
1955

Four-H

ANNUAL PLAN OF WORK

Presented by

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THE AGRICULTURAL AND TECHNICAL COLLEGE

Greensboro, North Carolina

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General Situation

Many factors influence the ability of people to effectively participate in the 4-H Club program.

Some of the major factors influencing rural boys and girls in 4-H Club Work are: Size of farm , tenure of the operator, number of cultivated acres, level of income, pattern of the agriculture, the educational level attained by adults, attitudes of adults toward youth programs, housing situation, opportunity for employment, the opportunity to manage one's own affairs, the organization set-ups in the county and the number, skills, attitudes and abilities of county agents.

Extension Personnel.

Some study has been given to some of these factors in making this Plan of Work in order to have as much fore-handness as possible in arriving at the problems and opportunities that are before the boys and girls in this State.

Some descriptions of the factors are set forth in the paragraphs below. Unless otherwise stated these facts will be based on the 1950 Agricultural and Population Census for North Carolina.

1. The Agricultural Base:

The average size farm of the Negro is 43.1 acres.

Of the 69,029 Negro farm operators , 53.1% are croppers.

53% of all the non-white operators reporting harvested

land had less than 29 acres of harvested crop land as shown in the 1950 Census. 60% of the operators reported less than \$2500 from the sale of farm produce in 1949. There are more families living in the rural farm area than there are farm operators.

In 1949 there were 82,095 non-white families living in the rural area; a report is given on 78,195 of them. Of this total 59,870 or 75% had less than \$1500 income in 1949. Perhaps this situation has improved somewhat since that date, but the cash income of the average family living in the rural is very small when related to size of family and the urban segment of the population.

2. Education and Certain Facilities.

Of the rural farm homes, 43% of them were built before 1920 and 12.5% of them were built since 1944. This applies to all rural farm homes - white and non-white. There were more than one and one-half persons per room in 29.9% of the non-white homes as compared with 14.8% of the total. Non-white renters lived in 68.7% of the rented homes as compared with 31.4% for white. 42.2% of the rural farm homes had no electric lights in 1950. 55% of them did not have any kind of refrigeration, and 16.6% did not have any kind of toilet. 54.1%

of the farm homes did not have a washing machine in 1950.

Of all the farms in North Carolina, 26.9% of them had other income that exceeded the value of the products sold from the farm in 1950.

3. Certain Population Characteristics.

The median school year completed for all non-white, 25 years or older, is 5.8% for the rural non-farm and 5.3% for the rural farm population. 6.9% and 5.6% of the rural non-farm and rural farm group, respectively, had completed elementary schools. In opposition to that, however, 8.2% of the rural non-farm and 8.1% of the rural farm non-white population in this age group had completed no years of school.

In the age group under 20, the non-white rural farm population has 55.6% of its folk in that group as compared with 43.9% for the white.

In the rural non-farm non-white group, 46% of the population is under 20, while that of the white has 40.5% under 20. This shows that we have many more young people in the rural population for the non-white percentage-wise than white. On the other hand, from 20 through 59, the proportion of the white population exceeds that of the non-white for both rural farm and rural non-farm.

4. Employment Opportunities.

The economic forces bombard the non-white population in the same manner as it does the other segment when it comes to making purchases.

The lack of conveniences and advantages - educational and otherwise, are directly related to the lack of employment opportunities. The Census shows that in agriculture, 20.8% of the white population is employed as compared with 36% of non-white. In manufacturing, 31.9% of the white is employed, while 16.2% of non-white is employed in this area. When it comes to personal service only 3.1% of the white population is in personal service, as compared with 19.9% of the non-white.

Outside of agriculture and certain educational positions, non-whites are in the lower classification of jobs where they are employed in other areas; this lower classification carries with it a lower wage scale.

Mr. Harry L. Golden, Editor, The Carolina Israelite, in speaking before the North Carolina Editorial Writers Conference, Chapel Hill, N. C., May 16, 1953, as reported in the Greensboro Daily News, Sunday, May 24, 1953, pointed out the disadvantages for Negroes to make

advancements intellectually and economically because of the employment structure in our State. Quoting from the Greensboro Daily News the following paragraphs of this speech:

"Out of the 107 graduates of a major Negro college in our State, in the year 1949, 44 are no longer in North Carolina; of the others, 10 are working as waiters, Pullman Car Porters and other semi-skill jobs; while the rest is either in Government Service or in the teaching profession, Welfare Service and in the ministry, serving Negroes exclusively. At the present time over 80% of the Negro policemen, postmen, and Post Office clerks in this State are college graduates, while the white workers in the same category, only 40% has completed as much as a full high school course."

The lack of Negroes being able to use their skills where they are best fitted in all lines of employment in the State, further aggravates the earning capacity and the economic income level of Negro families. This coupled with certain relationships and educational status in the families creates an attitude in our young people that they do not want to have anything to do with agriculture.

This has meant that our best skills and brains have migrated from the rural areas and from the farms. At the same time we have reached a situation in North Carolina where we need some of the best brains and skills to make a go of farming.

5. Information as Shown by Reports and Observation.

The total enrollment in the State has reached the point where we have better than 440 members per employed agent. This exceeds 940 members per county. From the agricultural standpoint, most of the regular meetings for 4-H are held in schools; and the schools are becoming more and more consolidated. In some counties the consolidation program has been completed. This makes for a situation where the clubs are organized by classes for the most part. Which means that we have a lot of people in the clubs who are not purely there on a voluntary basis. Since 1949 the first year members have averaged 27% of the total enrollment. This means that we are not reaching the older boys and girls, and the thing that is shooting our enrollment up is the number of younger club members. At the same time or over the same period, the proportion of older boys and girls in Club Work has decreased. Observations show that we have a lot of club

members who really are not well founded in the 4-H Club Work and its symbols and organization. Some of the club members still do not know the 4-H Club Pledge, the Motto or know how to give the proper salute to the Pledge of Allegiance. Many of the 4-H Club officers are very inefficient in carrying out their respective assignments as officers. We are in a situation where the parents' attitude toward 4-H Club Work is somewhat complacent. I think this is probably due to a lack of understanding of the 4-H Club Work and its objectives. We have a good deal of difficulty in getting records on our projects from club boys and girls. In some instances the club boys and girls have quite a bit of difficulty in carrying the kind of project that is a challenge to them, and in others projects are completely beyond their mastery. In some areas the percentage of urban boys and girls in 4-H Club Work is quite high. From observations it seems that the agents have not completely made adjustments to this kind of situation when it comes to teaching materials. In some instances the variety of projects carried by 4-H club members is so vast that the agents do not get a chance to give demonstrations related to the various projects in any one year.

The printed materials and aids that are available for each project are not completely understood by the agents or they have not completely mastered the way that they are to be used in the 4-H Club program. There is still a lack of opportunity on the part of the agents to give follow-up to the 4-H Club program. An example of this is that leaders have been selected in many areas by the boys and girls, parents and agents working together, but the agents have not been able to follow-up with a program of continuous training. Agents are not able to give the kind of follow-up that is needed in project activity.

6. Personnel.

At the time this Plan is being drafted, there are nine counties where we have from one to two Assistant Agents. Four counties have one agent each. Five counties have Assistant Agents that will be working primarily in a concentrated Farm and Home Development approach with individual families. The remainder of the 52 counties where we have Negro Extension Workers has two agents each - a man and a woman.

The total number of leaders assisting with the 4-H program in the 52 counties is approximately 5,000. With the various activities that are in our youth program, the lack of follow-up would indicate that the services and demand

on the agents' time and strength are beyond their ability for the present personnel to do many things well.

The economical and social forces, coupled with limited personnel in the various counties, will have an adverse affect on the progress of 4-H Club Work among Negro youth for 1955. These forces not only have a physical affect, but they have a mental affect on the attitudes and the feelings of those folk who are to participate in the program.

The direction and the distance in any given direction in the development of the 4-H Club program will be in direct proportion as we find ways to make the proper adjustment to provide a satisfying life for these rural young people as they develop.

Major Problems

Some of the major problems facing the 4-H Club program are very complex⁷⁹⁾ as the situation bears out. Their solution will of necessity have to be on a long range basis. Considering this fact, the ones listed to receive attention during 1955 will not be completely eliminated this year.

1. Getting a larger percentage of the total enrollment composed of re-enrollees and older boys and girls.
2. Getting 4-H projects selected, in line with members' resources, abilities and needs.
3. Getting 4-H projects selected in line with standards required for completion and getting them completed.
4. Getting 4-H members to carry out their 4-H meetings in a lively, snappy, business-like way.
5. Getting concentrated teaching and follow-up in the various phases of the 4-H Club program in the counties.
6. Getting parents and other adults to give support to the 4-H members in their program.
7. Getting county 4-H program planned to include a series of special activities, developed and carried through in a more desirable and effective way.
8. Getting young men and women organized into groups with active and effective educational programs.

Objectives, Goals and Procedures

I. Help agents develop the skills for getting improved

4-H project work done. (Attack problems 1, 2, 3 and 5)

A. Goals:

1. Help agents in 52 counties to evaluate 4-H project work.
2. Help agents in 52 counties understand the minimum requirements for available and selected projects.
3. Help agents in 52 counties classify the individual county 4-H enrollment as to the members' tenure and possible resources.
4. Help agents in 52 counties understand the available printed materials that may be used by 4-H members in connection with projects and the various units of projects.
5. Help agents in 52 counties understand incentives available, how to use them and regulations governing use.
6. Help agents in 20 counties develop Lesson Plan to guide 4-H members in project selection.

B. Procedures:

1. Hold conference with all Extension Workers in county, including secretary. Use county information as background to get situation.
2. Follow-up previously made plan during discussion.
3. Leave definite steps to be followed and supplementary material pertaining to discussed subject.

II. Help agents to work out a program to meet the needs and interest of older boys and girls in the 4-H program. (Attacks problems 1, 2, 3, 4, 5 and 7)

A. Goals:

1. Help agents in 20 counties analyze and evaluate program as to its appeal for older 4-H members.
2. Help agents in 20 counties to plan and carry out program on basis of findings.

B. Procedures:

1. Use reports and observations as a basis for selection of counties.
2. Confer with agents to analyze and evaluate program. Use county reports and Plans of Work to establish situation and point up references.
3. Follow-up with conferences with agents and representative groups of older 4-H members and leaders. Help group understand situation and set-up program in line with resources.
4. Work out step-by-step procedure and furnish available materials bearing on program.

III. Help agents plan a training program for 4-H officers and 4-H club leaders (Attacks problems 4, 5 and 7)

A. Goals:

1. Get printed material on 4-H Council to agents in 52 counties.
2. Assist agents in 30 counties to set up a County Council program for training officers.
3. Assist agents in twenty counties with 4-H and club leader training meeting.

B. Procedures:

1. Mail 4-H Council material to agents, along with letter of explanation of functions of Councils, how they may be used for training officers and the benefits of officers and committeemen being trained.
2. Confer with agents in 30 counties on how to set up a series of training meetings for officers and leaders, and what to do in each.
3. Help agents understand how to train officers and follow-up training given at regular 4-H meetings.
4. Work with agents in 20 counties in a training meeting during the year, serving as a demonstration for a particular subject agreed upon.
5. Follow-up with some type of evaluation.

IV. Help agents develop a program to help adults get a better understanding of the 4-H program and its objectives. (Attack problems 1 through 7)

A. Goals:

1. Help agents in 52 counties organize and develop subject matter to be used in training parents and leaders in the opportunities to support the 4-H Club program.
2. Assist agents in 20 counties with training meetings for adults and leaders.
3. Help agents in 52 counties recognize situations where adults can be taught about 4-H program.

B. Procedures:

1. Write letter to all agents outlining suggested subject matter to give adults to help them get better understanding of 4-H Club Work.
 2. Confer with agents in 26 counties to help them organize material for presentation to group of adults. Get small groups of adults in homes and discuss 4-H program.
 3. Spend two days in each of 20 counties and assist agent in meetings with small group. Supplement with appropriate materials.
 4. Follow-up with planned system of evaluation.
- V. Help agents develop ways to improve teaching, give more coverage and do increased follow-up.

A. Goals:

1. Help agents in 30 counties understand^{how} to revise year's plan of teaching to fit possible changes of needs and interest of those attending regular 4-H meetings.
2. Help agents in 30 counties understand some methods that may be employed to give concentration and follow-up to their teaching.
3. Help agents in 20 counties develop Lesson Plans and system of follow-up for at least one particular needed lesson.

B. Procedures:

1. Use Lesson Plans developed by subject matter specialists and 4-H specialist in preparation to give assistance to agents in teaching program.
2. Confer with agents and secretary in counties in coordinating Plan of Work and needs as shown in analysis of kind and number of projects carried by 4-H members, previous teaching, age, and experience of 4-H members and family resources.

3. Help agents through conference develop and use follow-up techniques - questions, lesson summaries, reports, assignments, leaflets, bulletins, visits, 4-H leader assistance to 4-H members.
 4. Help agents select one or two communities or school districts to give concentrated effort where personnel is limited, rather than try to do concentrated work over entire county.
- VI. Help agents develop a program for young adults. (Attacks problem 8)
- A. Goals:
1. Assist agents in 25 counties analyze and evaluate program of groups already organized.
 2. Assist agents in 8 counties to organize groups and develop program where none exists.
- B. Procedures:
1. Confer with agents, secretaries and representatives of organized YMW groups to analyze and evaluate program. Develop or revise program in accord with findings.
 2. Confer with agents where there is no organized YMW group. Use information about county to arrive at situation. Select one or two communities as possibilities. Develop procedure for possible organization. Work with agents to help a representative group of young men and women understand some of the benefits of such an organization to them. Get them to serve as leaders to get larger groups together. Follow-up with re-discussion. If situation favorable, organize. Begin to develop program and put into action.
- VII. Help agents in counties to understand and make greater use of special activities and educational events in their teaching program. (Attacks all problems - some more than others)

A. Goals:

1. Acquaint agents in 52 counties with special activities, educational programs and events and their objectives and value.
2. Help agents in 52 counties understand how to fit appropriate special activities into program and organize and carry out.

B. Procedures:

1. Confer with agents and secretaries in counties to evaluate activities, events and program. Work out plan to use and improve their value to county.
2. Keep agents abreast of procedures, dates and other essential information through letters, conferences and organization materials.
3. Assist agents with activities through demonstration and other ways as requested, as much as practical.

Book
Cooperation

The 4-H program for 1955 is designed to full and effective participation of a large number of rural youth and adults during the year. In order to reach this overall objective it will be necessary to have the cooperation of many individuals and support of other educational agencies and business groups. At the same time, it will be a part of our job to cooperate with out-of-service groups and individuals.

At the community, county, district, state and national levels a two-way cooperative effort will help to make the 4-H a success. Project work, Church Sunday program, contests, National 4-H Week, community and district picnics, tours, 4-H Federations, Sweet Potato Shows, Camping, Cattle Shows, poultry Shows, County and State Fairs, Council meetings and 4-H Achievement programs, all offer opportunities for cooperation in education through 4-H.

Assistance of individuals to the 4-H Club program will be sought through conferences, letters, visits and reports. Plans for doing a specific job will be presented to those whose assistance is sought. The action to be taken will be agreed upon by those concerned.

AGENCIES OR INDIVIDUALS	ASSISTANCE TO BE GIVEN	ASSISTANCE TO BE RECEIVED
State Agent	Keep informed of progress of 4-H Club program through reports, records, office staff meetings, conferences. Gear program to fit overall Extension program.	Administrative help and suggestions for planning and executing program.
State 4-H Leader	Keep informed of the 4-H Club program through records, reports and conferences.	Suggestions on planning and executing program. Organization material.
District Agents (Men and Women)	Keep informed of the progress of 4-H Club program at a district and State level. This is to be done through reports, office staff meetings and conferences.	Specific administrative help and suggestions for planning and executing program.
Subject Matter Specialists	Keep informed of what help they may be to the agents in specific projects. Encourage agents to use Specialists' aid. Help to unify work with agents to expedite time and travel.	Work out subject matter demonstrations and help agents with teaching subjects. Developing skills and solving problems in specific areas.
Vocational Supervisors and Vocational Teachers	Keep informed of activities of 4-H Clubs. Seek cooperation of two youth groups on certain activities.	Cooperate in 4-H AND NFA Corn Contest and Dairy Cattle Shows, which are joint activities of 4-H Club and NFA Chapter members.
Out-of-Service Agencies	Keep informed of 4-H program activities through records, office consultations, letters and reports.	Support of 4-H camping, contests, and other activities.

omit

Publication, Television and Teaching Aids

Such publications and educational material that is assembled or approved by the Administration and the 4-H Club Office will be available to counties for use in the 4-H Club program. Plans for use of television as a teaching media will provide for the appearance of 4-H members and 4-H leaders under the direction of Extension personnel.

The 4-H Club Specialist plans to prepare and distribute a leaflet to help 4-H leaders with their job - 6,000 copies.

CALENDAR OF WORK - 1955

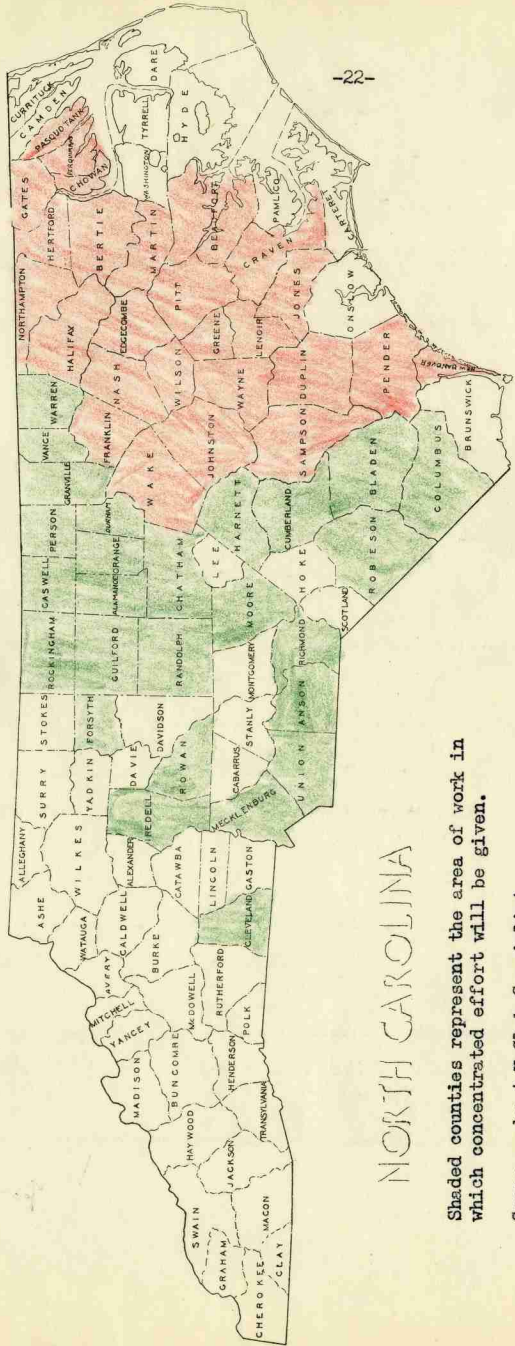
~~Program - Month - by - Month~~

MONTH	SUBJECT TO RECEIVE EMPHASIS
December	Annual Reports 4-H Achievement Programs Preparation of Educational Materials 4-H Camp Building 4-H Council - Letter
January	Study and Evaluation of County 4-H Project Program 4-H Camp Building - 4-H Foundation 4-H Sweet Potato Shows - Letter 4-H Council Meetings - YMW Organization Adult and Leader Training Preparation of Educational Material - Awards
February	Study and Selection of County 4-H Project Program 4-H Camp Building - YMW Organization 4-H Sweet Potato Shows National 4-H Week - Letter Adult and Leader Training State 4-H Week
March	Study and Evaluation of County 4-H Project Program 4-H Camp Building - YMW Organization Adult and Leader Training Preparation of Educational Material 4-H Camping - Letter 4-H Week - Letter
April	4-H Project Aids 4-H Camp Building 4-H Councils' Training Meetings 4-H Corn Contest - Letter County Eliminations 4-H Church Sunday Programs - Letter Preparation of Educational Material County and State Fairs - Letter

CALENDAR OF WORK - 1955

Program - Month - by - Month

MONTH	SUBJECT TO RECEIVE EMPHASIS
May	4-H Camp Building County Eliminations - Round-up Programs Agents Training Meeting 4-H Week Program 4-H Camping Program
June	4-H District Meetings 4-H Week 4-H Camp Building
July	4-H Camping Farmers and Homemakers Conference YMW Educational Tours 4-H Project Visits
August	4-H Camping 4-H Project Visits Preparation for County and State Fairs Junior Dairy Shows Annual Leave - Mrs. Randall
September	Re-organization - 4-H Clubs 4-H Project Completions 4-H Poultry Shows and Sales Junior Dairy Shows Junior Tobacco Shows Annual Leave - Cooper
October	4-H Achievement Day Programs - Letter County and State Fairs 4-H Project Completions Re-organization of 4-H Clubs
November	4-H Achievement Day Programs Judging 4-H Records Agents Training Meeting Yearly Plan of Work



NORTH CAROLINA

Shaded counties represent the area of work in which concentrated effort will be given.

Green -- by 4-H Club Specialist

Red -- by Assistant 4-H Club Specialist