and dropouts.

However, consequentially more fathers from dropout families, 56 percent, than member families, 32 percent, reported completion of high school or above. It should be noted that educational levels of 24 percent of fathers of members and only 4 percent of fathers of dropouts were not indicated.

Former 4-H Membership of Parents

Reference to Table XI indicates that one parent or the other or both had been 4-H members in 64 percent of the families studied. A slightly higher percent of those in families of members, 68 percent, than dropouts, 60 percent, had been members when they were growing up.

Former 4-H Participation of Parents

Reference to Table XII shows that consequentially more of the members' parents, 52 percent, than the dropouts' parents, 28 percent, said they were at least active (i.e. active and very active) 4-H members at the time of their 4-H enrollment. "Active" was defined as participation in county activities and projects; while "very active" was defined as taking part in district and state activities and events. "Non-active" members were enrolled, but only attended regular meetings. Seventy-two percent of dropout parents and 48 percent of member parents were either non-active or did not belong to 4-H.

Table X

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts by Educational Levels of Mother and Father

Educational Level of Parents	All Parents		Members Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Mother:						
Did not finish 8th grade	6	12	2	8	4	16
Finished 8th grade	10	20	6	24	4	16
Did not finish High School	7	14	4	16	3	12
Finished High School	20	40	9	36	11	44
1-2 Years College	3	6	2	8	1	4
College Graduate	2	4	1	4	1	4
Advanced Degree	1	2	0	0	1	4
No Response	1	2	1	4	0	0
Total	50	100	25	100	25	100
Father:						
Did not finish 8th grade	6	12	2	8	4	16
Finished 8th grade	8	16	4	16	4	16
Did not finish High School	7	14	5	20	2	8
Finished High School	13	26	5	20	8	32
1-2 Years College	8	16	3	12	5	20
College Graduate	1	2	0	0	1	4
Advanced Degree	0	0	0	0	0	0
No Response	7	14	6	24	1	4
Total	50	100	25	100	25	100

Table XI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who had been 4-H Members

Parents had been 4-H Members	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Father	1	2	0	0	1	4
Mother	18	36	9	36	9	36
Both	10	20	6	24	4	16
Widowed or Divorced	3	6	2	8	1	4
Neither	18	36	8	32	10	40
Total	50	100	25	100	25	100

Table XII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts as to 4-H Participation

Parents 4-H Participation	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Very Active	4	8	2	8	2	8
Active	16	32	11	44	5	20
Non-active	14	28	4	16	10	40
Did not belong to 4-H	16	32	8	32	8	32
Total	50	100	25	100	25	100

Children in the Families Formerly in 4-H

Table XIII data indicate that families of 4-H members had a higher mean number of children who had been 4-H members, 3.1, than others, 2.4. The mean for all study families was 2.7 children that were or had been in 4-H. Consequentially higher percents of dropout families had two and three children (i.e. 88 percent versus 52 percent) who were or had been 4-H members; while the reverse was true for families with five or more (i.e. 36 percent versus none).

Parents Who Had Served as Leaders

Table XIV gives information on parents as 4-H leaders. Fourteen percent of all parents interviewed had been or were 4-H leaders. Eight percent of 4-H member parents and 12 percent of dropout parents had been are were 4-H leaders.

Thus, slightly more parents of 4-H members, 92 percent, than of dropouts, 88 percent had never been 4-H leaders.

Table XIV also shows that eight percent of the 4-H members parents and four percent of the dropout parents had been or were 4-H leaders for one to five years. Eight percent of the dropout parents had been or were 4-H leaders for five or more years. Thus, most parents had never been 4-H leaders.

B. PARENTAL KNOWLEDGE OF 4-H

Table XV includes numbers and percents of parents having correct information regarding 4-H club work. Multiple choice answers were provided on each of eight knowledge items.

Table XIII

Numbers and Percents of all Parents, Those of Members and Dropouts with Children who have been in 4-H

Number of Children Having Been in 4-H	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
One	6	12	4	16	2	8
Two	22	44	9	36	13	52
Three	13	26	4	16	9	36
Four	3	6	2	8	1	4
Five or more	6	12	6	36	0	0
Total	50	100	25	100	25	100

Mean	2.7 children		3.1 children		2.4 children	

Table XIV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who had worked as 4-H Leaders;
and Years of Service

Parents who had been Leaders	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	7	14	2	8	3	12
No	43	86	23	92	22	88
Total	50	100	25	100	25	100
Years of Service						
None	45	90	23	92	22	88
One to Five	3	6	2	8	1	4
Five or More	2	4	00	00	2	8
Total	50	100	25	100	25	100

Table XV

Numbers and Percents of All Parents, Those of 4-H Members and Dropouts having correct Knowledge about 4-H

Facts about 4-H	All Parents		Members' Parents		Dropouts' Parents	
	Correct Answer Number	Percent	Correct Answer Number	Percent	Correct Answer Number	Percent
1. The 4-H Club is for All Interested Youth	48	96	24	96	24	96
2. The 4-H Motto: "To Make the Best Better"	11	22	3	12	8	24
3. The 4-H Emblem: Four-Leaf Clover	50	100	25	100	25	100
4. Meaning of the Four "H's"						
All	19	38	9	36	10	40
Part	12	24	8	32	4	16
None	19	38	8	32	11	44
5. Four-H Pledge	8	16	4	16	4	16
6. The 4-H Program is administered by the Tennessee Agricultural Extension Service	11	22	4	16	7	28
7. Names of local 4-H Agents						
Both known	25	50	18	72	7	28
One Known	7	14	2	8	5	20
Neither known	18	36	5	20	13	54
8. Grades in which Youth can belong to 4-H Grades (4-12)	36	72	19	76	17	68

Facts About 4-H

Fact #1: The 4-H Club is for all interested youth, was correctly answered by 96 percent of all parents. No difference was noted between 4-H member and dropout parents.

Fact #2: The 4-H Motto is to make the best better, was confused by 78 percent of those interviewed. Consequentially more of the parents of dropouts, 24 percent, than 4-H parents, 12 percent correctly identified the Motto. More of the latter incorrectly said part of the 4-H pledge for the motto.

Fact #3: The 4-H emblem, the four leaf clover was properly identified by all parents. The 4-H emblem seemed to stand out in the minds of parents of dropout as well as those of 4-H members.

Fact #4: Regarding knowledge of what the four "H's" stood for, 40 percent of the dropout parents and 36 percent of the parents of 4-H members knew that the "H's" stood for Head, Heart, Hands and Health. Consequentially more of members' parents, 68 percent, knew at least part of the "H's" compared to 56 percent of dropouts' parents. Thus, consequentially more, 44 percent, of the dropouts parents did not know what any of the "H's" stood for, compared to 32 percent of the 4-H parents.

Fact #5: Only 16 percent of the total and each group knew the 4-H pledge: I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, my health to better living for my club, my community, my country and my world.

Fact #6: The knowledge as to who administered the Extension program was known by only 22 percent of the interviewed parents. Consequentially more of the dropout parents, 28 percent, than of the 4-H parents, 16 percent, answered correctly.

Fact #7: Fifty percent of all parents interviewed knew both 4-H agents in Grundy County. Consequentially more of the 4-H parents, 72 percent, knew both 4-H agents, than was true for the dropout parents, 28 percent.

Eighty percent of the 4-H parents, and 48 percent of the dropout parents could identify one or both of the 4-H agents. Thus 64 percent of all parents interviewed knew one or both of the 4-H agents.

Fact #8: Seventy-two percent of all parents interviewed knew the grades in which youth can belong to 4-H, 4th - 12th grades.

Seventy-six percent of 4-H parents and 68 percent of dropout's parents knew that youth could belong to 4-H in grades 4-12.

Thus Table XV shows that parents from both groups were seen to have at least a fair knowledge of the 4-H facts studied.

Knowledge of Childrens' Projects

Table XVI shows that of all parents interviewed only 58 percent knew what projects their children had selected in 4-H.

Fifty-six percent of the dropout parents knew what projects their children were in, compared to 60 percent of members' parents.

Table XVI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts concerning Knowledge of Their Child's 4-H Projects

Parent's Knowledge of Child's 4-H Projects	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Knew	29	58	15	60	14	56
Did Not Know	21	42	10	40	11	44
Total	50	100	25	100	25	100

Knowledge of Childrens County Wide Activities

Table XVII shows that consequentially more of the members' parents, 84 percent, knew of their children's 4-H activities in the county than was true for dropouts parents, 52 percent.

Knowledge of Out-of-County Activities

Information in Table XVIII shows that consequentially more of the members' parents, 56 percent, than of the dropouts parents, 36 percent, knew about their children's out-of-county activities.

What Parents Thought of When They Heard The Term "4-H"

Reference to data in Table XIX discloses that interviewees' responses to what they thought of when they heard the term "4-H," fell into ten broad categories. The largest percent, 30 percent, thought that 4-H was "a good place for youth to learn." More than one-fifth, 22 percent, thought of the "activities and projects" in which 4-H members are enrolled. Nearly one-fifth, 18 percent, mentioned thinking of the "children" enrolled in 4-H themselves. Smaller percents thought of other things commonly associated with 4-H as well (e.g. Farmers of America, people helping each other, citizenship).

When thoughts of 4-H parents were compared with those of dropouts, it was noted that consequentially more of the latter, 36 percent, than the former, 8 percent, mentioned "activities and projects," while the reverse was true for "don't know" (i.e. 12 percent of 4-H parents and none of the dropout parents said they didn't know).

Table XVII

Numbers and Percents of All Parents, Those of 4-H Members and Dropouts, Knowing of their Children's Participation in County 4-H Activities

Participation	All Youth		Members		Dropouts	
	Number	Percent	Number	Percent	Number	Percent
Yes	34	68	21	84	13	52
No	16	32	4	16	12	48
Total	50	100	25	100	25	100

Table XVIII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Knowing of their Children's Participation in Out-of-County 4-H Activities

Participation	All Youth		Members		Dropouts	
	Number	Percent	Number	Percent	Number	Percent
Yes	23	46	14	56	9	36
No	27	54	11	44	16	64
Total	50	100	25	100	25	100

Table XIX

Numbers and Percents of All Parents, Those of 4-H Members and Dropouts, Regarding What They Thought of When They Heard the Term "4-H"

Parents' Statements	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Good place for youth to learn	15	30	8	32	7	28
Activities and projects	11	22	2	8	9	36
Children	9	18	4	16	5	20
Farmers of America	3	6	2	8	1	4
People helping each other	3	6	1	4	2	8
Citizenship	2	4	2	8	0	0
Connected with school	2	4	1	4	1	4
Head, Heart, Hands, Health Club	1	2	1	4	0	0
Leadership	1	2	1	4	0	0
Don't Know	3	6	3	12	0	0
Total	50	100	25	100	25	100

C. PARENTAL ATTITUDES TOWARD 4-H

Parental attitudes toward the activities of their children are an important factor in their children's involvement in those activities. Studies show that children tend to participate more, and do better in those activities in which their parents are interested, and about which their parents are pleased.

Nevertheless, Table XX indicates that none of the parents were "unhappy" with their child's joining 4-H. Nearly twice as many parents of dropouts, however (76 percent), were "happy" about their children joining 4-H, while only 40 percent of the parents of 4-H members were "happy." The significant fact, however, is that no parent in any category expressed unhappiness with their child joining 4-H, while 42 percent of all parents, 60 percent of members' parents, and 24 percent of dropouts' parents gave no opinion. This suggests that the absence of expressed unhappiness may have been in reality a favourable expression.

Age of Children When First Joining 4-H

Table XXI shows the ages at which children first joined 4-H. On the average children in all groups joined 4-H at the age of 9.6 years. Joining age for members was 9.5 years and for dropouts was 9.8 years, on the average. Consequentially more members, 64 percent, than dropouts, 44 percent joined at age 9 years. Research shows that the vast majority of those children joining 4-H for the first time after age ten tend to dropout earlier than others. It seems to hold true with

Table XX

Numbers and Percents of all Parents, those of 4-H Members and Dropouts, and their Activities toward their Child Joining 4-H

Parent's Attitude	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Happy	29	58	10	40	19	76
No Opinion	21	42	15	60	6	24
Unhappy	0	0	0	0	0	0
Total	50	100	25	100	25	100

Table XXI

Numbers and Percents by Age of all Youth, 4-H Members and Dropouts when they first joined 4-H

Age (years)	As reported by Parents					
	All		Members		Dropouts	
	Number	Percent	Number	Percent	Number	Percent
Nine	27	54	16	64	11	44
Ten	16	32	8	32	8	32
Eleven	1	2	0	0	1	4
Twelve and Over	4	8	1	4	3	12
Did not know	2	4	0	0	2	8
Total	50	100	25	100	25	100
Mean		9.6 years		9.5 years		9.8 years

4-H, as it does with many other organizations that those who join at the earliest opportunity tend to remain active longer. This tells us that retention in the upper grades can be improved by more active recruitment in the lower grades.

Number of Years in 4-H

Table XXII shows that the vast majority of those joining 4-H had remained in the program for a median length of 4 years, 5 for members and 3 for dropouts. Forty-four percent of all youth, 56 percent of members, and 32 percent of dropouts had remained in 4-H for from four to eight years.

Fifty-six percent of all dropouts, however, had dropped out between the second and fourth years in 4-H. This may indicate that maintaining programs of interest during the early 4-H years is critical. It also suggests that perhaps agents need to work at involving 4-H'ers more in various activities during the early years.

What Parents Liked and Did Not Like About 4-H

Ninety-two percent of all parents, 84 percent of members' parents, and 100 percent of dropouts' parents named something they liked about 4-H (see Table XXIII), while 80 percent of all groups expressed no dislikes (see Table XXIV). This indicates once again a general approval of the 4-H program among all groups.

The greatest "like" was "things it teaches," cited by 34 percent of all parents, 24 percent of members' parents, and 44 percent of dropouts' parents. A close second was "something for youth to do," listed by 28 percent of all parents, 32 percent of members' parents, and 24 percent of dropouts' parents. Sixteen percent of all parents,

Table XXII

Numbers and Percents of all Youth, 4-H Members and Dropouts as to Number of Years in 4-H

Years in 4-H	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
One year	2	4	0	0	2	8
Two to Four years	24	48	10	40	14	56
Four to Eight years	22	44	14	56	8	32
Did not know	2	4	1	4	1	4
Total	50	100	25	100	25	100
Median Years for those known (rounded)	4		5		3	

Table XXIII

Numbers and Percent of all Parents, Those of 4-H Members and Dropouts, Concerning What They Liked About 4-H

Likes	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Things 4-H Teaches	17	34	6	24	11	44
Something for Youth to do	14	28	8	32	6	24
Everything	8	16	3	12	5	20
Group and Individual Activities	8	16	6	24	3	12
No opinion	4	8	4	16	0	0
Total	50	100	25	100	25	100

Table XXIV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Concerning What They Disliked About 4-H

Dislikes	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
None	40	80	20	80	20	80
Child not actively involved	1	2	1	4	0	0
Not enough meetings other than regular meetings	4	8	1	4	3	12
Falsified Records	1	2	1	4	0	0
Inferior Programs	1	2	1	4	0	0
Parents Uninformed	1	2	1	4	0	0
Too much competition and criticism	1	2	0	0	1	4
Too much farm and rural emphasis	1	2	0	0	1	4
Total	50	100	25	100	25	100

12 percent of members' parents, and 20 percent of dropouts' parents liked everything about 4-H. Sixteen percent of all parents, 24 percent of members' parents, and 12 percent of dropouts' parents liked the activities of 4-H.

Reference to Table XXIV suggests that, while it must be gratifying to the 4-H agent that 80 percent of all groups cited no dislikes of 4-H, those dislikes expressed by the remaining 20 percent should not be ignored. Eight percent of all parents said that there were not enough meetings other than regular group meetings (e.g. project group, special). This percentage becomes significant when seen as 40 percent of those expressing dislikes. Six other dislikes were cited by 2 percent of all parents, or 10 percent of those parents expressing dislikes: (1) lack of child's involvement, (2) falsified records, (3) inferior programs, (4) parents uninformed, (5) too much competition and criticism, (6) farm and rural exclusiveness.

Adequacy of 4-H Publications

As seen in Table XXV, a clear majority of all parents (56 percent), members' parents (52 percent), and dropouts' parents (60 percent) considered 4-H publications to be adequate. Only 4 percent of all parents, representing 8 percent of dropouts' parents, felt the publications to be inadequate. Forty percent of all parents, 48 percent of member's parents, and 32 percent of dropouts' parents, however, had never read any 4-H publication, indicating that more extensive dissemination and discussion of publications with parents may be desirable.

Table XXV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Regarding Opinions of the Adequacy of 4-H Publications

Four-H Publications Adequate	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	28	56	13	52	15	60
No	2	4	0	0	2	8
Have never read any	20	40	12	48	8	32
Total	50	100	25	100	25	100

Parents Feelings About 4-H Opportunities

Parents were questioned concerning their feelings about 4-H opportunities provided 4-Hers in the areas of leadership, personal development, and responsibility. The results are tabulated in Table XXVI. In all three areas, 90 percent or better of all parents felt that 4-H provided that opportunity. Percentages for members' parents and dropouts' parents were similar. Clearly, parents felt that 4-H provided opportunities for building individual character and abilities. No consequential differences are noted between groups.

Parents' Knowledge About 4-H Activities

Parents were quizzed about their knowledge of 4-H Camp, State Round-up, State 4-H Congress, and Citizenship Short Course. The results are recorded in Table XXVII.

The best known of all 4-H activities was camp, being identified by 78 percent of all parents, 72 percent of members' parents, and 84 percent of dropouts' parents. Several dropouts' parents said that their children had attended 4-H camps while in the 4-H program.

Similar statistics apply to parental knowledge of State Round-up, identified as a State contest for 4-H'ers. Thirty percent of all parents, 36 percent of members' parents, and 24 percent of dropouts' parents could identify characteristics and purposes of State Round-up.

Twenty-eight percent of all parents knew that State Congress was a study in State government. Most of them said they knew of State Congress through 4-H'ers who had participated, or through local

Table XXVI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts as to the Opportunities Offered by 4-H

Parent's Feelings About 4-H Opportunities Provided	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Leadership:						
Yes	45	90	22	88	23	92
No	5	10	3	12	2	8
Total	50	100	25	100	25	100
Personal Development:						
Yes	45	90	23	92	22	88
No	5	10	2	8	3	12
Total	50	100	25	100	25	100
Responsibility:						
Yes	48	96	23	92	25	100
No	2	4	2	8	0	0
Total	50	100	25	100	25	100

Table XXVII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Knowing
About 4-H Activities

Parent's Knowledge of 4-H Activities	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Camp:						
Yes	39	78	18	72	21	84
No	11	22	7	28	4	16
Total	50	100	25	100	25	100
State Round-up:						
Yes	15	30	9	36	6	24
No	35	70	16	72	19	76
Total	50	100	25	100	25	100
State Congress:						
Yes	14	28	8	32	6	24
No	36	72	17	68	19	76
Total	50	100	25	100	25	100
Citizenship Short Course:						
Yes	7	14	6	24	14	4
No	43	86	19	76	24	96
Total	50	100	25	100	25	100

newspaper articles. More parents of 4-H members (32 percent) than parents of dropouts (24 percent) knew about State Congress. The difference was not consequential.

The least well-known of the four 4-H activities was citizenship Short Course. Only 14 percent of all parents, representing 24 percent of members' parents, but only 4 percent of dropouts' parents, knew that Citizenship Short Course was a 4-H trip to Washington, D.C. to study the meanings of effective citizenship.

As one would expect, most 4-H activities are better known by the parents of 4-H members than by the parents of dropouts. Many mentioned local newspapers as primary sources of information about 4-H activities. This may warrant increased effort on the part of 4-H agents to obtain all possible newspaper coverage of 4-H events.

D. PARENT INVOLVEMENT IN 4-H

This involvement of parents in their children's activities is a significant factor in the child's own involvement. This section of the interview compares parental involvement with child involvement.

Parent Attendance at Local 4-H Meetings

Table XXVIII shows that a consequentially greater percentage of the parents of 4-H members, 48 percent attended local 4-H meetings than the parents of dropouts, 36 percent. Thus, more 4-H parents took an active part in local meetings than was true for dropout parents.

Table XXVIII.

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Attending Local 4-H Meeting

Parents Attended Local Meeting	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	21	42	12	48	9	36
No	29	58	13	52	16	64
Total	50	100	25	100	25	100

Parent Attendance at County 4-H Activities

Along the same line, Table XXIX shows that, while 50 percent of all parents attended County 4-H activities, nearly twice as many 4-H parents, 64 percent, as dropouts' parents, 36 percent, attended.

Parents Who Had Visited the County Extension Office

A similar trend is seen among parents visiting the County Extension Office, as revealed in Table XXX. Consequentially more of 4-H parents, 60 percent, had visited the County Extension Office, then was true for dropouts' parents, 44 percent.

Parents Helping With 4-H Activities

Parental involvement in 4-H activities is important, not only to the 4-H program as a whole, but also to the individual child's involvement in it. Table XXXI shows parental assistance with 4-H activities. Consequentially more, 40 percent of the parents of 4-H members, and only 28 percent of the parents of dropouts had actually helped with 4-H activities.

Parents of 4-H members said that they had helped with the following activities: local meetings, share-the-fun County Fair, 4-H Rally Days, horse show, special interest workshops, judging teams, district demonstration day, and judging County Record books. Dropout's parents had helped with: share-the-fun, public speaking, County Fair, local meetings, and County Camp. The aid rendered by parents of both groups included transportation, judging events, entering exhibits at

Table XXIX

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Attending County
4-H Activities and Events

Parents Attended County 4-H Activities and Events	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	25	50	16	64	9	36
No	25	50	9	36	16	64
Total	50	100	25	100	25	100

Table XXX

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who have visited the
County Extension Office

Parents Visiting County Extension Office	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	26	52	15	60	11	44
No	24	48	10	40	14	56
Total	50	100	25	100	25	100

Table XXXI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who had helped with 4-H Activities

Parents Helped with 4-H Activities	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	17	34	10	40	7	28
No	33	66	15	60	18	72
Total	50	100	25	100	25	100

the County Fair, working in the refreshment stands, helping their children prepare exhibits and share-the-fun acts, and working as leaders in special activities and at County Camp.

Parents Taking Part in 4-H Activities With Their Child

Table XXXII shows the different 4-H activities that parents had taken part in with their child. Consequentially higher percents of parents of members than parents of dropouts had taken part with their children in share-the-fun (i.e. 28 percent members versus, 12 percent dropouts), demonstrations (i.e. 20 percent members versus 4 percent dropouts), and livestock shows (i.e. 12 percent members and no dropouts). The opposite was true for County Fair exhibits (i.e. 8 percent for parents of members and 48 percent for parents of dropouts). Twenty percent of all parents took part in public speaking with their child. No parents had taken part in District Camp or Officer training.

Overall, 38 percent of all parents had taken part in any 4-H activity with their child, nearly one-half, 48 percent, of the 4-H members' parents and more than one-fourth, 28 percent, of the dropout's parents.

Thus, as far as involvement is concerned, it appears that the child's interest and involvement in the 4-H program is increased by his parents' interest, support, and participation in the program.

Table XXXII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Taking Part in 4-H Activities with their Child*

Took Part in Activity with Child	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
County Fair Exhibit	14	28	2	8	12	48
Public Speaking	10	20	5	20	5	20
Share the Fun	10	20	7	28	3	12
Demonstrations	6	12	5	20	1	4
Dress Review	4	8	3	12	1	4
Livestock Shows	3	6	3	12	0	0
Bread Baking	2	4	2	8	0	0
County Camp	2	4	1	4	1	4
Poster Contest	1	2	1	4	0	0
District Camp	0	0	0	0	0	0
Officer Training	0	0	0	0	0	0
Parents taking part in at least one activity	19	38	12	48	7	28
Parents taking part in no activities	31	62	13	52	18	72
Total	50	100	25	100	25	100

*Numbers total more than number of actual respondents and percentages total more than 100, because some parents responded in more than one area.

E. FACTORS INFLUENCING 4-H RETENTION

Why did a child remain in 4-H? Why did he drop out? We now address these vital questions through parental opinions concerning factors influencing a child, either to remain in, or to drop out of 4-H, and the relative merits of different aspects of the 4-H program.

Did The Child Benefit From 4-H?

Table XXXIII shows that only 16 percent of all parents cited no benefits for their child's participation in 4-H. Consequentially more parents of dropouts, 28 percent, than members, 4 percent, cited no benefits.

Study of Table XXXIII further indicates ten specific benefits different parents felt their child received from being in 4-H. Sixteen percent of all parents felt that the 4-H program overall was a benefit to their child. This opinion represented 32 percent of member parents' opinions, a consequentially higher percent, when compared to dropouts' parents, none.

The benefit of 4-H cited most was "responsibility." Twenty percent of all parents, members' and dropouts' parents, felt their children gained responsibility from the 4-H program.

Consequential differences between opinions of the parents of 4-H members and the parents of dropouts were found on "something to do," none for members and 20 percent for dropouts, and "working with others," 12 percent for members and none for dropouts. Small inconsequential numbers mentioned the other items seen in Table XXXIII.

Interestingly, parents of 4-H members tended to see benefits of 4-H in areas of character development - "responsibility," "working with others," "leadership," "citizenship," "personality development," while parents of

Table XXXIII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Citing Benefits Derived by their Children from 4-H

Benefits	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Responsibility	10	20	5	20	5	20
General benefit	8	16	8	32	0	0
Learning	8	16	3	12	5	20
Something to do	5	10	0	0	5	20
Public Speaking	3	6	1	4	2	8
Working with Others	3	6	3	12	0	0
Leadership	2	4	2	8	0	0
Citizenship	1	2	1	4	0	0
Personal Development	1	2	1	4	0	0
Enjoyment	1	2	0	0	1	4
No benefits cited	8	16	1	4	7	28
Total	50	100	25	100	25	100

dropouts tended to look upon 4-H merely as entertainment - "something to do," "enjoyment" - for their children.

Parents' Encouragement Of Their Child, Either To Stay In, Or To Drop Out Of
4-H

Table XXXIV shows the percentages of parents encouraging their children to stay in, and or to drop out of 4-H. A majority, 58 percent, of all parents encouraged their children to stay in 4-H. This represents a whopping 76 percent of the parents of 4-H members, as opposed to only 40 percent of dropout parents who encouraged their children to stay in 4-H. Two parents of dropouts encouraged their children to dropout.

Forty-two percent of all parents each said they "Let the child decide" whether to stay in, or to drop out of 4-H. Revealingly, 60 percent of the parents of dropouts gave no parental encouragement either way thus leaving the decision entirely to the child, while only 24 percent of the parents of members did so. Thus, parental encouragement appears to have been a consequential factor influencing study children to either remain in, or drop out of 4-H.

Table XXXV shows the methods used by parents to encourage their children to stay in 4-H. Fifty-four percent of all parents had talked with their children. This represents 68 percent of the parents of 4-H members, as opposed to only 40 percent of the parents of dropouts. Thus, we see that communication between parent and child appeared to be a positive factor in 4-H retention. Again, 60 percent of the parents of dropouts, but only 24 percent of the parents of members gave their children no encouragement, one way or the other, about staying in 4-H. Four percent of the parents

Table XXXIV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Who felt that they had encouraged their Child to Stay in or Drop Out of 4-H

Parental Encouragement	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
To Stay in 4-H:						
Yes	29	58	19	76	10	40
No	0	0	0	0	0	0
Let Child Decide	21	42	6	24	15	60
Total	50	100	25	100	25	100
To Drop Out of 4-H:						
Yes	2	4	0	0	2	8
No	27	54	19	76	8	32
Let Child Decide	21	42	6	24	15	60
Total	50	100	25	100	25	100

Table XXXV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Showing How they Encouraged their Children to Stay in or Drop out of 4-H

Method of Encouragement	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Talked with Child	27	54	17	68	10	40
Helped Child get to Activities	1	2	1	4	0	0
Spoke of parent's own 4-H Experience	1	2	1	4	0	0
None	21	42	6	24	15	60
Total	50	100	25	100	25	100

of members felt that their own experience in 4-H and their help in getting their children to 4-H activities constituted encouragement to their children. No parents of dropouts cited encouragement in these areas.

Table XXXVI lists the reasons why parents encouraged their children to stay in 4-H. Forty-eight percent of all parents, 56 percent of the parents of members, and 40 percent of the parents of dropouts encouraged their children to remain in 4-H for what the child would learn. This difference was consequential. Four percent of all parents encouraged their children to stay in 4-H because of trips and prizes. This represents 8 percent of members' parents, but no parents of dropouts. Two percent each of all parents, all of whom were parents of members, cited competition, growth in responsibility, and self-understanding as reasons for encouraging their children to stay in 4-H.

What Parents Expected Their Children To Gain From The 4-H Program

Table XXXVII shows what parents expected their children to gain from the 4-H program. By far the greatest expectation was "new experiences" for the child. Forty-four percent of all parents, 48 percent of members' parents, and 40 percent of dropouts' parents expected their children to gain new experiences through 4-H. "Citizenship" ranked next in importance as an expectation of 4-H, being cited by 20 percent of all parents, 32 percent of members' parents, and 8 percent of dropouts' parents. This difference was consequential.

Ten percent of all parents, all of whom were the parents of dropouts, expected their children to gain "self-improvement" from 4-H. Small percentages of all parents, all of whom again were the parents of dropouts,

Table XXXVI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, as to why They Encouraged Their Children to Stay in or Drop Out of 4-H

Reason for Encouragement	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Learning	24	48	14	56	10	40
Trips, Prizes	2	4	2	8	0	0
Competition	1	2	1	4	0	0
Growth in Responsibility	1	2	1	4	0	0
Self-understanding	1	2	1	4	0	0
Let Child Decide	21	42	6	24	15	60
Total	50	100	25	100	25	100

Table XXXVII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Concerning Expectations of What Their Children Would Gain From the 4-H Program

Parental Expectation	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
New Experiences	22	44	12	48	10	40
Citizenship	10	20	8	32	2	8
Self-improvement	5	10	0	0	5	20
Get Children Involved in Things	2	4	0	0	2	8
Leadership	1	2	0	0	1	4
Teach Children to Share	1	2	0	0	1	4
Nothing	9	18	5	20	4	16
Total	50	100	25	100	25	100

expected their children to gain involvement (4 percent), sharing (2 percent), and leadership (2 percent) from 4-H. Unfortunately, 18 percent of all parents, 20 percent of members' parents, and 16 percent of dropouts' parents had no expectations of the 4-H program for their children.

Overall, parents seemed pleased with the benefits their children received from 4-H, as seen in Table XXXVIII. Eighty percent of all parents, 84 percent of members' parents, and 76 percent of dropouts' parents responded that they were pleased with 4-H benefits for their children, while only 6 percent of all parents, all of whom were the parents of dropouts, were displeased. Fourteen percent of all parents, 16 percent of members' parents, and 12 percent of dropouts' parents made no response.

Having catalogued what parents expected for their children from the 4-H program, and having seen that parents generally are pleased with the benefits derived from 4-H by their children, we now come to the specific reasons why parents were pleased. This information is presented in Table XXXIX. By far the greatest number of parents - 40 percent of all parents, 28 percent of members' parents, and 52 percent of dropouts' parents - cited "learning" as the single most beneficial aspect of 4-H for their children. "Involvement" ranked next highest among all parents, 12 percent, and members' parents, 24 percent, although no dropouts' parents cited involvement as a 4-H benefit.

More parents of members than parents of dropouts listed "self-confidence," "citizenship," and "responsibility" as 4-H benefits, while only the parents of dropouts listed "winning" and "something to occupy

Table XXXVIII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Concerning Whether or Not They Are Pleased with the Benefits Derived by their Children from 4-H

Pleased with Benefits	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	40	80	21	84	19	76
No	3	6	0	0	3	12
No Response	7	14	4	16	3	12
Total	50	100	25	100	25	100

Table XXXIX

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Giving Reasons Why They Were Pleased with the Benefits Derived by their Children from 4-H

Reason for being Pleased with 4-H	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Learning Opportunity	20	40	7	28	13	52
Child Involvement	6	12	6	24	0	0
Building self-confidence	3	6	2	8	1	4
Building Citizenship	2	4	2	8	0	0
Enjoyment	2	4	1	4	1	4
Opportunity	2	4	1	4	1	4
Training in Responsibility	2	4	2	8	0	0
Something to Occupy Time	2	4	0	0	2	8
Winning	1	2	0	0	1	4
Not in Long Enough to have opinion	3	6	0	0	3	12
No response	7	14	4	16	3	12
Total	50	100	25	100	25	100

time." Equal percentages (4 percent) of all parents, members' parents, and dropouts' parents felt "enjoyment" and "opportunity" to be benefits of 4-H. Six percent of all parents and 12 percent of dropouts' parents felt that their children had not been in 4-H long enough to derive any benefit. Members' parents did not mention this. Fourteen percent of all parents, 16 percent of members' parents, and 12 percent of dropouts' parents made no response at all.

Visits By 4-H Agents And Leaders In Homes

What effects do home visits by 4-H Agents and volunteer leaders have on 4-H involvement and retention? Table XL indicates that 68 percent of all parents, 80 percent of members' parents, and 56 percent of dropouts' parents had been visited by a 4-H agent. Home visits by 4-H agents probably do help in 4-H retention. However, it also is probable that a 4-H member's staying in 4-H gives the agent more time and reasons to visit in his home.

Table XLI indicates that only 16 percent of all parents had been visited by 4-H volunteer leaders. The percentage was 20 for the parents of 4-H members and 12 for the parents of dropouts, not a consequential difference.

Table XLII indicates that only 36 percent of all parents had been asked to serve as 4-H leaders - 44 percent of members' parents and 28 percent of dropouts' parents. While it is true, as previously demonstrated, that the parents of 4-H members tended to be more interested in, and more supportive of the 4-H program, making them more likely candidates for 4-H volunteer leaders, it may also hold true that to ask parents to serve as volunteer leaders tends to retain their children in the 4-H program.

Table XL

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who had received 4-H Agent Visits to their Homes

Agents had Visited Homes	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	34	68	20	80	14	56
No	16	32	5	20	11	44
Total	50	100	25	100	25	100

Table XLI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who had received 4-H Leader
Visits to their Homes

Leaders had Visited Homes	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	8	16	5	20	3	12
No	42	84	20	80	22	88
Total	50	100	25	100	25	100

Table XLII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who had been asked to Serve as 4-H Leaders

Parents asked to serve as Leaders	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	18	36	11	44	7	28
No	32	64	14	56	18	72
Total	50	100	25	100	25	100

Should 4-H Agents Visit In Homes, And Why?

Should 4-H agents visit in homes, and why? Table XLIII reveals that 78 percent of all parents, 88 percent of members' parents, and 68 percent of dropouts' parents favored home visitation by 4-H agents. Fourteen percent of all parents - only 8 percent of members' parents, but 20 percent of dropouts' parents - did not favor home visitation, while 8 percent of all parents, 4 percent of members' parents, and 12 percent of dropouts' parents had no opinion.

Since the majority of all parents favored home visitation by 4-H agents, we must ask the question, "Why?" Table XLIV catalogs the reasons for 4-H agents' visits in the home as cited by parents. Several reasons were given. Twenty-four percent of all parents, 28 percent of members' parents, and 20 percent of dropouts' parents felt that visits would help to make parents more aware of the 4-H program. Sixteen percent of all parents, 20 percent of members' parents, and 12 percent of dropouts' parents felt that agents should visit homes to see children's 4-H projects. Fourteen percent of all parents, 20 percent of members' parents, and 8 percent of dropouts' parents wanted the agent to know first-hand the child's home environment, while 10 percent of all parents, 12 percent of members' parents, and 8 percent of dropouts' parents wanted to get to know the agent first-hand. Five parents, all of whom were parents of dropouts, constituting 10 percent of all parents, but 20 percent of dropouts' parents and no member parents, felt that the agent should visit the home only if the child needed help. One parent, representing 2 percent of all parents and 4 percent of members' parents felt that home visits by the agents would encourage the child. One parent of a 4-H member felt that all visits should be planned with the parents.

Table XLIII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Who felt 4-H Agents Should Visit their Homes

Parental Response	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Agents should visit homes	39	78	22	88	17	68
Agents should not visit homes	7	14	2	8	5	20
No opinion	4	8	1	4	3	12
Total	50	100	25	100	25	100

Table XLIV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, as to Reasons for Having 4-H Agents Visit in Homes

Reason for 4-H Agents Visiting in Homes	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Make parents aware of 4-H Program	12	24	7	28	5	20
See child's projects	8	16	5	20	3	12
Observe child's home environment	7	14	5	20	2	8
If child needs help	5	10	0	0	5	20
Let parents get to know agents	5	10	3	12	2	8
Encourage child	1	2	1	4	0	0
If planned with parents	1	2	1	4	0	0
Visits not needed	7	14	2	8	5	20
No opinion	4	8	1	4	3	12
Total	50	100	25	100	25	100

Fourteen percent of all parents, 8 percent of members' parents, and 20 percent of dropouts' parents felt that visits were not needed. Eight percent of all parents, 4 percent of members' parents, and 12 percent of dropouts' parents had no opinion.

Competition As Part Of 4-H

Competition is a part of many 4-H activities. Is this good? Table XLV records parental response to this question. An overwhelming 94 percent of all parents, 96 percent of members' parents, and 92 percent of dropouts' parents felt that competition is good. Only one parent of a 4-H dropout expressed a negative opinion about competition. This parent felt that the 4-H competition in which his child had been involved was not handled correctly, and, therefore, had a bad effect on the child. Two parents, one of a member and one of a dropout had no opinion. Without question, competition is regarded favorably by parents.

Why? Table XLVI gives reasons why parents felt competition was good for their 4-H'ers. No appreciable difference occurred between the opinions expressed by the parents of members and those of dropouts. Thirty percent of all parents felt that competition motivated achievement, 24 percent thought that competition helped the child to learn to accept both winning and losing, 16 percent saw competition as constructive to self-confidence, 8 percent felt it gives the child freedom to choose, and 2 percent saw competition as an opportunity for the child to grow. Sixteen percent of all parents cited no benefits of competition, and 2 percent made no response. Again, one felt competition was not desirable. In general, parents view competition as character-building.

Table XLV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts who feel that competition is good for Youth

Parental Response	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Competition is good	47	94	24	96	23	92
Competition is not good	1	2	0	0	1	4
No Response	2	4	1	4	1	4
Total	50	100	25	100	25	100

Table XLVI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Expressing Reasons Why Competition is Good in 4-H

Reasons why Competition is Good	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Motivation to achievement	15	30	8	32	7	28
Experience in winning and losing	12	24	5	20	7	28
Building self-confidence	8	16	4	16	4	16
Opportunity to Choose	4	8	2	8	2	8
Opportunity to Grow	1	2	1	4	0	0
No Opinion	8	16	5	20	3	12
No response	1	2	1	4	0	0
Competition is not good	1	2	0	0	1	4
Total	50	100	25	100	25	100

Youth Belonging To Other Organizations And Importance

Many of the 4-H youth studied belonged to other organizations besides 4-H; some did not. What relationship is there between 4-H membership and membership in other organizations?

Table XLVII indicates that 50 percent of all youth belonged to other organizations and 50 percent did not. The percentage of 4-H members belonging to other organizations was consequentially higher, 56 percent, than the percentage of 4-H dropouts belonging to other organizations, 44 percent.

One might suppose that membership in other organizations would interfere with 4-H membership. This, however, does not seem to be the case. It seems that youth who joined organizations at all tended to join more than one. Thus, a majority of 4-H members were in this "joiners" category, while a majority of 4-H dropouts were "non-joiners."

To what other organizations do youth belong? Table XLVIII rates the relative importance of other organizations to which all youth belonged as rated by parents as follows: (1) Church Youth groups, (2) School clubs, (3) Scouts (Boy, Girl, Cub, etc.), (4) FFA or FHA, (5) Sports, (6) Band, and (7) Cheerleaders.

When organizational importance ratings of members and dropouts, as seen by parents, are compared, it is seen that the former rated church youth groups (i.e. 21 points versus 11 points) and school clubs (i.e. 16 points versus 5 points) consequentially higher (i.e. 9 points or more) than the latter. The reverse was true for organized sports with parents of dropouts rating it 13 points, the highest rating they gave another organization, and parents of members not rating it important at all (i.e. zero). This suggest that sports as an "exclusive" activity, may have tended to interfere with membership in 4-H and other organizations.

Table XLVII

Numbers and Percents of all Youth, 4-H Members and Dropouts who Belonged to Other Organizations

Children Belonged to Other Organizations	All Youth		Four-H Members		Dropouts	
	Number	Percent	Number	Percent	Number	Percent
Yes	25	50	14	56	11	44
No	25	50	11	44	14	56
Total	50	100	25	100	25	100

Table XLVIII

Numbers and Percents of all Youth, 4-H Members, and Dropouts, Concerning Other Organizations to Which They Belonged, and Importance Ratings by Their Parents

Organization*	Rating**		
	All Youth	4-H Members	Dropouts
Church Youth Groups	(N=11) 31	(N=7) 20	(N=4) 11
School Clubs	(N=11) 21	(N=9) 16	(N=2) 5
Scouts	(N=7) 20	(N=4) 12	(N=3) 8
FFA and FHA	(N=8) 19	(N=5) 11	(N=3) 8
Sports	(N=5) 13	(N=0) 0	(N=5) 13
Band	(N=2) 4	(N=2) 4	(N=0) 0
Cheerleaders	(N=2) 4	(N=1) 2	(N=1) 2
Total	(N=46) 112	(N=28) 65	(N=18) 47

*Eleven 4-H members and fourteen dropouts did not belong to any other organization.

**Ratings were figured as follows: Each respondent was asked to name in order of importance three other organizations to which they belonged. In the rating system used each first-place response counted three points, each second-place response two, and each third-place response one. Ratings for each item represent the total of points for that response.

Parents Belonging To Organizations

Did parents belong to organizations? Table XLIX shows that only about one-third, 32 percent, of all parents belonged to organizations or clubs. The percentage was slightly higher, 36 percent, for parents of 4-H members and slightly lower, 28 percent, for parents of dropouts, indicating a slight tendency for the "joiner" characteristic to run in 4-H member families. It was not consequential.

Table L indicates the organizations to which the parents reportedly belonged. All parents tended to belong most to professional organizations, 12 percent, and PTA, 10 percent. Twice as many members' parents, 16 percent, belonged to professional organizations, than was true for dropouts' parents, 8 percent, while four times as many dropouts' parents, 16 percent, a consequentially higher percent, belonged to PTA, than members' parents, 4 percent. Six percent of all parents, 8 percent of members' parents, and 4 percent of dropouts' parents belonged to Home Demonstration clubs. Four percent of all parents, all of whom were members' parents belonged to Church groups.

Reasons For Staying In Or Dropping Out Of 4-H

Table LI gives the reasons cited by parents for their children, either staying in, or dropping out of 4-H. Among both members and dropouts, personal interest was by far the greatest factor. Forty percent of 4-H members stayed in 4-H because it "held their interest," while 60 percent of dropouts dropped out because they found 4-H not interesting. In addition, 20 percent of 4-H members stayed in because they "just liked it," while 12 percent of the dropouts dropped out because they "just didn't like it." Thus, motivating personal interest seemed a key to 4-H membership retention.

Table XLIX

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Belonging
to Clubs or Organizations

Parents Belonged to Clubs or Organizations	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	16	32	9	36	7	28
No	34	68	16	64	18	72
Total	50	100	25	100	25	100

Table L

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, as to Clubs and Organizations to Which They Belonged

Organizations to which Parents Belonged	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Professional	6	12	4	16	2	8
PTA	5	10	1	4	4	16
Home Demonstration Club	3	6	2	8	1	4
Church Group	2	4	2	8	0	0
None	34	68	16	64	18	72
Total	50	100	25	100	25	100

Table LI

Numbers and Percents of the Parents of 4-H Members as to Why Their Children Stayed in 4-H, and
Numbers and Percents of the Parents of Dropouts as to Why Their Children Dropped out of 4-H

Reason for Staying In	Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent
Held Interest	10	40		
Activities	5	20		
Just Liked It	5	20		
Development	3	12		
Learning	2	8		

Reason for Dropping Out				
Not Interested			15	60
Sports			5	20
Just Didn't Like It			3	12
Not in School			1	4
Jealousy			1	4
Total	25	100	25	100

Four-H members parents cited three other reasons for staying in 4-H. Twenty percent stayed in for the activities, 12 percent for development opportunities, and 8 percent for the learning experience. On the other hand, 20 percent of dropouts dropped out because of sports, indicating once again that sports may have constituted the single greatest competition for the 4-H program. One dropout reportedly dropped out because 4-H did not meet in school, and another because of some jealousy.

Interference From Outside Activities

Table LII indicates that approximately one-third, 34 percent, of all parents, members' parents, 36 percent, and dropouts' parents, 32 percent, felt that outside activities interfered with 4-H involvement; while approximately two-thirds of parents in all three categories felt that other activities posed no such interference.

In untabled information, interferences were reported. Without naming any specific other activity, 16 percent of all parents, 12 percent of members' parents, and 20 percent of dropouts' parents said that their child just didn't have enough time for 4-H. Ten percent of all parents, all of whom were members' parents, stated that children working interfered with their 4-H involvement. Likewise, 2 percent of all parents, all of whom were members' parents, cited school work as interfering with 4-H. Corresponding to previous indications that sports were the greatest interference to 4-H, 12 percent of dropouts' parents, and none of members' parents, felt sports interfered with 4-H.

Table LII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Feeling That Outside Activities Interfered with 4-H Involvement

Outside Activities Interfered with 4-H	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Yes	17	34	9	36	8	32
No	33	66	16	64	17	68
Total	50	100	25	100	25	100

Willingness Of Parents To Help With 4-H

Table LIII indicates that more than one-half, 58 percent, of all parents would be willing to help with 4-H activities, if asked. Surprisingly, while nearly three-fourths, 72 percent, of members' parents said they would be willing to help, more than one-half, 56 percent, of dropouts' parents said they would not be willing to help. This may indicate that parental willingness to help with 4-H activities could be an influential factor in 4-H membership retention. As many parents as possible should be asked to help with 4-H activities.

Parental Feelings About The 4-H Program

Table LIV shows that two-thirds, 68 percent, of all parents felt that the 4-H program was well-planned and well-organized; while the other one-third, 32 percent, felt that it was not. Consequentially more members' parents, 100 percent, felt that the 4-H program was well-planned and well-organized; than was true of dropouts' parents, 36 percent. During interviews many dropouts' parents said that they were not informed about what was going on in 4-H. Since this lack of communication was exclusive with the parents of dropouts, it seems likely that those youth who tended to drop out also tended not to inform their parents about the 4-H program, possibly because they were not that interested in it. Direct communication - newsletters, etc. - with parents might help eliminate this lack of communication, and it might enable parents to encourage drop-out-prone children to remain in 4-H, if parents desired it.

Table LIII

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Willing to Help With 4-H Activities

Parental Response	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Willing to help	29	58	18	72	11	44
Unwilling to help	21	42	7	28	14	56
Total	50	100	25	100	25	100

Table LIV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts, Feeling that the 4-H Program was Well-Planned and Well-Organized

Parental Feeling	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Four-H is well planned and well organized	34	68	25	100	9	36
Four-H is not well planned and well organized	16	32	0	0	16	64
Total	50	100	25	100	25	100

Important Aspects Of The 4-H Program

Study of Table LV indicates that all groups felt much the same about the important aspects of 4-H. More of all parents, 30 percent, and members' parents, 32 percent, felt that the most important aspect of 4-H was new opportunities to learn; while consequentially more dropouts' parents, 32 percent, felt that all aspects of 4-H were equally important. Other aspects cited as most important were personal development (16 percent, 20 percent and 12 percent respectively), New interests (10 percent, 16 percent and 4 percent, respectively), Leadership development (2 percent, 4 percent and 0 percent, respectively), and learning to get along with others (2 percent, 0 percent, and 4 percent respectively). Eighteen percent of all parents, 16 percent of members' parents, and 20 percent of dropouts' parents had no opinion. Differences between members' parents, 16 percent, and dropouts' parents, 4 percent were consequential on new interests.

Improving The 4-H Program

Table LVI catalogs parent's suggestions on how to improve the 4-H program. More than one-half, 56 percent, of all parents had no suggestion on how to improve 4-H. The percentage was 48 percent for members' parents, while nearly two-thirds, 64 percent, of dropouts' parents had no suggestions. The suggestion most often made by all three groups, 12 percent for each group, was to spend more time working individually with each child. Ten percent of all parents and 16 percent of members parents felt that parents should be kept better informed about 4-H activities. Consequentially fewer, 4 percent, of dropout parents agreed.

Table LV

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Expressing Opinions About the Most Important Aspects of the 4-H Program

Most Important Aspect of 4-H	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
New Opportunities to Learn	15	30	8	32	7	28
All Aspects Important	11	22	3	12	8	32
Personal Development	8	16	5	20	3	12
Give Youth New Interests	5	10	4	16	1	4
Develop Leadership in Youth	1	2	1	4	0	0
Others	1	2	0	0	1	4
No Opinion	9	18	4	16	5	20
Total	50	100	25	100	25	100

Table LVI

Numbers and Percents of all Parents, Those of 4-H Members and Dropouts Making Comments on How to Improve the 4-H Program

How to Improve 4-H Program	All Parents		Members' Parents		Dropouts' Parents	
	Number	Percent	Number	Percent	Number	Percent
Spend more time with individual child	6	12	3	12	3	12
Keep parents better informed	5	10	4	16	1	4
Have more different meeting places	4	8	3	12	1	4
Get more people involved	1	2	1	4	0	0
Get rid of "Grammar School" image of 4-H	1	2	0	0	1	4
Have interesting demonstrations for all	1	2	1	4	0	0
Keep correct records	1	2	1	4	0	0
Teach only what children are interested in	1	2	0	0	1	4
Don't know	28	56	12	48	16	64

Eight percent of all parents and 12 percent of members' parents suggested having more different meeting places. Again 4 percent of dropout parents agreed. Two parents, both of them of dropouts, stated that agents should work more with parents. Five improvements - (1) get more people involved, (2) get rid of "grammar school" image of 4-H, (3) have interesting demonstrations for all, (4) keep correct records, and (5) teach only what children are interested in - were suggested by one parent each. The 4-H member parent who suggested keeping correct records felt that across the State, records were often falsified to win, which, of course, might appear to put the honest 4-H'er at a disadvantage in competition.

While the fact that many parents in both groups made no suggestions on improving 4-H many indicate general approval of the present 4-H program, the suggestions that were made must not be dismissed. The implementation of a few seemingly minority suggestions might well substantially increase 4-H retention, and would almost certainly improve the program for all.

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this personal interview survey type study was to determine how parents of 4-H members and 4-H dropouts felt about 4-H and its program in Grundy County, to determine from the parents' point of view what factors might have influenced youth, either to stay in, or to drop out of 4-H. Parents were asked questions designed to give insight about their opinion of the 4-H club in Grundy County and its program. Specific objectives of this study were as follows:

1. To determine some of the characteristics of the parents of 4-H members and 4-H dropouts.
2. To determine the knowledge of 4-H that parents of 4-H members and dropouts had.
3. To determine the attitudes toward 4-H parents of 4-H members and dropouts had.
4. To determine the involvement in 4-H of parents of 4-H members and dropouts.
5. To determine the factors influencing youth, either to stay in, or to drop out of 4-H, as seen by their parents.
6. To determine the expectations parents of 4-H members and dropouts had regarding their child's 4-H participation.

In an effort to identify 4-H parental characteristics, attitudes, knowledge and expectations of 4-H, and to determine some important factors influencing membership or non-membership in 4-H, 25 parents each from lists of 513 Junior High and Senior 4-H members and 450 dropouts were selected randomly for interview. The Nth number technique was used for selection.

An interview schedule was developed and used in personal interviews with either the mother or father of the child represented. Questions dealt with the purpose of the study. Interviews were completed in 1978 and 1979.

Data were recorded and tabulated by hand. Simple numbers and percents were used. Means and medians were developed where appropriate. Percents of 9 percent or more were considered consequential, and were discussed in the "Findings" chapter.

A. MAJOR FINDINGS OF THE STUDY

Major findings are presented below under group headings related to principal areas of the interview schedule and to specific objectives of the study.

Characteristics of Parents

The median age of all parents was 40 years. The largest percent of parents of both 4-H members and dropouts fell into the age bracket of 35-45 years.

More mothers of dropouts tended to work outside the home, than mothers of 4-H members. The largest percent of all fathers were blue-

collar workers. More fathers of dropouts than of 4-H members did not identify their employment. Yet, more of the fathers of dropouts reportedly were white-collar workers.

No consequential difference was discovered between the income levels of 4-H members' parents, and those of dropouts. The greatest percent of all parents fell into the \$10,000 per annum and above category.

Marital status of all groups was the same. Nearly all respondents reported both parents at home. This did not reveal, however, whether the parents at home were the child's real parents, or not, or whether the parents were legally married.

Consequentially more parents of 4-H members than of dropouts resided on farms. Parents of dropouts tended to live in rural, non-farm locations. It should be noted that the majority of people in Grundy County live in rural areas. Consequentially more parents of 4-H members owned their homes than parents of dropouts.

The educational level of mothers of 4-H members and dropouts showed no difference. In both categories, a majority had completed High School or above. Educational levels of many fathers were not indicated. Of those indicated consequentially more fathers of dropouts had completed High School or above than fathers of 4-H members.

It seems that most of the parents interviewed had been 4-H members themselves. Slightly more parents of 4-H members than of dropouts had been 4-H members. Consequentially more of the parents of 4-H members than of dropouts reported that they had been active in 4-H.

Families of 4-H members had a higher mean number of children who had been in 4-H, 3.1, than families of dropouts, 2.4. The mean for all families was 2.7.

Most parents interviewed had never been 4-H leaders. However, slightly more parents of dropouts than of 4-H members had been leaders at one time. Eight percent of dropouts' parents had been leaders for five or more years. Parents who had themselves served as 4-H leaders seemed to be more critical of the 4-H program than others.

Parental Knowledge of 4-H

Parents of both groups had a fair knowledge of 4-H facts studied. Most parents correctly answered that

1. Four-H is for all interested youth.
2. The 4-H Emblem is the four-leaf clover.
3. They knew one or both 4-H Agents in Grundy County.
4. Grades in which children can belong to 4-H are 4 through 12.

Parents tended not to know:

1. The 4-H motto (i.e. "To make the best better")
2. The meaning of all four "H's" (i.e. Head, Heart, Hands, Health)
3. The 4-H pledge
4. That the 4-H program is administered by the Tennessee Agricultural Extension service.

Most parents had knowledge of their child's 4-H project.

However, consequentially more parents of 4-H members knew about their child's 4-H activities in the County than parents of dropouts. The same was true for out-of-county activities.

Parents responded that they thought of the following when they thought of 4-H:

1. A good place for youth to learn
2. Activities and projects
3. Children
4. Farmers of America
5. People helping each other
6. Citizenship
7. School activity
8. Head, heart, hands, and health club
9. Leadership

Parents of dropouts tended to view 4-H more as a club for activities and projects than did the parents of 4-H members.

Attitudes Of Parents Toward 4-H

No parent interviewed said he/she was "unhappy" when his/her child joined 4-H. However, more parents of dropouts than of 4-H members reported being "happy" over their child's joining 4-H. The majority of members' parents had "No opinion" when their child joined 4-H.

According to their parents, consequentially more 4-H members joined 4-H at the age of nine than did dropouts. Consequentially more 4-H members than dropouts remain in 4-H for from four to eight years. A larger percent of dropouts had remained in 4-H for from two to four years.

The things parents liked most about 4-H were:

1. The "things it teaches"
2. Something for children to do
3. Everything

4. Activities

Consequently more parents of dropouts than of 4-H members liked the "things it teaches." The reverse was true for activities.

A very large percent, 80 percent, of all parents had no dislikes of 4-H. A small percent mentioned "not enough meetings, other than those required" as a dislike.

Most parents in both groups felt that 4-H publications were adequate. No great difference was noted between the parents of 4-H members and dropouts. However, consequently more parents of 4-H members than of dropouts had never read any 4-H publication.

Both groups saw as "excellent" 4-H opportunities for leadership, personal development, and responsibility.

Parents knew about key 4-H activities in the following order:

1. Camp, 72 percent of members' parents versus 84 percent of dropouts'.
2. State Round-up, 36 percent of members' parents and 24 percent of dropouts'.
3. State 4-H Congress, 32 percent of the members' parents and 24 percent of dropouts'.
4. Citizenship Short Course, 24 percent of members' parents and 4 percent of dropouts'.

Parental Involvement in 4-H

Consequently more parents of 4-H members took part in local 4-H meetings, and county activities, and had visited the local Extension office, than parents of dropouts.

Consequently more parents of 4-H members had helped with some 4-H activity, than had parents of dropouts. Parents of 4-H members had helped with the following:

1. Local meetings
2. Local and County Share-the-fun
3. County Fair
4. 4-H Rally Days
5. Horse show
6. Special interest workshops
7. Training judging teams
8. District Demonstration Day
9. Judging County Record books.

Parents of dropouts had helped with the following:

1. Their child's share-the-fun act
2. Public speaking
3. County Fair
4. Local meetings
5. County Camp.

The jobs that parents had done in the above activities were:

1. Provided transportation
2. Judged a contest
3. Entered exhibits at County Fair
4. Worked in food stands
5. Helped child prepare projects, exhibits, and share-the-fun acts

6. Worked in special interest workshops
7. Served as a leader at County Camp.

Consequently more parents of 4-H members than of dropouts had taken part with their child in the following activities:

1. Share-the-fun
2. Demonstrations
3. Dress review
4. Livestock shows.

Dropouts' parents had been much more involved in County Fair exhibits than 4-H members' parents. No parent had been involved in District Camp or officer training. More parents of 4-H members had taken part in at least one activity, nearly one-half, than had parents of dropouts, more than one-fourth.

Factors Influencing 4-H Retention

No difference was seen between parents of 4-H members and dropouts, as to their feeling whether or not their child had benefitted from being in 4-H. Benefits of 4-H cited by the parents of 4-H members were:

1. Responsibility
2. Overall benefit
3. Learning
4. Working with others
5. Leadership

More parents of dropouts cited benefits of 4-H as follows:

1. No benefitics cited
2. Learning
3. Responsibility
4. Something for children to do

Consequentially more parents of 4-H members, three-fourths, than dropouts, 40 percent, had encouraged their child to stay in 4-H, whereas the largest percent of dropouts' parents said they had "let the child decide" whether to stay in 4-H or drop out. Parents cited the following as ways of encouraging the child:

1. Talking with child
2. Transporting child to activities
3. Citing their own past 4-H experience

Reasons cited by parents for encouraging their children in 4-H were:

1. Learning
2. Trips and prizes
3. Competition
4. Responsibility
5. Self-understanding.

"New experiences" were cited most often by all parents as an expectation of 4-H. Consequentially more parents of 4-H members listed "citizenship" as their prime expectation.

Both groups of parents reported that they were pleased with the benefits their children received from 4-H. The chief benefit among both parents of 4-H members and dropouts was the benefit of learning. Some other benefits cited by both groups were:

1. Self-confidence
2. Citizenship
3. Enjoyment
4. Opportunity
5. Responsibility

Several parents of dropouts cited a benefit of 4-H as being something to occupy their child's time. Three parents of dropouts said their children had not been in long enough to derive any tangible benefits.

Consequently more parents of 4-H members had been visited by a 4-H agent than had parents of dropouts. The same was true for visits by 4-H volunteer leaders. Also, consequently more parents of 4-H members than of dropouts had been asked to serve as 4-H leaders. However, less than one-half of the parents of 4-H members had been asked to serve as a 4-H leader.

A majority of parents said they thought 4-H agents should visit in homes. The reasons cited were:

1. To make the parents aware of the 4-H program
2. To see the child's 4-H project
3. To know the child's home environment
4. To let the parents meet the agent.

Some parents of dropouts said that agents should make home visits only when:

1. The child needs help
2. The visit is pre-arranged with the parents.

Competition was regarded as beneficial by the vast majority of all parents interviewed, for the following reasons:

1. It motivates child to achieve
2. It teaches the acceptance of winning and losing
3. It builds self-confidence
4. It teaches the child to make choices
5. It helps the child to grow.

According to their parents, 4-H members tended to belong to other organizations beside 4-H more than did dropouts. Parents indicated the incidence of membership as follows:

1. Church youth group
2. Other school clubs
3. Scouts
4. FFA and FHA
5. Band
6. Cheerleaders.

Consequentially more dropouts than 4-H members were reported to be involved in sports; while no 4-H member was reported to be involved in sports.

More parents of 4-H members than dropouts belonged to organizations and clubs, with Professional Organizations being the most popular. The difference between the parents of 4-H members and dropouts, however, was slight.

Parents cited interest or lack of interest as the main reason for their child staying in or dropping out of 4-H. Several parents of dropouts reported that their children "just did not like 4-H," or that "sports" interfered with 4-H activities. About one-third of parents of

both groups felt that outside activities did interfere with 4-H activities. The parents of 4-H members listed "working" as the greatest interference, whereas the parents of dropouts cited "sports" and "just not enough time."

Consequently more parents of 4-H members than dropouts said they would be willing to help with 4-H activities.

One hundred percent of the parents of 4-H members said they felt the 4-H program was well-planned and well-organized. Yet, 64 percent of the parents of dropouts disagreed, complaining mostly that too much was done in 4-H without the parents' knowledge.

Both groups listed the same aspects of 4-H as being important, namely:

1. New opportunities to learn
2. All aspects
3. Personal development
4. New interests
5. Leadership
6. Getting along with others.

Many parents had no suggestions for improving the 4-H program.

The suggestions for improvement that were cited were:

1. Spend more time with individual children
2. Keep parents better informed
3. Have more meeting places
4. Remove "grammar school" image of 4-H
5. Get more people involved.

B. IMPLICATIONS

The implications presented below are based on study findings, the research worker's experience, and feelings the researcher had following personal interviews with representatives of 50 families selected and included in the study.

Since parents from both 4-H members and dropouts felt that 4-H was generally an excellent program for youth, because the club exhibits the quality of character-building and skill learning experience, therefore it is implied that, generally, both groups of parents were friendly to the program and would be expected to support membership for their children.

Many parents felt they were not adequately informed of the 4-H program by the child and wanted more information about 4-H activities. All parents of 4-H members felt the program was well-organized; while parents of dropouts did not - suggesting some lack of communication with the latter. As parents became better informed about the program, they appeared to be more willing to become involved and to help. On the other hand, though parents of dropouts wanted more 4-H information from agents, they appeared to be less interested in the 4-H program than parents of members and to be less willing to help.

Since 4-H members had started at earlier ages in 4-H, stayed longer, been more interested in the projects, activities and other aspects of the program, and had had more parental support, help and involvement than dropouts, therefore it is implied that these may be some of the factors influencing youth to remain in 4-H through Junior High and Senior years or to drop out.

C. RECOMMENDATIONS

Agents should involve parents more in the 4-H program, by informing them about 4-H activities, and by recruiting them to help with those activities. More communication should be directly between agent and parent, rather than being through the 4-H member himself.

A major effort should be made to recruit children into 4-H at the earliest possible age.

Four-H programs should be tailored closely to the child's interest and age. A greater depth and variety of 4-H programs should be provided for Senior 4-H'ers to eliminate the "grammar school" image of 4-H.

Four-H agents and leaders should make early and purposeful visits in the homes of 4-H'ers.

Competition should be encouraged, but it must be conducted in a fair and orderly manner. Judging must be un-biased.

More 4-H activities should be aimed toward urban and rural, non-farm children.

Other studies that might be worthy of consideration would include:

1. A look at things parents really want to know about 4-H that would cause them to encourage membership.
2. Junior High and Senior age 4-H members and dropouts themselves should be polled regarding why they stayed in or dropped out of 4-H.
3. Different types of Senior programs could be developed and tested to see which one or ones might be most successful.

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APPENDIX

INTERVIEW SCHEDULE

TITLE:

Parental feelings regarding factors influencing and benefits derived from 4-H Club participation by Junior High and Senior Age members and former members of Grundy County, Tennessee.

We need your help in deciding how to improve the 4-H program in Grundy County. Please take a few minutes to give us your answers to the following questions.

Members _____: Non-Members _____

1. Age:

	<u>Mother</u>	<u>Father</u>
(a)	25-35	25-35
(b)	35-45	35-45
(c)	45-55	45-55
(d)	55-65	55-65
(e)	Over 65	Over 65
2. Sex of parent interviewed: Male _____, Female _____.
3. Occupation:
(a) Mother _____
(b) Father _____
4. Income Level:
(a) \$3,000 - 5,000
(b) \$5,000 - 8,000
(c) \$8,000 - 10,000
(d) \$10,000 and above
5. Marital Status:
(a) Both parents at home _____
(b) Divorced _____
(c) Widowed _____
(d) Other _____
6. Residence:
(a) Town _____
(b) Rural Non-Farm _____
(c) Farm _____
7. Do you own your own home? Yes _____, No _____

8. Number of children at home:
1, 2, 3, 4, 5 or more
9. Number of children in family:
1, 2, 3, 4, 5 or more
10. Educational Level: (check highest attained)
- | | <u>Mother</u> | <u>Father</u> |
|--------------------------------|---------------|---------------|
| (a) Did not finish Elem School | _____ | _____ |
| (b) Graduated from Elem School | _____ | _____ |
| (c) Did not finish high school | _____ | _____ |
| (d) Graduated from high school | _____ | _____ |
| (e) One-two years of college | _____ | _____ |
| (f) Graduated from college | _____ | _____ |
| (g) Advanced degree | _____ | _____ |
11. Were you ever a 4-H member?
Father _____, Mother _____
12. Was your 4-H participation:
(a) Active _____
(b) Very active _____
(c) Non active _____
(d) Did not belong _____
13. Number of children that have been in 4-H:
1, 2, 3, 4, 5 or more
14. (a) Have you ever worked as a leader in 4-H? Yes _____, No _____
(b) If so how many years _____

KNOWLEDGE:

15. The 4-H Club is a Club for:
(a) Rural Youth
(b) All interested youth
(c) City Youth
16. What is the 4-H Motto?
(a) _____ "I pledge my head to clear thinking"
(b) _____ "To make the best better"
(c) _____ "Do a good deed everyday"

17. What is the 4-H emblem?
 - (a) _____ 4 pointed star
 - (b) _____ 4 leaf clover
18. What do the 4-H's in 4-H stand for?
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
19. Do you know all of the 4-H Pledge?
 - (a) Yes _____
 - (b) No _____
20. Who administers the 4-H program?

21. Name the two Agents responsible for 4-H in your county:
 - (a) _____
 - (b) _____
22. Grades in which youth can belong?
 - (a) 3-5 grades
 - (b) 5-10 grades
 - (c) 4-12 grades
 - (d) 7-12 grades
23. Name the 4-H projects that your child is now enrolled in or has been enrolled in:

24. Has your child ever participated in a county 4-H event or activity?
 - (a) Yes _____
 - (b) No _____
25. Has your child ever participated in an out-of-county event or activity?
 - (a) Yes _____
 - (b) No _____
26. When you hear the word 4-H, what do you think of?

ATTITUDE:

27. How did you feel when your child first joined 4-H?
 (a) Was very glad _____
 (b) Had no opinion _____
 (c) Was unhappy _____
28. How old were your children when they first joined:

29. How many years was your child, or were your children in 4-H?
 (a) One Year _____
 (b) Two-four Years _____
 (c) Four-eight Years _____
30. What do you like about 4-H?

31. What do you not like about 4-H?

32. Do you feel that 4-H publications are adequate?

 (a) Yes _____
 (b) No _____
 (c) Have never read any _____
33. Do you feel that 4-H offers opportunity for:
 (a) Leadership Yes _____ No _____
 (b) Personal Development Yes _____ No _____
 (c) Responsibility Yes _____ No _____
34. Do you know about 4-H activities listed below (Check a-d)? If yes what do you think children get from participation in each:
 Yes ___ No ___ (a) State Congress _____
 Yes ___ No ___ (b) State 4-H Round-up _____
 Yes ___ No ___ (c) Citizenship Short Course _____
 Yes ___ No ___ (d) 4-H Camp _____

INVOLVEMENT:

35. Have you ever attended a local 4-H meeting?
Yes ____ No ____
36. Have you ever attended a county 4-H activity or event?
Yes ____ No ____
37. Have you ever visited the County Extension Office?
Yes ____ No ____
38. (a) Have you ever helped with a 4-H event or activity?
Yes ____ No ____
- (b) If yes what event? _____
- (c) What did you do to help? _____
39. Check () the county-wide 4-H activities in which your child or children has, have participated. Double check () those which you have attended with your child.
- _____ Participated in Officer Training School
- _____ Public Speaking
- _____ Demonstration
- _____ 4-H Poster Contest
- _____ Breadbaking Contest
- _____ Share-the-Fun
- _____ Exhibit articles in county fair
- _____ Attend 4-H District Camp
- _____ Attend County Camp
- _____ Attend Livestock Shows (Beef, Lamb, Horse, Swine)
- _____ Dress Revue

INFLUENCING:

40. (a) Do you feel that your child benefits or benefitted from being in 4-H?
(1) Yes ____
(2) No ____
- (b) If yes what are, or were some of the benefits?

41. (a) Do you feel you have encouraged your child to stay in 4-H or to drop out?
(1) To stay in:
(a) Yes ____
(b) No ____
- (2) To drop out:
(a) Yes ____
(b) No ____
- (b) If so how _____
- (c) If so why _____
42. (a) What do or did you expect your child to gain from being in 4-H?

- (b) Were you pleased with the benefits received?
(1) Yes ____
(2) No ____
- (c) Why do you feel this way? _____
43. (a) Has a 4-H Agent ever visited your home?
(1) Yes ____
(2) No ____
- (b) Has a 4-H Leader ever visited your home?
(1) Yes ____
(2) No ____
- (c) Has a 4-H Agent ever invited you to serve as a leader or help with 4-H Activities?
(1) Yes ____
(2) No ____

44. (a) Do you feel that 4-H Agents should visit the home?
(1) Yes ____
(2) No ____
(b) Why do you feel this way? _____

45. (a) Do you feel that competition is good for youth?
(1) Yes ____
(2) No ____
(b) If yes what do you feel competition helps develop?

46. Are your children members of organization and activities other than 4-H?
(a) Yes ____
(b) No ____
47. Please list the names of these clubs and rank as to the benefit you feel they are to your child. (I.e. first, second, third, etc.)

48. Do you belong to clubs or organizations?
(a) Yes ____
(b) No ____
49. If yes, please name the clubs to which you belong: _____

50. What do you feel is the main reason for your child staying in or dropping out of 4-H? (circle one):

51. (a) Do (or did) any of your outside activities interfere with your 4-H Club involvement?
(1) Yes ____
(2) No ____
(b) If yes, what are or were these activities? _____

52. Would you now be willing and able to help with 4-H activities?
(a) Yes ____
(b) No ____
53. Do you feel that the present 4-H program is well planned and organized?
(a) Yes ____
(b) No ____
54. What do you feel is the most important aspect of the 4-H program?

55. What comments would you make to help improve the 4-H program?

Thank you for your time and help as we try to make 4-H opportunities in Grundy County better.

VITA

Joanna Mullican Bailey, daughter of Mr and M s. William Clyde Mullican, was born in White County, Tennessee, on 11 April, 1948. While attending Macedonia Elementary School and White County High School, from which she graduated in 1966, she was active in 4-H work, winning numerous ribbons and prizes in 4-H activities.

Graduating from Tennessee Tech in 1970 with a Bachelor of Science Degree in Home Economics Education, Mrs. Bailey accepted the position of Assistant Extension Agent for 4-H Youth in Grundy County, Tennessee, in which she served for six years. While in Grundy County, she worked as Youth Co-ordinator at Morton Memorial United Methodist Church, organizing and maintaining an active youth program, where there had not been one before.

In October, 1976, Mrs. Bailey accepted the position of Extension Leader for Van Buren County. However, in April, 1977, she married The Reverend Mister Donald E. Bailey, Jr., and returned to her former position in Grundy County where her husband served as Pastor of Morton Memorial United Methodist Church.

On March 1, 1978, Mrs. Bailey gave birth to a son, Donald E. Bailey, III.

Working part-time on her Master of Science Degree in Agricultural Extension Education since 1973, Mrs. Bailey hopes to receive the degree in March of 1980.

Mrs. Bailey now resides at Gainesboro, Tennessee, where her husband is Pastor of First United Methodist Church. She teaches a Special Education Class at East Sparta Elementary School in White County, and is Livestock Manager at the Bailey's Folded Hills Ranch.