

COOPERATIVE EXTENSION SERVICE WORK
IN
AGRICULTURE AND HOME ECONOMICS

U. S. DEPARTMENT OF AGRICULTURE &
VIRGINIA POLYTECHNIC INSTITUTE
COOPERATING

EXTENSION SERVICE
LOCAL FARM AND HOME
DEMONSTRATION WORK

PLAN OF WORK
1964

COUNTY

Nansemond

NAME H. F. Lancaster

Local Farm Agent

NAME Hattie P. West

Local Home Agent

DATE MAILED December 20, 1963

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Agronomy - Peanut Production, Year: 1964

The Situation:

Peanuts is the most important cash crop and the average yield per acre needs to be raised to increase farm income. The full effect upon yields caused by the severe drought during the summer has not been established at this time. The records show that 15,080 acres are being produced and during the last three years have remained relatively constant. The Experiment Station's expected state average yield of 3,500 pounds per acre by 1975 is causing producers to seek better production practices to increase their yields.

The Specific Problem:

Low peanut yields on most farms in the county.

The program objective:

To raise the yield of peanuts and thereby increase cash income.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
Assist producers of peanuts to:	State Agronomy Staff	1. Organize subject matter material.	Jan.	Agent with specialist contact
1. Become familiar with and understand recommended peanut production practices.	Extension Circ. 830 - "Committees-How to Select and Use Them"	2. Involve Agronomy Committee to help plan and execute a county peanut production program.	Jan.	Agent with specialist contact
	Extension Circ. 413 - "Larger Yields and Better Quality Peanuts"	3. With committee make plans for demonstrations, meetings, publicity and other activities.	Jan.	Agent
		4. Select demonstrators for complete production demonstrations and train demonstrators.	Jan.	Agent and Agronomy Commit.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
	<p data-bbox="372 205 619 265">Extension leaflet 84 - "So You Want to Have Your Soil Tested"</p> <p data-bbox="369 370 606 412">Extension Bul. 97- "A Handbook of Agronomy"</p> <p data-bbox="365 697 593 757">Extension Circ. 586 - "Control the Southern Rootworm on Peanuts"</p>	<ol style="list-style-type: none"> <li data-bbox="668 187 1034 228">5. Initiate sign-up and premeasurement of peanut acreage. <li data-bbox="668 249 1021 291">6. Submit soil samples from demonstration area. <li data-bbox="668 311 1040 353">7. Make plans for and hold community meetings on peanut production. <li data-bbox="668 373 1008 415">8. Send peanut recommendations to farmers. <li data-bbox="668 436 988 477">9. Make final plans with demonstrators. <li data-bbox="655 498 988 560">10. Give publicity to locations, names of demonstrators and purpose of demonstrations. <li data-bbox="655 581 1008 601">11. Erect signs for demonstrations <li data-bbox="655 622 994 674">12. Visit demonstrations and plan community field meetings at them. <li data-bbox="655 695 1008 736">13. Initiate corn rootworm control method demonstrations. <li data-bbox="655 757 1014 798">14. Check demonstrations yields and hold community meetings. <li data-bbox="655 819 1021 860">15. Complete write-up on each demonstration. <li data-bbox="655 881 1040 923">16. Analyze results and plan for their use. 	<p data-bbox="1058 192 1100 208">Jan.</p> <p data-bbox="1058 254 1100 270">Feb.</p> <p data-bbox="1058 317 1100 353">Feb. Mar.</p> <p data-bbox="1058 379 1100 394">Mar.</p> <p data-bbox="1058 441 1100 456">Mar.</p> <p data-bbox="1058 503 1100 519">May</p> <p data-bbox="1058 586 1100 601">June</p> <p data-bbox="1058 627 1100 643">July</p> <p data-bbox="1058 710 1100 726">July</p> <p data-bbox="1058 772 1100 788">Oct.</p> <p data-bbox="1058 835 1100 850">Nov.</p> <p data-bbox="1058 897 1100 912">Dec.</p>	<p data-bbox="1126 192 1258 234">Demonstrator & ASCS office</p> <p data-bbox="1126 254 1244 296">Agent Demonstrator</p> <p data-bbox="1126 317 1185 332">Agent</p> <p data-bbox="1126 379 1185 394">Agent</p> <p data-bbox="1126 441 1185 456">Agent</p> <p data-bbox="1126 503 1185 519">Agent</p> <p data-bbox="1126 586 1244 601">Demonstrator</p> <p data-bbox="1126 627 1251 669">Agent & Agronomy Com.</p> <p data-bbox="1126 710 1251 752">Agent & Agronomy Com.</p> <p data-bbox="1126 772 1251 824">Demonstrator Agronomy Com. Agent</p> <p data-bbox="1126 835 1251 876">Agent with demonstrator</p> <p data-bbox="1126 897 1244 938">Agent & Agronomy Com.</p>

EVALUATION:

1. Determine through formal or informal methods:
 - a. Percent of Agronomy committeemen attending meetings and participating in activities.
 - b. Number of demonstrations planned; number completed.
2. With the assistance of Agronomy committeemen through personal contacts, determine the number of farmers in community that visited demonstration and how much they understood the practices followed.
3. After two or three years an evaluation will be made to determine the number of farmers changing practices and the results in yields obtained.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Agronomy - Corn Production, Year: 1964

The Situation:

Corn is an important crop for mixing feed as well as commercial sales which is utilized in both areas by farmers in the county. The average yield of corn could be increased if improved practices were followed. Many farmers are aware of the importance of increased corn yields and desire information that will increase their yields per acre.

The Specific Problem:

Low corn yields being produced for feed and commercial sales.

The Program Objective:

To increase the corn yields in the county.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
Assist producers of corn to:	State Agronomy Staff	1. Organize subject matter materials.	Jan.	Agent with specialist contact
1. Become familiar with and understand corn production practices.	Ext. Circ. 830 - Committees - How to Select and Use Them	2. Involve Agronomy committee to help plan and execute a county corn production program.	Jan.	Agent - Specialist contact
	Ext. Circ. 541 - 100 bushels per Acre	3. With committee make plans for demonstrations, meetings, publicity and other activities.	Jan.	Agent
	Form 48 - Soil sample sheets Soil sample boxes	4. Select demonstrators for complete production demonstrations and train demonstrators.	Jan.	Agent & Agro. Committee

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
	Ext. Leaflet 84 - So You Want To Have Your Soil Tested.	<ol style="list-style-type: none"> 5. Submit soil samples from area demonstrations. 6. Make plans for and held community meetings on corn production. 7. Send corn recommendations to farmers. 8. Make final plans with demonstrators. 9. Give publicity to location, names of demonstrators and purpose of demonstrations. 10. Erect signs for demonstrations 11. Visit demonstrations and plan community field meetings at them. 12. Check demonstrations yields and hold community meetings. 13. Complete write-up on each demonstration. 14. Analyze results and plan for their use. 	<p>Feb.</p> <p>Feb. Mar.</p> <p>Mar.</p> <p>Mar.</p> <p>May</p> <p>June</p> <p>July</p> <p>Oct.</p> <p>Nov.</p> <p>Dec.</p>	<p>Demonstrator & agent</p> <p>Agent</p> <p>Agent</p> <p>Agent</p> <p>Agent</p> <p>Demonstrator</p> <p>Agent & Agro. Commit.</p> <p>Demonstrator Agro. Commit. Agent</p> <p>Agent with demonstrator</p> <p>Agent & Agro. Commit.</p>

EVALUATION:

1. Determine through formal or informal methods:
 - a. Percent of Agronomy Committeemen attending meetings and participating in activities.
 - b. Number of demonstrations planned; number completed.
2. With the assistance of Agronomy Committeemen through personal contacts, determine the number of farmers in community that visited demonstration and how much they understood the practices followed.
3. After two or three years an evaluation will be made to determine the number of farmers changing practices and the results in yields obtained.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Animal Husbandry - Swine, Year: 1964

The Situation:

Swine is an important enterprise, but the number and quality of animals being produced could be increased. There is a great demand for market type hogs by local packing companies. A large percentage of the hogs processed daily by these companies is imported from the swine producing states of the west. An additional incentive for the production of the peanut area hog is the premium price paid by consumers for the Smithfield processed hams, shoulders, bacon and sausage, which is confined to hogs produced in the peanut area.

The Specific Problem:

Low quantity and poor quality hogs being produced and sold.

The Program Objective:

To increase the number and improve the market quality of swine being produced in the county.

<u>TEACHING OBJECTIVES</u>	<u>SOURCE OF SUBJECT MATTER</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>
Assist producers of swine to: Become familiar with and understand the recommended swine production and marketing practices.	State Animal Husbandry Staff	1. Organize subject matter material	Mar.	Agent with Specialist contact
		2. Involve livestock committee to help plan and execute a county swine production and management program.	Mar.	Agent with Specialist contact
	Ext. Bul. 192 - "Hog Production in Virginia"	3. With committee, make plans for demonstrations, meetings, publicity and other activities.	Mar.	Agent
		4. Select demonstrators for swine production and management enterprises.	Mar.	Agent & Livestock Com.
		5. Send swine production recommendations to farmers.	Apr. May	Agent

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
		6. Give publicity to locations, names of demonstrators and purpose of demonstrations.	June	Agent
		7. Visit demonstrations and plan for meetings at them.	Aug.	Agent & Livestock Committee
		8. Hold community meetings at demonstrations.	Aug.	Agent & Livestock Committee
		9. Have demonstration animals exhibited at Market Hog Show and Sale.	Oct.	Agent Demonstrator
		10. Complete write-up on each demonstration	Nov.	Agent
		11. Analyze results and plan for their use.	Dec.	Agent

EVALUATION:

1. Determine through formal or informal methods:
 - a. Percent of livestock committeemen attending and participating in meetings and activities.
 - b. Number of demonstrations planned and completed; number of U.S. I animals exhibited at Show and Sale.
2. With the assistance of the Livestock Committeemen through personal contacts and/or questionnaire, determine the number of farmers in the community that visited demonstrations and how much they understood the practices followed.
3. After two or three years an evaluation will be made to determine the number of farmers and the number of animals recorded, and the results of animal quality produced.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Economics - Electronic Farm Records, Year: 1964

The Situation:

Record keeping is the major compass used by farmers in mapping the directions to take in their farm operations. Many farmers in the county do not keep accurate records of their operations and need assistance in obtaining knowledge and developing skills in keeping records. Many farmers are aware of the need for keeping records and desire information that will enable them to understand, keep and use records.

The Specific Problem:

Insufficient records kept by many farmers in the county.

The Program Objective:

To increase the number and quality of farm records kept.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
Assist farm operators to: 1. Become familiar with and understand recommended record keeping practices. 2. Acquire necessary skills in applying these practices. 3. Utilize the results of the records in the management of their farm operations.	State Agricultural Economic staff	1. Obtain information on farm record procedures.	Prev. year	Agent with specialist assistance
	V.P.I. Electronic Farm Record Program	2. Complete inventories for four new participants in the Electronic Farm Record program.	Dec. (Prev. year	Agent and operator
	V.P.I. Electronic Farm Record system code book	3. Submit inventories to the state office.	Jan.	Agent
	Farm Inventory - Bul. 262	4. Complete monthly mail-in records of operators' report.	Jan. thru Dec.	Agent
	Financial Summary V.P.I. Farm Record Program	5. Visit program participants monthly to check record keeping progress.	Jan. thru Dec.	Agent & operators

EVALUATION:

1. Determine through formal or informal methods:
 - a. Percent of operators participating in recommended record keeping systems.
 - b. Number of operators with complete farm records.
2. After two or three years an evaluation will be made to determine the number of operators keeping accurate records and utilizing the results in managing their farm business.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: MARKETING AND UTILIZATION OF AGRICULTURAL PRODUCTS

PHASE: Economics - Marketing Services, Year: 1964

The Situation:

Marketing service information is needed by farmers to keep them abreast of market trends that influence the price of farm commodities. Marketing information which is essential in planning and operating the farm business is not given sufficient consideration by most farmers in the county. Many farmers are not aware of the marketing services available such as loans, grading, and other services. Many farmers are concerned about the marketing situation and desire information that will enable them to be better informed about marketing services.

The Specific Problem:

Lack of marketing information by most farmers in the county.

The Program Objective:

To create an awareness of the marketing services available such as market news, loans, grading and other services which will enable farmers to better utilize these services.

TEACHING OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
To assist farmers to: Become aware of the marketing services which are available. Acquire knowledge of the services to be utilized.	State Information and Publication Department	1. Obtain marketing news and other information 2. Contact individuals 3. Leaders meetings Discussions 4. With leaders, make plans for special-area marketing informational meetings. (Grading, loans, and other services) 5. Send marketing service information to farmers	Feb. Aprl. Aug. Sept. Oct. Nov.	Agent with Specialist contact Agent Leaders & agent Leaders Agent Agent

TEACHING OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
		6. With leaders, plan a tour of a farm product utilization establishment. (Processing plant)	Nov.	Leaders Others Agent

EVALUATION:

1. Determine through formal or informal surveys:
 - a. Number of farmers attending and participating in activities.
 - b. Number utilizing the information and services.
2. Through personal contacts determine the number of farmers that receive the information and how much they understand the information received.
3. After two or three years an evaluation will be made to determine the number of farmers utilizing marketing trends and services in their operation.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: Foods and Nutrition, Year: 1964

The Situation:

Thirty-four (34) percent of the women in Nansemond County are in the labor force, therefore time spent in the kitchen is less. Many of these women are using processed foods and have more efficient kitchens and equipment than in past years. Families were concerned with saving time in meal planning and preparation for more flavor, appetite appeal and good health.

The Specific Problem:

Homemakers lack knowledge and skill in saving time with meal planning and preparation to provide tasty and adequate meals for the family.

The Program Objective:

To develop knowledge and skills in saving time with meal planning and preparation to provide tasty, attractive, and adequate meals for the family.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
To provide homemakers with knowledge and understanding of:	1. How good are our diets?	Make food survey Survey Summary	Dec. Jan.	Leaders Leaders
		Leaflet No. 424 - "Food for Fitness" MF-395 - "Meal Planning" Food Models	Demonstrate meal planning by use of food models. Member practice - Planning Adequate Meals.	Jan. Jan.
2. Using Spices and Herbs for Flavor & Interest	Bul. 267 - Spices and Herbs Circ. 761 - Culinary Herbs	Literature distribution Leader training meeting on "Preparing Meals Using Spices and Herbs" Literature distribution	Feb.	Agent and leaders

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
3. Meals from Skillet or Oven	MF-138 - "Oven Meals" MF-270 - "Quick Low Cost Meals from Skillet & Oven"	Leader training meeting Discussions, demon- strations, and literature distri- bution.	Mar.	Agent & leaders
4. Low Calorie Desserts	Circ. 911 - "Quick and Easy Desserts"	Leader training Discussions, demon- strations, and literature distri- bution.	April	Agent & leaders
5. Planning and Preparing different salads.	MF-159 - "Salad Syles for Every Meal"	Method demonstrations Leader training Literature distri- bution.	May	Agent & leader

EVALUATION:

1. Determine through formal or informal methods:
 - a. How well families are fed in Nansemond County.
 - b. Number of families that used spices and herbs differently in preparing meals.
 - c. Number of families that prepared new dishes.
 - d. Number of families that used new oven or skillet meals.
 - e. Number of families that prepared low calorie desserts.
 - f. Number of families that used more salads in family diets.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: Home Improvement, Year: 1964

The Situation:

For the past 10 years, many families have taken more pride in making their homes more attractive and livable. However, there are still some homes with cluttered rooms, poorly arranged furniture, with poor selection and care of rugs. Many requests were made for information on points in painting, arrangements of furnishings, and selection and care of rugs.

The Specific Problem:

Families lack knowledge and skills in selecting, arranging and caring for home furnishings to provide more comfort and attractiveness.

The Program Objective:

To develop knowledge and skills in providing more attractive and comfortable homes.

TEACHING OBJECTIVES	SOURCES OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
To provide homemakers with knowledge and skills in making their homes more attractive by:				
1. Learning how to refinish furniture	Bul. 185 - "New Life For Your Furniture"	Leader training meeting	Feb.	Agent with specialist assistance
2. Learning techniques of blending colors and painting.	Bul. 264 - "Color and Design in Home Furnishings"	Method demonstration meeting using color wheel Discussion on Points for Painters	Oct. Oct.	Agents, Ldrs. & committee members
3. Choosing and Using Accessories	Bul. 218 - Accessories and How to Use Them	Leader training meetings	Nov.	Agent and leaders
4. Arranging Furniture	Circ. 508 - "Furniture Arrangement"	Method demonstration meetings	Nov.	

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TEACHING OBJECTIVES	SOURCES OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
5. Selecting and Caring for Rugs and Carpets	Circ. 920 - "Shopping for Rugs and Carpets" Circ. 932 - "Longer Life for Your Rugs and Upholstery"	Set up result demonstrations Leader training meeting using rug samples	Dec. Dec.	Committee members Agent with specialist assistance

EVALUATION:

Determine through formal or informal methods:

1. Number who used recommended practices in using color harmony and points for painters.
2. Number rooms improved using recommended practices.
3. Number of rugs and carpets purchased or improved.
4. Number pieces of furniture refinished.
5. Number of persons changing attitudes.
6. Number result demonstrations established.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: Home Management, Year: 1964

The Situation:

The availability of the many household cleaning agents found on the market today presents a problem to many homemakers. What to choose, and management in relation to materials and skills is a problem to several homemakers. About 200 families requested information on care of floors, selection of household cleaners, and stain removals for house furnishings as well as clothing.

The Specific Problem:

Homemakers lack knowledge and skill in using satisfactory cleaning agents for effective results with less time and effort.

The Program Objective:

To develop knowledge and skill in selecting and using household cleaners for effective results.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
To develop knowledge and skill in:				
1. Caring for wood floors	Circ. 801 - Floors and Their Care	Leader training meetings Method and result demonstrations	June	Agent & Leaders Committee members
2. Selection and Use of household cleaners	Samples of household cleaners	Illustrative discussions and demonstrations	July	Agent & leaders with specialist contact
3. Stain removals for clothing and house furnishings	Bul. 62 - Removing stains from fabrics	Method demonstration meetings Leader training	Sept.	Agent Leaders Committee members

EVALUATION:

Determine through formal or informal methods:

- a. Number of persons who followed recommended practices in caring for floors.
- b. Number of persons improving their selection and use of household cleaners.
- c. Number that followed recommended practices in removing stains from clothing and house furnishings.
- d. Number of items improved.

A MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA: 4-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE: 4-H Adult Leaders Association, Year: 1964

The Situation:

A 4-H Adult Leaders Association was organized in 1961 with a membership of 14 leaders. Even though the Leaders Association has increased its membership to 28, there is still a great need for more adults to unite with the organization in order to strengthen the total 4-H Club Program.

The Specific Problem:

Lack of a sufficient number of trained adult leaders for an effective organization and program.

The Program Objective:

To solicit and train more adults who will assist with the 4-H Club Program.

ORGANIZATIONAL OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
1. To create interest on the part of parents and adults to affiliate with the 4-H Leaders Association and work with 4-H'ers.	Bul. 270 - Leaders Handbook	1. Survey to determine interest	Jan.	Agents Leaders Members
2. To provide interested persons with information about purpose and function of Leaders Association.	Leaders Association members	Discuss function of organization with key leaders through personal contact and extend invitation to attend Association meetings.	Feb.	Agents Leaders
3. To send leaders to State Leaders Association meetings and training meetings.		Sponsor fund raising campaign to send county representatives to state meetings.	Jan. June	Committee members
4. To develop leaders to assist 4-H Clubs with planning county-wide activities and programs.		Work with planning committees	Jan. Dec.	Leaders

5.

ORGANIZATIONAL OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
5. To train leaders in assisting 4-H Club members with project work.		Conduct leader training meeting when needed.	Jan. - Dec.	County Staff

EVALUATION:

Through formal or informal survey find out:

1. Number of persons who joined Leaders Association.
2. Number of persons who assisted with 4-H Club members.
3. Number of activities with which leaders assisted 4-H Club members.
4. Total influence leaders exerted.
5. Effectiveness of the organization in terms of objectives.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE: 4-H Project Records, Year: 1964

The Situation:

Four-H Club project record is one of the chief means used to determine progress that an individual has made, and to measure the development of skills by members in their project work. Thirty percent of 4-H members do not accept the responsibility of keeping up-to-date records, and some members who keep them do not understand the complete contents of records needed. Four-H members need more assistance with record keeping.

The Specific Problem:

Lack of sufficient leaders to assist 4-H members with accurate record keeping.

The Program Objective:

To stimulate more 4-H Club members to keep better records.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
A. To develop knowledge and skills in leaders and 4-H members:	State 4-H Staff Newspaper clippings Available awards	Discussion meetings on values, uses, and purposes of record keeping.	Jan. - Feb.	Agent and leaders
1. To understand the values of record keeping.				
2. To aid 4-H members, leaders and parents in understanding what is expected in record keeping.	Samples of good record books	Solicit the help of and train 20 additional adult leaders and 15 junior leaders to assist members with their records.	Feb. Mar.	Leaders Leaders
3. To aid 4-H members in developing a sense of responsibility.	Record books that have won state awards.	Conduct record book workshops at intervals.	Apr. - Dec.	Leaders

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
4. To help members develop favorable attitudes toward record keeping.	Illustrative charts	Make comparisons of those who have kept records with those who did not.	May	Leader
5. To stimulate members to achieve self improvement.		Provide some type of recognition quarterly for record book progress.	Quarterly	Agent & Leaders
6. To develop in members business training which they will need in later life.		Provide tangible incentives at end of year.	Nov.	Agent

EVALUATION:

Evaluation will be made by leaders, parents and agents who assisted, to measure the extent to which the objectives have been reached.

The following "bench marks" will be used to check progress in solving problems:

1. Did we accomplish what we set out to do?
2. Did we make good use of our resources?
3. Number of members keeping records for first time.
4. Number of members improving the quality of record keeping.
5. Number of leaders assisting 4-H Club members with records.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: COMMUNITY AND PUBLIC AFFAIRS

PHASE: Sociology - Community Improvement, Year: 1964

The Situation:

An increasing amount of outside influence for community improvement in the rural areas is being brought on by the increasing number of rural non-farm families. More families have more time to make round-the-house improvements because of labor and time saving farm equipment that is being used. Many mail boxes are unpainted, roads and driveways are bad in wet weather, and many homes do not have organized landscape arrangements. Several community centers, schools and churches need improved surroundings. Many communities have done some work these areas, but desire a concentrated campaign and information on recommended practices for making improvements.

Many community leaders have indicated that they would like to improve their community and would like information on how these improvements can be made.

The Specific Problem:

Unattractive areas in most communities in the county.

The Program Objective:

To improve the unattractive areas in the communities and thereby make the area more desirable in which to live.

TEACHING OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
Assist community families to:		1. Organize subject matter material	Jan.	Agents
1. Become aware of the need to improve unattractive areas and understand how these improvements can be made.		2. Involve community clubs to help execute a community improvement program.	Jan.	Agents Leaders
2. Acquire the necessary skills in applying these practices.		3. With community clubs, select demonstrations and train leaders to be involved in carrying out the demonstrations.	Feb.	Agents Leaders
		4. Explain and give out family improvement check sheets.	Feb.	Agent

TEACHING OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	When	By Whom
	Ext. Circ. 770 - "An Attractive Mailbox"	5. Send out information to families	Mar.	Agents
	Ext. Bul. 220 - "Lanscaping Church Grounds"	6. Send out information to leaders on Church Improvement Committees	Mar.	Agents
	Ext. Circ. 824 - "Attractive Driveway Entrances"	7. Check progress of improvements	May	Leaders Agents
		8. Explain and give out driveway improvement information.	June	Agents
		9. Give publicity to locations, names of demonstrators and purpose of demonstrations.	July	Leaders Agents
		10. Conduct tour of demonstrations	Aug.	Leaders Agents
		11. Collect family improvement check sheets in community.	Oct.	Leaders Agents
		12. Analyze results and plan for their use.	Nov.	Agents Leaders

EVALUATION:

1. Determine through formal or informal methods:
 - a. Percent of families attending and participating in meetings and activities.
 - b. Number of improvement demonstrations undertaken and number completed.
2. With assistance of leaders, tabulate annual family check sheets for improvements made and enter on community improvement annual score sheet.
3. After two or three years an evaluation will be made to determine the number of families making improvements and the overall improvement of the communities.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: COMMUNITY AND PUBLIC AFFAIRS

PHASE: Health and Safety - Health Improvement, Year: 1964

The Situation:

There were more TH patients in Nansemond County during 1963 than any other county in Virginia as reported by the health department, and a larger number of diphtheria patients this year than before. The health committee is still concerned with improving these conditions in the county.

The Specific Problem

Families do not put into practice measures to insure good health.

The Program Objective

To stimulate families to become more conscious of the need to use available health facilities and improve personal health.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
To develop knowledge and skills in keeping healthy by:				
1. Improving family diets	Leaflet 127 - Food Needs of Everybody	Discussions and leader training meetings	Jan.	Agent & committee members.
2. Practicing good daily health habits.		Illustrative chart discussions	Jan.- Sept.	Committee members
3. Providing safe water supply.	Circ. ME-8 "Water Safety"	Discussions and filmstrip	Feb. Mar.	Agents and committee members
4. Providing sanitary conditions in and around the home.		Set up result demonstrations and hold discussions at intervals.	April - Dec.	Committee members

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
5. Take annual X-rays, physical examinations, flu shots, and other preventive measures offered by the health department.	Timely leaflets	Discussions	Jan. - Dec.	Committee members

EVALUATION:

Through formal or informal survey determine number and percent of families that:

- a. Became familiar with and took advantage of health services provided by health department.
- b. Improved their practices in planning more nutritious meals and improved their personal health.
- c. Made noticeable changes in providing sanitary conditions in and around the home.

OTHER FIELDS OF WORK

A. AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL RESOURCE DEVELOPMENT

1. Agronomy (pasture, soybeans, sweet potatoes)
2. Horticulture (lawns and landscaping, small fruits, vegetables)
3. Engineering (dwellings and equipment)
4. Forestry (planning and management, records)

B. MARKETING AND UTILIZATION OF AGRICULTURAL PRODUCTS

1. Consumer Education (source of information, buying skills in selection and use of family living.)

C. EXTENSION HOME ECONOMICS

1. Clothing, (textile design, selection, construction, care)
2. Housing (planning, remodeling, beautification of home grounds)

D. FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

1. Group activities (exhibits, event celebration, recreation)
2. Demonstrations (project instruction, project contests)
3. State event participation (Short Course, Wildlife & Conservation Conference)

E. Community and Public Affairs

1. Extension organizations (County Advisory Board, councils and committees)
2. Education (public schools, tours, Fairs, Garden Clubs)
3. Economic Development (Mansemond Credit Union; Co-op)
4. Civic organizations (Independent Voters League, American Legion)
5. Religious organizations (churches, auxiliaries)
6. Agencies (ASCS, Rural Areas Development - Technical Action Panel, Red Cross, Health and Welfare Departments, Farmers Home Administration, Department of Commerce, Soil and Water Conservation Service, Social Security.)

ANNUAL NARRATIVE REPORT

COUNTY EXTENSION WORK

Virginia Agricultural Extension Service

H. F. Lancaster

Extension Agent

Hattie P. West

Extension Agent

Assistant Agent

Assistant Agent

Assistant Agent



1964

Nansemond

County

I. INVOLVEMENT OF LOCAL LEADERSHIP IN PLANNING AND CARRYING OUT THE EXTENSION PROGRAM

A. Work with Planning Committees - Organizational Leadership

The Home Demonstration Committee, composed of representatives from each home demonstration club in the county, functioned again this year in planning and conducting county programs and activities. This committee participated in planning the home demonstration club program, chartered two buses to the district home demonstration meeting, sponsored a Talent and Fashion Program, appropriated \$25.00 to help purchase demonstration materials, encouraged participation in the Tidewater Fair, and conducted an Achievement Day Program.

In planning the home demonstration club program for the year, fifteen committee members met and analyzed the county situation, presented problems of the homemaker and planned a program to meet the needs and interests of families throughout the county. To help these homemakers become more aware of existing conditions and at the same time stimulate their thinking, the agent discussed county facts and reviewed the adult program for five previous years. Problems and discussions were presented by leaders followed with formulation of the program. Prior to the planning meeting, pre-planning meetings were conducted in each club for the purpose of involving all homemakers in program planning.

The County 4-H Planning Committee, composed of older 4-H members and 4-H leaders, followed a similar procedure as adults in planning 4-H projects for the year.

For each program or activity conducted during the year, planning committees and functional/were involved thus sharing leadership experiences with a large number of people.

The County Advisory Board, composed of influential persons from each neighborhood in the county, also met quarterly to plan and conduct county-wide programs and activities. Activities sponsored by this organization included a Farmers and Homemakers Conference with information on Co-ops and crop insurance, sponsored a bus to the Family and Community Institute program held at Virginia State College, Petersburg; sent representatives to State Award Program held in Westmoreland County and delegates to the State Agricultural Advisory Board meeting held at Hampton Institute.

B. Contribution Made by Local Leaders

Leaders have made commendable contributions toward strengthening the Extension program. They have served in club organization, conducting demonstrations and discussions, supervising projects and working on various committees. Through their participation more people have been reached with Extension information, and additional requests have been made for assistance.

C. Work in Leader Training that May Include Selection and Orientation of 4-H, Home Demonstration and Older Youth Club Leaders, Committee Members, etc.

Efforts were made to increase the leadership enrollment in all phases

of Extension. Club members and parents were instrumental in soliciting more leaders. Leaders were selected for certain jobs in which they excelled rather than for over-all qualities or on a long-time basis. Orientation of leaders was done to a great extent individually and in small groups because of outside employment.

D. General Appraisal of County Leadership

In evaluating the county leadership program it is evident that leaders had a great influence in strengthening the Extension program. More people were reached by these leaders and they played an important role in changing families' knowledge, skills and attitudes. It is felt that in some instances more orientation periods needed to have been conducted for some leaders. With the additional number of people who need pertinent information for improving standards of living, it is imperative to solicit for more leaders and provide learning experiences for the conduction of an effective program. Continued efforts will be made in providing more challenging opportunities for leaders in order to expand the program.

AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Agronomy - Peanut Production

Why Phase Received Major Emphasis

Whenever a farm in the county is bought, sold, rented, or leased, the question, "What is the peanut allotment" will arise. Peanut production yields weigh heavy in determining the potential farm income. Increased yields have been obtained by many producers because of improved production practices.

The local peanut processing plants afford employment for workers and is the major industry which has great influence upon the growth of the local economy.

Many farmers were quite concerned about income from this important cash crop and desired information to obtain the maximum yields from the allotted acreage.

Objectives:

To assist producers of peanuts to:

1. Become familiar with and understand recommended peanut production and marketing practices.
2. Acquire necessary knowledge and skills in applying these practices.

Progress:

Farmers who have had years of experience in producing peanuts have shown increased interest in receiving current information that would give

them more assurance of increased potential yields. Information and assistance was given in the areas of soil testing, fertilizer needs, weed and nematode controls. Premeasurement of allotted acreage was stressed to prevent loss of returns from under-planted acreage or having to plow up over-planted acreage.

Several producers insured their crops for the first time this year as a result of information received at a Farmers Conference in February. Loss of crops because of rains which prevented many fields from being harvested was reduced by crop insurance.

Nematode damage to peanuts has been a major factor in reducing yields during the past three years. Farmers were encouraged to bring one-quart soil samples and several plants to a two-day Nematode Assay Clinic held in July where an on-the-spot check for the presence of nematodes was made. (Additional samples have been sent to the laboratory since that time.) Eighty percent of the samples checked showed the presence of nematodes. No control program could help the 1964 crop, but an all out effort will be made to give information for nematode control to curtail yield losses during 1965.

AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Agronomy - Corn Production

Why Phase Received Major Emphasis

Corn is an important crop for mixing feed as well as commercial sales, which is utilized in both areas by farmers in the county. The average yield of corn could be increased if improved practices were followed. Many farmers are aware of the importance of increased corn yields and desired information that would increase their yields.

Objectives:

To assist producers of corn to:

1. Become familiar with and understand recommended corn production practices.
2. Acquire knowledge and skills in applying these practices.

Progress: (To Date)

Two one-acre all practice corn production demonstrations were conducted with assisting sponsorship by the North Carolina - Virginia Plant Food Institute. Closer spacing of stalks and increased amounts of fertilizer applications were the major changes by the producers on the demonstration areas.

Field meetings were conducted at the demonstration sites during the season terminating with Corn Estimating Yield demonstrations in September. The yield results on demonstration No. 1 was 95 bushels, and 75 bushels on the check area. Demonstration No. 2 showed a yield of 89 bushels and 71 on

the check area. (The yields in the total fields showed indications of the 1964 drought effect from observing ear development.) Calculations of the net profit after total harvest and total production cost determination have not been completed at this time.

AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Animal Husbandry - Swine

Why Area Received Major Emphasis

There is an insufficient number of swine being produced to meet the local packing company and consumer demands. A large percentage of the pork processed and consumed is imported from the swine producing states of the west. An additional incentive for the production of the peanut area hog is the premium price paid by consumers for the Smithfield processed hams, shoulders, bacon and sausage which is confined to this area.

There are available local feeder-pig markets for small acreage farmers that are excluded from market hog production because of insufficient land for feed production.

Expansion in the local processing plants would increase local employment and bring about additional economic growth.

Objectives:

To assist producers of swine to:

1. Become familiar with and understand the recommended swine production and marketing practices.
2. Acquire necessary skills in applying these practices.

Progress:

Improvements were made in the selection of breeding stock by producers which would produce litters that would meet the market hog demand for top price. Information was given on feeding mixtures that would utilize corn

produced on the farm. Small acreage farmers and farmers that had placed corn acreage in the soil bank and did not raise sufficient feed to produce hogs to market weight at low cost, were given information for feeder pig production.

The transfer of tuberculosis to swine from poultry necessitated a census-taking of all small poultry flock, with the hope that the owners would have them tested for tuberculosis. (Fifty-two producers were reached as a result of the survey.)

A request for management assistance was given a farmer in November who expressed the desire to enter the production of feeder pigs. The farmer owned 38 acres of land and produced corn, peanuts and soybeans as cash crops. His goal is to obtain four brood sows for feeder pig production. Related information for conducting this enterprise will be given in 1965.

AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Economics - Electronic Farm Records

Why Phase Received Major Emphasis

Record keeping is the major compass needed by farmers in mapping the course for the farm operation. Most farmers do not keep accurate records of their operations and need assistance in obtaining knowledge and developing skills in record keeping. Many farmers are aware of the need of keeping records and desired information that would enable them to understand, keep and use records.

Objectives:

To increase the number and quality of farm records.

To assist in interpreting farm records so that the results can be used in managing the farm business.

Progress to Date:

The purpose of the results of keeping farm records, which should be used in managing the farm business, was constantly discussed with farmers during contacts. Assistance was given to encourage more accurate record keeping.

Two farmers enrolled in the Electronic Farm Record program were more punctual and accurate in submitting their monthly record data which will increase the effectiveness in their farm business analysis.

One participant's summary brought to light some areas that the operators have observed where adjustments can be made. Although the records have not been closed out at this time, the following observation has been made:

The enterprises in the operation consisted of cash crops (peanuts, cotton, corn), truck crops, butchered pork and eggs. The machinery cost which was used mainly for the production of the cash crops accounted for 51% of the total capital expenses, and the cash crop sales accounted for 58% of the farm income. The sale of butchered pork, truck crops and eggs accounted for 41% of the total farm income.

Considering that the cost of seeds, fertilizer and labor expenses are in proportion to the quantities of cash and truck crops produced, it appears that the machinery cost is too high and the truck crops appear to be supporting the cash crops.

A meeting was attended at the Federal Building in Richmond in October where procedures were discussed concerning the 1965 VPI Farm Account Program. The explanation of the new forms and coding procedures will assist in submitting reports of county farmers enrolled in the program as well as any additional enrollments that will be made.

PROGRESS MADE IN OTHER PHASES OF EXTENSION WORK
IDENTIFIED IN THE PLAN OF WORK

Agricultural Production, Management
And Natural Resource Development

PHASE: Horticulture - Landscaping

Why Area Was Given Major Emphasis

The increased number of new homes being constructed has increased the requests for landscaping information. More leisure time and funds are available to off-farm employed, and information on home grounds is desired by these families.

Objectives:

1. To assist home owners with recommended information on lawns and landscaping practices.
2. To acquire skills in applying these practices.

Progress:

Requests for information has been given at several meetings of community groups in the areas of home ground beautification. Individuals have been assisted in obtaining soil samples with follow-through lawn establishment information and suggested shrubbery location maps.

PROGRESS MADE IN OTHER PHASES OF EXTENSION WORK
IDENTIFIED IN THE PLAN OF WORK

Agricultural Production, Management
And Natural Resource Development

PHASE: Horticulture - Sweet Potatoes

Why Phase Received Major Emphasis

Local markets are available for the sale of top-grade sweet potatoes which can be produced by small acreage farmers as a cash supplement to their allotted cash crops. Many farmers desired information that would enable them to produce and market more sweet potatoes.

Objectives:

To assist producers of sweet potatoes to:

1. Become familiar with and understand recommended production, grading, and marketing practices.
2. Acquire the necessary knowledge and skills in applying these practices.

Progress:

Two bushels of VR-2158 seed sweet potatoes obtained from the Norfolk Experiment Station were planted by two farmers who agreed to try the new variety. Reports indicated that 45 and 54 bushels respectively were raised from the two seed bushels. (The producers had curing houses.)

The fall rains caused the delay in digging and rapid rot was experienced by many other producers who did not have curing houses. Emphasis was placed on the importance of proper storage and grading for market.

MARKETING AND UTILIZATION
OF AGRICULTURAL PRODUCTS

PHASE: ECONOMICS - Marketing Services

Why Phase Received Major Emphasis

Marketing service information is needed by farmers to keep them abreast of market trends that influence the price of farm commodities. Marketing information which is essential in planning the farm business is not given sufficient consideration by many farmers in the county. Many farmers are not aware of the marketing services available such as loans, grading, and other services. Many farmers are concerned about the marketing outlook and desire information that will enable them to do a better job of utilizing the services and preparing their farm commodities for marketing.

Objectives:

To create an awareness of the marketing services available such as market news, loans, grading and other services which will enable farmers to better utilize these services.

Progress:

Communication media was used to assist farmers with keeping abreast of marketing news and services. Information was given on the referendum relating to the cotton and tobacco marketing quotas and the importance of their voting.

Non-farm groups were given information that informed them of the connection between farm supply, farm product processing, farm product marketing and distribution, and their coordinated effect on the local economy.

EXTENSION HOME ECONOMICS

Phase: FOOD AND NUTRITION

Why Area Received Major Interest

Thirty-four percent of the women in Nansemond County are in the labor force. There is an increasing number of outside activities and programs which require the homemaker's time. Families now have more time saving equipment and modern kitchens than ever before, however 84% of the families are using processed foods. Families were concerned with saving time in meal planning and preparation and yet maintain good flavor, appetite appeal and good health.

Objectives

To help families increase their knowledge, understanding and skills in:

1. Analyzing family diets and knowing what constitutes well balanced meals.
2. Using spices and herbs for more flavor and interest.
3. Using time saving cooking utensils in preparing meals.
4. Planning and preparing meals for the maintenance of desirable weight.
5. Providing 4-H members with knowledge and skills in preparing and serving variety breads and meals.
6. Aiding 4-H'ers in judging foods.

Progress

A food survey was conducted to evaluate how well families were fed in Nansemond County. The results of this survey indicated that families lacked sufficient milk, fruits and vegetables, but consumed too much meat and carbohydrates in their daily diet. Meals to include the four basic food groups were demonstrated in the home demonstration and 4-H programs using food models for illustrations. With these models members practiced planning well balanced meals. Leaflets on Food for Fitness and Food Needs of Everybody were distributed. In summarizing this topic, a doll was used to compare clothing with the four basic food groups. Each article of clothing represented a different food group. In brief, if you have all the foods you need in a day, you are well dressed; if you have skipped some essentials you may be without your skirt or blouse, etc. If you have had too many extras, you may be overloaded with accessories. A great deal of enthusiasm was created.

Following a leader training meeting on Using Spices and Herbs for Flavor and Interest and Preparing Meals from Skillet or Oven, twenty-two leaders conducted demonstrations on these topics to approximately 400 members. These demonstrations were centered around preparing meals using spices and herbs not commonly found in the home. Attention was called to knowing different spices and discarding old spices that had lost their fragrance. Oven and skillet meals were prepared with emphasis on saving time and also providing attractive and well balanced meals. About 600 leaflets and bulletins were distributed on these topics.

Other topics emphasized included 32 demonstrations presented by agent and leaders on preparing pressure sauce pan meals, low caloric desserts and various salads. Approximately 340 homemakers were in attendance. Leaflets and bulletins were also distributed on same.

Four-H'ers also received information through demonstrations and discussions on meal planning and preparing simple meals and a variety of breads. Bulletins were distributed on same.

It is evident that food and nutrition information reached approximately 375 families, and as a result of this teaching more families have a better understanding of the basic foods needed for good health and are following recommended practices in using methods of planning, preparing and serving more attractive meals in minimum time. The agent had received previous training in the above food and nutrition area from Miss Janet Cameron, Food Specialist from V.P.I.

EXTENSION HOME ECONOMICS

Phase: HOME FURNISHINGS

Why Area Received Major Emphasis

For the past 15 years, many families have taken more pride in making their homes more attractive and livable. However, there are still several homes with cluttered rooms, poorly arranged furniture, poor selection and use of color schemes, accessories, rugs and carpeting. Several requests were made for information on choosing and using interior paints, selection and use of accessories, rugs and carpets.

Objectives

To provide homemakers with knowledge and skills in making their homes more attractive and comfortable by selecting and using recommended practices in paints, accessories, rugs and carpets. Method and result demonstration meetings, discussions, home visits and leader training meetings were conducted to provide educational training on the above objectives.

Progress

In teaching points for painters, different types of paints, brushes and other painting supplies were borrowed from local stores and used to illustrate supplies needed for the job. Types of paints found on the market and types of paints to use on different interior walls and floors were emphasized, also blending colors and points to consider in painting.

How to select and use household accessories was demonstrated by agent and leaders by using charts and accessory samples. Emphasis was placed on types of accessories, points to look for in selecting them, and where and how to use them. Following the demonstration an accessory quiz was given each member. Much interest was created. Bulletins were distributed on this topic.

Selection and care of rugs and carpets was demonstrated in club meetings. A miniature room with fabric for furnishings, and rug and wall-paper samples were used to show color combinations. Rug samples were used to teach rug fiber, quality and construction. Points to consider in selecting a rug were emphasized. How to care for rugs and carpets was also discussed. Bulletins on Shopping for Rugs and Carpets, and Longer Life for Your Rugs and Upholstery were distributed.

Approximately 550 people were reached with information on home furnishings, and about 200 have made some improvements by using recommended practices. It is also evident that others have changed their attitudes and have become more conscious of what constitutes an attractive home.

EXTENSION HOME ECONOMICS

Phase: HOME MANAGEMENT

Why Area Received Major Emphasis

The availability of the many household cleaning agents found on the market today present a problem of what to choose to many homemakers. About 200 families requested information on floor care, selection of household cleaners, and removing stains from fabrics.

Objectives:

To expand knowledge, attitudes and skills in selecting and using household cleaning agents for effective results in caring for house furnishings.

Progress:

Three months were devoted to these topics and communication media used to instruct the above objectives. Floor care demonstrations involved using small cleaning equipment and samples of cleaning agents for different type floors. Also several samples of household cleaners served in helping homemakers determine what products to select. Each cleaning agent was discussed, and prices, contents and results obtained from their use were compared.

Removing stains from fabrics was illustrated by applying certain stain removers to different soiled fabric.

Pamphlets and bulletins on Floors and Their Care, Transparent Finishes for Wood Floors, and Removing Stains from Fabrics were distributed to approximately 275 families. One hundred and eighty families have reported that they have followed recommended practices in caring for floors, selecting and using household cleaners, and removing stains from fabrics. Other families indicated a favorable change of attitudes and a better understanding of what to do with their selection and care problems.

PROGRESS MADE IN OTHER PHASES OF EXTENSION WORK
IDENTIFIED IN THE PLAN OF WORK

EXTENSION HOME ECONOMICS

Phase: Clothing

Why Phase Received Emphasis

This phase of teaching was interjected in the program because of requests made by interested adults and 4-H'ers. These persons were concerned with providing professional looking clothing at a reasonable cost.

Objectives:

1. To help families analyze their clothing needs.
2. To develop knowledge and skills in clothing construction.
3. To help develop a feeling of security.

Progress:

Workshops were conducted for adults and youths. Demonstrations were given on fabric and pattern selection, pattern alteration and use, cutting and construction. Emphasis was placed on different finishes to accomplish a professional looking job. Three different workshops were held with leaders' assistance. Thirty-six members completed 65 garments.

During the home demonstration planning meeting for 1964, a request was made for another county-wide hat making workshop. It was felt by the group that this activity would help to reach some non-club members and at the same time help families decrease their family clothing expenditures. Twenty-seven persons attended this workshop held in the basement of East

End Baptist Church on February 11. Spring and summer straws and fabrics were used to make sailors, bretons, cartwheels, and pill box style hats. A new feature was added on how to make hats by using a hat mold.

Thirty-five hats were completed and several ladies were so pleased with the results that they wore these hats on Easter Sunday.

Since this workshop, leaders have conducted similar training for interested persons. Approximately 85 hats were made this year.

FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

Phase: 4-H ADULT LEADERS ASSOCIATION

Why Area Received Major Emphasis

a 4-H Adult Leaders Association was organized in 1961 with a membership of 14 leaders. Even though the Leaders Association had increased its membership to 28, there was still a great need for more adults to unite with this organization to provide for a stronger program.

Objectives:

1. To create interest on the part of adults to affiliate with the 4-H Leaders Association and work with 4-H'ers.
2. To provide interested persons with information about the purpose and function of the Leaders Association.
3. To send representatives to the State Leaders Association and training meetings.
4. To develop leaders to assist 4-H Clubs in planning county-wide activities and programs.
5. To develop knowledge and skills, also attitudes in assisting 4-H members with project work.

Progress:

Functioning leaders, agents and 4-H'ers served in soliciting additional persons to work with 4-H'ers and participate in the Leaders Association. Twelve leaders attended the annual planning meeting held on January 13.

Plans for 1964 were discussed and outlined. This association also solicited additional 4-H leaders, worked closely with the supervision of project instruction, record keeping and reorganization of Community 4-H Clubs. Three delegates attended the State 4-H Leaders Association meeting held at Virginia State College, Petersburg. Other progress included the conducting of a fund raising campaign, and sponsored 4-H programs and activities. Four additional adults joined the 4-H Leaders Association and two leaders chaperoned 4-H'ers to the State 4-H Short Course and Wildlife Conference.

FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

Phase: 4-H PROJECT RECORDS

Why Area Received Major Emphasis

Four-H Club project records is one of the means used to determine progress that an individual has made and it also serves in measuring members' development and project accomplishments. About 30% of 4-H members do not accept the responsibility of keeping up-to-date records and some of them do not understand the complete contents of records needed.

Objectives:

1. To develop knowledge and skills in 4-H members to understand the value of keeping records.
2. To aid 4-H'ers and parents in understanding what is expected in record keeping.
3. To help 4-H members develop favorable attitudes toward record keeping.
4. To stimulate members to achieve self improvement.
5. To aid 4-H'ers in developing a sense of responsibility.

Progress:

Discussion meetings were held during regular club meetings on values, uses and purposes of keeping records. Record books and sheets were distributed and checked at intervals with suggestions given for improvement. Record books were compared to provide 4-H'ers with an understanding of what

a satisfactory record contained. Parents and leaders encouraged members to take more pride with their records, and served in giving them assistance. More 4-H'ers are beginning to do a better job with record keeping.

FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE: Agricultural Project Activities

4-H Tractor Program

Tractors and other farm equipment are the largest cost items in most farm operations. The life of much of this equipment is shortened by poor maintenance and operation care. The death rate from tractor accidents caused by improper driving habits are increasing as the number of tractors increase.

A leaders' tractor clinic was attended in March at State college at which time the maintenance techniques on the various makes of tractors were demonstrated.

Fifteen 4-H members conducted tractor projects in 1964 and adults showed interest in tractor care and safety.

4-H Livestock Program

Swine is the major cash livestock enterprise and 4-H members enrolled in swine projects were given information on selecting, feeding, judging, grooming and showmanship. An annual Livestock Show and Sale was held in which members were encouraged to participate. This Show and Sale involves the participation of youth from five area counties.

There were fifteen youth from the participating counties that exhibited 42 animals with an auction sale price of \$1513.07. The top price of \$25.00 cwt. was received for the Grand Champion single, and \$20.50 cwt. for the Grand Champion pen. Prizes awarded amounted to \$131.00 paid to youth who exhibited U.S. No. 1 animals in competition. Much interest was shown in

the showmanship and judging contests which were added features this year. The participants were divided into two divisions: Juniors - up to age 14; and Seniors - above 14. Twelve prizes were awarded for the top three places in each division which totaled \$58.00.

4-H Sweet Potato Project

Sweet potato production is being used by small acreage farmers to supplement their cash crops. Twelve 4-H members were enrolled in sweet potato projects and were given information on production, storing and grading.

Project members had participated in the 4-H Sweet Potato Show and Sale in Richmond with three bushels each. The county's share of ads for the Show and Sale brochure which aids in sponsoring the event were submitted in September. Four members had indicated the desire to exhibit at the event. The rains that caused a delay in digging of the crop and the lack of proper storage caused an undesirable product for exhibit by three members. Attempts will be made to better utilize facilities for curing purposes in 1965.

FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE: Group Activities

4-H Elimination Contest

Thirty-two 4-H Club members representing 12 clubs participated in the County Home Economics Elimination Contest held April 4 at Mt. Zion Elementary School. Junior and senior members competed for top honors in the areas of breads, meal preparation, home improvement, clothing and dress revue. Thirteen of these 4-H'ers won blue and red ribbons on the county level and participated in the Annual Tidewater District 4-H Home Economics Contest held on April 18 at Crestwood Junior High School in Chesapeake. Nansemond scored third place in the district with four first place winners, six seconds and two thirds. First place winners were: Barbara Hicks of Sandy Bottom Club, clothing; Jacqueline Holland of Savage Crossing Club, dress revue; and Ethel Scott and Patricia Holland of Chuckatuck Club, home improvement.

Second place winners were: Leatha Riddick and Esther Dildy of Whaleyville Club, clothing; Elaine Copeland and Johnella Johnson of Mt. Zion Club, meal preparation; and Dianette Hargrove of Sandy Bottom Club, bread.

Third place winners were: Katie Rodgers of Savage Crossing Club, bread; and Sonjia Strong of Chuckatuck Club, home improvement.

First place winners in the senior division were to compete for state honors during the State 4-H Short Course held at Virginia State College,

Petersburg, June 15-19, but had summer employment and could not participate.

4-H State Short Course

Eleven 4-H boys and girls, one adult leader and the farm agent attended the State 4-H Short Course held at Virginia State College, Petersburg, June 15-19. These members participated in special courses of interest relating to their projects. They made reports of this activity to their respective clubs and served in the junior leadership capacity for younger members.

4-H Wildlife and Conservation Conference

Six 4-H Club members and one leader represented Nansemond County at the State 4-H Wildlife and Conservation Conference held at Virginia State College in August. These members received information on conserving natural resources and wildlife. Information gained was shared with other club members in the county.

COMMUNITY AND PUBLIC AFFAIRS

Phase: HEALTH AND SAFETY

Why Phase Received Major Emphasis

There was an increase this year in the number of T.B. and typhoid patients in Nansemond over those of 1963. The health committee was quite concerned with improving these conditions in the county.

Objectives:

To help develop knowledge and skills in providing good daily health habits, safe water supplies, sanitary conditions in and around the home, and take advantage of all preventive measures offered by the health department and become more familiar with the Civil Defense program.

Progress:

Contacts were made through existing organized groups such as P.T.A., civic, social, 4-H, home demonstration, Garden Clubs, churches and other community groups. Through the use of filmstrips, demonstrations, discussions, newspaper and distribution of literature, thousands of people were reached with improving personal health, functions of the health department, how to provide safe water supplies, taking physical examinations, X-rays, pap smear, providing first aid supplies and being prepared in the event of a nuclear attack. The results of this teaching cannot be fully evaluated at this time, however there is evidence that several families are following improved health measures.

COMMUNITY AND PUBLIC AFFAIRS

PHASE: Sociology - Community Improvement

Why Phase Received Major Emphasis

The desire for more and better community facilities has been indicated by individuals and organized groups. Many individuals have expressed a desire for recreational facilities for both adults and youth.

Many community leaders are aware of the need for better facilities and desired information and assistance in obtaining them.

Objectives:

To assist community leaders to:

1. Become informed with the sources of assistance for developing community facilities.
2. Acquire the necessary knowledge to obtain the assistance desired.

Progress (To Date)

A group of county leaders who are members of the Tidewater Fair Association requested information in June that would assist them in making a decision to dispose of or develop the Fair site. A fire in 1963 destroyed the two main buildings. The association's assets consisted of:

Land area	23 acres
Shareholders	325
Per share value	\$25.00
Total share value	\$81,200.00

A request was sent to the State Extension office for a Rural Areas Development specialist to appear at a meeting of the Board of Directors of the Fair Association to explain the RAD program and how it might apply in developing a project by the Fair group. It was also brought to mind in the request that during the Professional Agricultural Workers Conference held at Tuskegee, Alabama in December, Dean L. A. Potts stated that direct contact could be made with his office if a potential project situation was available and its development desired by a rural group.

After a visit by USDA Field Representative Harold D. Marx of the RAD office in Washington, D.C. and several telephone calls, two meetings were arranged at which nine representatives of agencies appeared and explained the potential assistance that could be given as related to the available resources. Some of the possibilities explored were:

1. Community Center with equipment for manpower training of the unemployed, under-employed, and school dropouts in areas of local potential employment.
2. Manufacturing facilities to supply large out-of-area companies with specific parts.
3. Recreational facilities.

In all cases, the possible assistance had non-profit stipulations and any money above the amount for debt retirement would have to be used for charitable contributions. After full evaluation of the possibilities and and a group decision made, a plan of action could be implemented. The group is now at the stage of completing their plans to submit a proposal.

SUCCESS STORY

Mrs. Corine Jones, treasurer and clothing leader of Silver Spring home demonstration club, has been influential in fostering the Extension program. About five years ago Mrs. Jones became an active member of Extension activities and expressed a desire to learn more about clothing construction. She took a special interest in this phase to help provide additional clothing for her five grandchildren.

Mrs. Jones has participated in several Extension workshops. Some of these have been cleaning and adjusting sewing machines, basic clothing construction, tailoring, hat making and slip covers.

In serving as clothing leader she has conducted workshops on these topics for 20 members. After having attended two hat making workshops and satisfactorily completing four hats, Mrs. Jones enrolled in a correspondence course on hatsaking and successfully completed it by making ten hats following instructions. Making hats has since become a hobby from which she has realized a cash return of \$175.00.

Aside from her progress in clothing, she has served as a result demonstrator in making her home more attractive and comfortable. Improvements were made in color schemes, bath room installation, and home ground beautification.

In May, Mrs. Jones was awarded a certificate for outstanding leadership.

GENERAL APPRAISAL OF PAST YEAR

An evaluation of the accomplishments of the Extension program during 1964 must be made in the light of the increasing problems brought about by "change." A larger number of families and individuals requested information on a larger variety of subjects. More specialist information was received from the Extension Service Departments which assisted in supplying the answers.

It would appear that the decrease in the number of farm families during recent years would decrease the number of requests for assistance by this group, but the opposite is the case. Farmers are realizing that the operation of their farm business has become more complexed and that better management is a must if they are to remain in business.

The rural non-farm families' request for information has added areas for additional assistance. These areas involve home building and remodeling plans, home ground beautification, home gardening, and small poultry flock production. The homemakers in this group who have increased funds from outside employment showed an increased desire for knowledge on how to spend these additional funds and how to improve their home management skills.

The 592 Four-H boys and girls who have all entered consolidated schools seem to be better organized in conducting their 4-H meetings. Teachers in the schools serving as sponsors were effective in assisting members in conducting meetings and planning activities. The four community clubs

showed that this is an area in which increased club organizations could be formed to assist members with the project work through project meetings.

There is an awareness of the many problems that present a challenge for 1965 and the years ahead. Many rural farm and non-farm families are making a substandard income by being under employed. Mechanization and automation are forcing local hired labor into the national poverty pot. The need for training and re-training programs for future employment that will be available is paramount.

The school drop-out and regular attendance problem has been attacked by several organizations that are interested in youth development. A compulsory attendance law which was re-activated and an attendance officer gave some assistance in solving this problem. There is a need to obtain more leaders to assist with the potential enrollment of 8,000 boys and girls of 4-H Club age who could benefit from 4-H Club work in their development.

From an overall view, the year 1964 produced areas of progress. The increased number of problems seemed to have given more opportunities for service. An increased amount of Extension office equipment and the installation of an air conditioner by the County Board of Supervisors aided in the effectiveness of the service rendered.

SECTION I: SUMMARY OF SELECTED EXTENSION TEACHING ACTIVITIES

(See instructions in Section I for columns A-B-C-D-E-F.)

Teaching Activities	Work Done By --					
	Home Agents A	Youth Agents B	Agricultural Agents C	County Total D	State Staff E	Grand Total F
1. Farm, home, firm and other out-of-office visits	282		415	707	✓	
2. Office calls	192		309	501	✓	
3. Telephone calls (received or made)	304		337	641	✓	
4. Newspaper articles or stories:						
a. Prepared and released directly to newspapers or magazines	16		25	41	✓	
b. Prepared by state office and released through county extension offices	10		52	62	✓	XXXXXX
5. Broadcasts made:						
a. Radio						
b. Television						
6. Publications distributed directly to the public	2610		1358	3968	✓	
7. Circular and commodity letters written	24		58	82	✓	
8. Training meetings held for local leaders:						
a. Adult work (1) Number	9		15	24	✓	
(2) Attendance	128		188	316	✓	
b. Youth work (1) Number	8		5	13	✓	
(2) Attendance	97		29	126	✓	
9. Other meetings at which agents or specialists presented educational information:						
a. Adult work (1) Number	92		62	154	✓	
(2) Attendance	1638		2372	4010	✓	
b. Youth work (1) Number	91		44	135	✓	
(2) Attendance	2199		1393	3592	✓	
10. Meetings held by local leaders:						
a. Adult work (1) Number	52		0	52	✓	
(2) Attendance	964		0	964	✓	
b. Youth Work (1) Number	27		30	57	✓	
(2) Attendance	367		573	940	✓	

SECTION II: PROGRAM EMPHASIS
(See instructions for Section II.)

	Days Devoted By	
	County Staff	State Staff
	A	B
11. Planning and management of the farm business	43	
12. Field crops, pasture, range (production and on-farm marketing)..	30	
13. Soil management	15	
14. Horticulture (production and on-farm marketing)	10	
15. Forestry (production and on-farm marketing)	6	
16. Soil and water conservation, wildlife	2	
17. Plant pathology	10	
18. Entomology	7	
19. Agricultural chemicals (pesticides, additives, etc.)	3	
20. Dairy (production and on-farm marketing)	2	
21. Poultry (production and on-farm marketing)	4	
22. Livestock (production and on-farm marketing)	12	
23. Animal and poultry health	4	
24. Marketing and utilization	6	
25. Consumer education in use of agricultural products	5	
26. Agricultural engineering	4	
27. Dwellings and equipment	5	
28. Home grounds improvement	22	
29. Planning and management in the home	20	
30. Family economics	10	
31. Home furnishings	22	
32. Clothing selection and care	20	
33. Clothing construction	18	
34. Food preparation and selection	24	
35. Food preservation	8	
36. Nutrition	22	
37. Human relations, child development	4	
38. Health	8	
39. Safety	3	
40. Recreation	4	
41. Outlook	5	
42. Community development and resource adjustment	21	
43. Manpower development, employment information	13	
44. Public affairs	9	
45. Rural defense	5	
46. Leadership development	19	
47. Extension administration, organization	5	
48. Program planning	19	
49. Supervision of extension personnel	XXXXX	
50. Inservice training received	30	
51. Miscellaneous (cannot be charged to above items)		
52. Total days worked (items 11-51)	485	
Of total days reported in item 52, how many were devoted to:		
53. a. Adult work	261	
b. Young adult work (ages 18-25)	17	
c. 4-H Club work	195	
d. Work with other youth and youth serving groups (within 4-H age)	12	

54. Adult voluntary local leaders assisting in the conduct of county extension work.
(Read instructions before completing.)

	Men		Women	
	A	B	A	B
a. In overall county-wide extension councils or committees, community improvement work and other work not covered below	72		98	
b. In adult agricultural and related fields	50			
c. In adult home economics and related fields			76	
d. In work with young adults	12		5	
e. In 4-H Club work: (Different leaders only)				
(1) Organizational leaders	8		15	
(2) Project or subject-matter leaders	9		28	
(3) Other adult leaders	12		15	
f. Total DIFFERENT adult leaders	72		112	

HOME ECONOMICS EXTENSION WORK

55. Organized clubs or other groups continuously carrying on adult home economics extension work:

a. Number of groups	<u>10</u>
b. Number of members	<u>290</u>

56. Special audience and specific interest groups:

a. Organized by extension and worked with in home economics extension work:	
(1) Number of such groups worked with	<u>13</u>
(2) Attendance at meetings held with these groups	<u>1091</u>
b. Not organized by extension:	
(1) Number of such groups worked with	<u>10</u>
(2) Attendance at meetings held with these groups	<u>350</u>
(3) Number of leaders in non-extension organized groups trained by extension during the year	<u>10</u>

WORK WITH YOUNG ADULTS

Work designed to meet the continuing education needs of men and women, primarily out of school, unmarried, and in the age range of 18-25. Report all worked with of this age group regardless of whether they are also reported elsewhere.

57. Extension sponsored groups of young adults:

a. Number of groups worked with	_____
b. Number in such groups	Men: _____
	Women: _____

58. Number worked with through young adult programs (jointly sponsored groups, non-extension groups, and individuals not in groups). Men:

_____ 45

Women: _____ 75

WORK WITH OTHER YOUTH

55. Number of youth (of 4-H Club age) worked with in addition to 4-H Club members 65

4-H CLUB WORK

60. Number of 4-H Clubs	<u>11</u>	63. Four-H Club members by years in club work:	
61. Different 4-H Club members enrolled:		a. 1st year	<u>75</u>
a. Boys	<u>272</u>	b. 2nd year	<u>192</u>
b. Girls	<u>269</u>	c. 3rd year	<u>157</u>
c. Total	<u>541</u>	d. 4th year	<u>89</u>
		e. 5th year	<u>23</u>
		f. 6th year and over	<u>5</u>

62. Four-H Club members enrolled by place of residence:		64. Four-H Club members by age groups:	
a. Farm	<u>276</u>	a. 12 years and under	<u>268</u>
b. Rural non-farm	<u>229</u>	b. 13-15 years inclusive ..	<u>244</u>
c. Urban	<u>36</u>	c. 16-20 years inclusive ..	<u>29</u>

55. Four-H enrollment in projects and activities:

(A member may be enrolled in more than one project or activity under each of the following groupings and should be counted each time.)

a. Agronomy (crops and soils)	<u>1</u>
b. Horticulture (fruits, vegetables, landscaping)	<u>124</u>
c. Entomology and plant pathology	
d. Conservation (soil, water, forest, wildlife)	
e. Poultry	
f. Dairy	
g. Beef	<u>1</u>
h. Swine	<u>16</u>
i. Other livestock	
j. Engineering (include electricity, tractor, automotive)	<u>120</u>
k. Management on the farm	
l. Marketing and business	
m. Management in the home	
n. Clothing	<u>120</u>
o. Food and nutrition	<u>96</u>
p. Home improvement and furnishings	<u>82</u>
q. Family life education	
r. Personal development (public speaking, grooming)	<u>1</u>
s. Health	
t. Safety	<u>1</u>
u. Recreation (include crafts)	
v. Community and public affairs	
w. Career exploration	<u>30</u>
x. Total enrollment in projects and activities	<u>592</u>

66. Junior 4-H Club leaders:

a. Boys	<u>15</u>
b. Girls	<u>32</u>

SECTION III: COOPERATION WITH OTHER PUBLIC AGENCIES

(Read instructions before completing.)

	Days Devoted By	
	County Staff	State Staff
	A	B
FEDERAL AGENCIES		
67. Agricultural Research Service	1	
68. Agricultural Stabilization and Conservation Service	8	
69. Bureau of Indian Affairs		
70. Bureau of Land Management; Bureau of Reclamation		
71. Department of Commerce (Area Redevelopment)	9	
72. Economic Research Service	4	
73. Farm Credit Administration	1	
74. Farmer Cooperative Service	5	
75. Farmers Home Administration	14	
76. Fish and Wildlife Service		
77. Food and Drug Administration	1	
78. Forest Service		
79. Housing and Home Finance Agency		
80. Rural Electrification Administration		
81. Selective Service		
82. Social Security Administration; Internal Revenue Service	6	
83. Soil Conservation Service	3	
84. Area Authorities (TVA, etc.)		
85. USDA Defense Board		
STATE AGENCIES		
86. Civil Defense (at both state and county level)	8	
87. Health Department	10	
88. Highway Department	2	
89. Commissions on: Children and Youth; Juvenile Delinquency; Aging ..	1	
90. State Departments of Agriculture and Forestry	4	
91. State Department of Education (schools in general)	7	
92. State Employment Service	2	
93. Welfare Department	7	
94. State RAD Committee	3	
COUNTY AGENCIES		
95. Soil Conservation Districts	4	
96. Vocational Agricultural and Home Economics Departments	20	
97. County or area RAD Committees	5	