

COUNTY PLAN OF WORK

NAISEMOND COUNTY

January 1, 1963 - December 31, 1963

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County Agent

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1963 PLAN OF WORK

Nansemond County

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SECTION A

AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PLAN OF WORK

1963

NANSEMOND COUNTY

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - SWINE - Low Number of Pigs Weaned Per Litter

Situation

Data shows pigs weaned per litter at 7 - below the readily attainable average of 8 and potential of 9. This results in annual loss of from \$125,000 to \$250,000.

Swine Industry Committee much concerned and recommends remedial action through use of appropriate educational media.

Specific Problem

Basically, problem is multiple: (1) Inadequate farrowing facilities; (2) Below-par management (partly because of lack of information); (3) Competition for operator's time by other farm enterprises, some less lucrative.

Program Objective

Increase farm income by increasing number of pigs weaned per litter.

Teaching Objectives

Aid hog producers to:

1. Better understand the need for, and proper use of, improved farrowing facilities.
2. Install and use better facilities where feasible.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - SWINE - Low Number of Pigs Weaned Per Litter

Source of Subject Matter

Extension Specialists (Swine, Agricultural Engineers, Economists, etc.)

V. P. I. Farrowing House Plans

Local Power Supplier technical representatives

Swine Industry Committee

<u>Methods</u>	<u>When</u>	<u>By Whom</u>
1. Tour of modern farrowing facilities.	March & April	Agent, Specialists and Swine Committee
2. Local community meetings of swine producers.	February & August	Agent & Specialists
3. Field Day of new swine facilities at Holland Experiment Station.	August or September	Agent & Specialists
4. News articles; radio and news letters	February April, July & December	Agent
5. Swine Industry Committee meeting to review and evaluate progress and methods.	December	Agent
6. County-wide swine school.	February	Agent & Specialists

Evaluation

Aided by Swine Industry Committee, survey number of new, or newly improved, farrowing facilities completed during year. This may not be a measure of results, but should definitely reflect a trend.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - PEANUTS - Use of Pesticides

Situation

Root worm numbers on decline thought by some producers negating need for control; mechanical harvesting of peanuts requires healthy vine growth, thus need to control leaf spot and stem rot until digging time; root knot nematode an increasing threat to many farmers; harmful residues pose threat to over-all industry.

Agronomy Committee estimates losses currently at \$300,000 to \$500,000 annually.

Specific Problem

Severe losses if root worm not controlled; same for stem rot, leaf spot, foliage insects, and root knot nematode; threat to peanut industry if pesticides not used properly.

Program Objective

Maintain high yields through proper correction and/or prevention of problems listed above.

Teaching Objectives

Encourage peanut producers to:

1. Apply pesticides continuously and without deviation from recommendations by Extension, and label on containers, stressing dosages, time, methods, etc. of application.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - PEANUTS - Use of Pesticides

Sources of Subject Matter

V. P. I. Leaflets and Circulars

Extension specialists

Agent's knowledge

Experienced farmers

Cooperation of professional commercial representatives

Agronomy Committee

<u>Methods</u>	<u>When</u>	<u>By Whom</u>
1. County-wide producer-industry meetings.	February & August	Agent & Specialists
2. Circular letters, leaflets, press, radio, etc.	February April May June July August	Agent & Specialists
3. "Test-treat" small area of 4 to 6 fields to check on prevalence of root knot nematode.	May	Agent & Specialists Local firms Agronomy Committee
4. Conduct "Nematode Clinic"	July	Agent & Specialists
5. Check prior to digging as many fields as practical as to degree of stem rot; also nematode damage.	August September October	Agent & Specialists Cooperating Industries

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - FERTILITY AND LIMING - Field Crops

Situation

Special survey of some 1800 fields soil tested (most for the first time, or in several years) reveals high percentage of these fields very low in fertility levels and/or pH.

Agronomy Committee much concerned at this situation, causing estimated \$ 1/2 million losses annually.

Specific Problem

Heavy losses due to low pH and/or soil fertility levels.

Program Objective

Application of lime and fertilizer, where needed, using soil tests as a guide, on basis of Extension Service suggestions.

Teaching Objective

Encourage farmers to:

1. Properly take soil samples at least once in each 3 years on each field.
2. Code each field, identify sample properly, and keep record of soil test results, crop yields, practices and amounts of materials used annually on each field.
3. Conduct 3 to 5 liming demonstrations on extremely low pH fields.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - FERTILITY AND LIMING - Field Crops

Source of Subject Matter

Extension leaflets and circulars

Extension Agronomists

County agent's experience

Experienced farmers

Local industry representatives

Agronomy Committee

MethodsWhenBy Whom

- | | | |
|--|--|--|
| 1. County-wide farm meeting. | February
August | Agent & Specialists |
| 2. News letter, leaflets, etc. | January
February
March
August | Agent & Specialists |
| 3. Liming demonstrations. | February
November | Agent & Agronomy
Committee |
| 4. Provide soil testing
cartons and record sheets | January
February | At County Office;
ASCS Office; Local
stores; and Farm Supply
people |

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - OTHER FIELDS OF WORK - Adult

1. Peanuts

- (a) Improved seed
- (b) Mechanical harvesting

2. Corn

- (a) Use of adapted hybrids
- (b) Proper fertilizer placement
- (c) Proper harvesting and storage

3. Soybeans

- (a) Varieties
- (b) Rates and time of planting

4. Cotton

- (a) Insect control

5. SOil Tests

- (a) Heat-treat all samples from soybean cyst nematode farms
- (b) Encourage use of properly taking and identifying samples
- (c) Analyze (with individuals where practical) results of all samples.

6. Small Grain

- (a) Varieties
- (b) Rates and dates of seeding

7. Flue-Tobacco

- (a) Varieties

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - OTHER FIELDS OF WORK - Adult (continued)

8. Cover Crops

- (a) Value of winter cover crops and the cost-share approach through ACP.

9. Hogs

- (a) Improved breeding stock
- (b) Increased number of sows
- (c) More efficient feeding
- (d) Consider use of concrete feed floors
- (e) Improved sanitation
- (f) Vaccination against cholera and erysipelas

10. Poultry

11. Forestry

12. Work With Other Agencies

- (a) ASCS - ACP
- (b) Plant Pest Control personnel (Soybean Cyst Nematode)
- (c) Virginia Department of Agriculture personnel
- (d) Soil Conservation Service
- (e) Soil Conservation District
- (f) General farm organizations
- (g) Commodity organizations
- (h) Chamber of Commerce
- (i) Federal Crop Insurance Corporation
- (j) Other local agencies and organizations

PROJECT AREA - AGRICULTURAL PRODUCTION, MANAGEMENT, AND NATURAL
RESOURCE DEVELOPMENT

PHASE - OTHER FIELDS OF WORK - Youth (4-H Club)

1. Electric

- (a) Workshop
- (b) Individually carried projects

2. Tractor

- (a) Workshop

3. Field Crops Projects

4. Livestock

- (a) Swine - market hogs, breeding, market hog show
- (b) Beef Steer - Steer show, market steers
- (c) Sheep - fat lambs (show)

5. Garden

6. Home Grounds Beautification

SECTION B

MARKETING AND UTILIZATION OF AGRICULTURAL PRODUCTS

PLAN OF WORK

1963

NANSEMOND COUNTY

PROJECT AREA - MARKETING AND UTILIZATION OF AGRICULTURAL PRODUCTS

PHASE - OTHER FIELDS OF WORK

1. Organized Feeder Pig Sales
2. Organized Lamb Pool Sales
3. Organized Wool Pool Sales
4. Educational assistance to firms supplying farmers services and supplies.

SECTION C

EXTENSION HOME ECONOMICS

PLAN OF WORK

1963

NANSEMOND COUNTY

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - CLOTHING - Planning and Construction of Garments 1963-64

Situation

Many homemakers do construct garments for some member of their family. These homemakers do have a sewing machine. None have a sewing center.

Attempts at teaching tailoring skills have not been successful due to lack of experience.

More leisure time, suburban living and higher cost of better garments have brought new demands for learning to sew.

Specific Problem

Homemakers lack knowledge of steps in construction of basic garments.

Homemakers have difficulty in managing the clothing budget.

Program Objective

To learn sewing skills and be able to plan costumes that will enable homemakers to become more efficient in distribution of income for clothing among all members of the family.

Teaching Objectives

1. To teach homemakers skills in sewing so that they can make basic garments.
2. To teach skills in planning costumes for the occasion.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - CLOTHING - Planning and Construction of Garments 1963-64

Source of Subject Matter

Extension Bulletins:	MC 6	MC 177	MC 256
	MC 107	MC 178	
	MC 144	MC 253	

Circular 868

Leaflet 121

MethodsWhenBy Whom

- | | | |
|---|-------------------------------------|---------------------|
| 1. Demonstration and actual practice by homemakers in Chuckatuck community | November
December
January | Agent |
| 2. Leader training on "Dress for Occasion" and "Selecting Color for Boys and Girls" (4-H) | February

(for April meeting) | Clothing specialist |
| 3. Demonstration and actual practice by homemakers in Reids Ferry-Everetts Bridge community | March
April | Agent |
| 4. Leader training on "Pointers to Look for in Fit" | April | Agent |
| 5. Leader training on "Buying Foundation Garments" | May | Agent |

Evaluation

By using a formal survey determine sewing equipment, habits and knowledge of practices at the beginning of each new group. Follow up with a short questionnaire on skills developed and improvement.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - NUTRITION - Weight Control 1963-64

Situation

Overweight is a definite health hazard, and it seems to be increasing as automation increases.

Insurance figures show that those who are 10% or more over-weight have a mortality one-third higher than those of desirable weight.

Specific Problem

Lack of knowledge of body nutritional needs.

Lack of will power to change daily food habits.

Program Objectives

To increase the number of homemakers who know how to plan and prepare three nutritious meals a day, resulting in weight reduction and changed food habits for improved health.

Teaching Objectives

1. To help homemakers realize the dangers of overweight.
2. To provide homemakers with reliable information on nutritional meals.

Source of Subject Matter

Public Health Doctor and Nurse

Nansemond and Suffolk Medical Association

V. F. I. Food and Nutrition Specialist

Extension bulletins and leaflets

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - NUTRITION - Weight Control 1963-64

Source of Subject Matter (continued)

Nutritionist State Department of Health

<u>Methods</u>	<u>When</u>	<u>By Whom</u>
1. Organizational meeting	February	Agent & Health Director
2. Survey of food habits	February	Agent & Health Director
3. Discussion on daily nutritional needs	March	Nutritionist, State Department of Health
4. Demonstration on low calorie desserts	March	Agent
5. Study facts and fads	April	County Health Nurse

Members of Nutrition Committee will assist at each meeting.

Evaluation

The evaluation of the classes will be made on the basis of the number that enroll, compared to the number that continue; the number of pounds lost as to number of pounds that are recommended, and the satisfaction in improved health.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - NUTRITION - 4-H Food and Nutrition

Situation

The teen-age girl is the poorest fed member of the family, according to a study by the U. S. D. A. A recent Food and Drug Administration study shows that the 19 year old boy gets twice the amount of vitamins and minerals that is required.

Over half the girls in 4-H Club work indicate an interest in foods.

Specific Problem

Lack of leaders to provide project instruction.

Lack of facilities to use for conducting project instruction.

Program Objectives

To obtain and train leaders in skills in food preparation and nutritional needs.

To increase the number of boys and girls that eat a nutritional breakfast and drink milk.

Teaching Objectives

1. To teach the nutritional needs of boys and girls.
2. To develop skills in planning, organizing time, managing income and basic preparation of simple meals.

Source of Assistance

State 4-H Staff

Local Professional workers

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - NUTRITION - 4-H Food and Nutrition

Source of Assistance (continued)

County Extension agent

4-H Project "Todays Girl"

<u>Methods</u>	<u>When</u>	<u>By Whom</u>
1. Leader training meeting	October	Food and Nutrition Specialist, VPI
2. Individual leader training	January February March	Agent
3. Demonstration contests	March & April	Leaders & Agent
4. County Project workshops with older 4-H members	June July	Leaders & Agent

Evaluation

A questionnaire with three questions has been prepared for leaders to check girls on breakfast habits, drinking milk and Vitamin C once a day. The outcome of this will be used in the teaching methods at project instruction. These same questions will be used in September and the results evaluated.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - HOUSE FURNISHINGS - Your Room (4-H)

Situation

The girls in the county are reluctant to share the responsibility of the care of their room. The houses, for the most part, are small, the families are large, and often the mother works part-time or full time away from home.

The county girls and boys leave home early in the morning on a school bus and return late in the afternoon.

Specific Problem

Lack of appreciation for a well organized room.

Lack of a feeling of responsibility in sharing housekeeping duties.

Program Objective

To increase the interest among the girls enrolled in 4-H in caring for their bedroom.

Teaching Objectives

Assist leaders and girls enrolled in the Your Room project as follows:

1. To make a plan for the maintenance and improvement of this room.
2. To acquire skills in the care of floor covering and wood furniture.
3. To make improvements in this room to provide for the function of the room.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - HOUSE FURNISHINGS - Your Room (4-II)

Source of Assistance

V. P. I. House Furnishings Specialist

Local interior decorator

Extension agents

Bulletin 245

Supplementary material as needed

<u>Methods</u>	<u>When</u>	<u>By Whom</u>
1. To secure leaders in each of the 7 clubs to work with the girls that are enrolled in Your Room project.	January February March	Agent
2. To conduct county workshop to learn improved practices and to acquire skills	February March April	Agent & Leaders
3. County and District Contest demonstrations	April	Leaders & Agents
4. Tour	June	Leaders
5. Conduct community classes to practice flower arrangements, making pillows, curtains, rugs and trash baskets.	July August September	Leaders
6. Project completion and judging	October	Judging Committee

Evaluation

A questionnaire with no more than 3 questions for leaders to check girls on duties they now perform in keeping their room. Another questionnaire at the end of the project year to determine progress.

PROJECT AREA - EXTENSION HOME ECONOMICS

PHASE - OTHER FIELDS OF WORK - Adult

1. Family Life

- (a) The Family and Mental Health
- (b) How to Live Together Happily

2. House Furnishings

- (a) Refinishing Furniture
- (b) Window Treatment
- (c) Flower Arrangement

3. Home Management

- (a) Planning Home Storage
- (b) Making Simple Repairs to Electrical Appliances

PHASE - OTHER FIELDS OF WORK - Youth (4-H Club)

1. Home Management

- (a) Budgeting Time and Income
- (b) Laundry
- (c) Ironing

2. Looking Your Best

- (a) Grooming
- (b) Etiquette

SECTION D

FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

PLAN OF WORK

1963

NANSEMOND COUNTY

MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA - FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE - 4-H COMMUNITY CLUB ORGANIZATION

Situation

Due to crowded conditions it was necessary to discontinue 4-H Club meetings in the public schools.

In order to offer the 4-H Club program to the youth in the county, it was necessary to organize 4-H Clubs in communities.

There are seven (7) 4-H Community Clubs organized with junior and adult leaders.

Specific Problem

Boys and girls in the county do not live within walking distance of any central location. So transportation is difficult.

Parent interest is lacking.

There are many activities planned for boys and girls through civic organizations, churches and schools. Since their time after school and at night is limited, they must make a choice.

Program Objectives

To organize 4-H Community Clubs in as many communities as organizational leaders are located and trained.

To publicize the 4-H Club Community program so that parents and boys and girls may become interested.

To assist in the selection of the organizational leader.

1963 PLAN OF WORK

Nansemond County

MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA - FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE - 4-H COMMUNITY CLUB ORGANIZATION

Program Objectives (continued)

To show the values gained in participating in a vocational program in Agriculture and Home Economics.

Source of Assistance

State 4-H Staff

4-H Leaders Handbook (270)

4-H Trends in Virginia and County

Leadership material

MethodsWhenBy Whom

- | | | |
|---|---|--------------|
| 1. Individual contacts | at every opportunity | County staff |
| 2. Leader training meeting
Discussions | January &
February (and
repeat as needed) | County Staff |
| 3. Home Demonstration
Club sponsored | -- | -- |
| 4. Workshop sessions | April
May | Agents |

MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA - FOUR-H AND OTHER YOUTH EXTENSION PROGRAMS

PHASE - 4-H ADULT LEADERS ASSOCIATION

Situation

Extension agents in Nansemond County have been working with eleven (11) organizational leaders and approximately twenty four (24) project leaders individually in planning meetings, and 4-H County Council activities.

The county staff considers this group a leaders association, but they are not organized as such.

Some adults will provide leadership but they refuse to be called by any name.

Two leaders attended the State Leaders' Conference this past year. They know the advantages of having a leaders' association.

Specific Problem

Too often adults that are willing to provide leadership are not capable of assuming responsibility.

Program Objective

To increase the effectiveness of the 4-H County Program through adult volunteer leadership development.

Organization Objective

To encourage leaders to organize so that they may aid in setting appropriate standards for project supervision; determine special activities to be held, exhibits and awards program.

MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA - FOUR-H AND OTHER YOUTH EXTENSION PROGRAMS

PHASE - 4-H ADULT LEADERS ASSOCIATION

Source of Assistance

Adult leaders that have attended Leaders' Conference

Bulletin 270

Leaders' Handbook

Methods

When

By Whom

- | | | |
|---|--|--------------|
| 1. Discuss organization with key leaders through personal contact | January
February | Agent |
| 2. Hold county-wide organizational meeting | March | County staff |
| 3. Have County 4-H Program Planning meeting | As soon after organizational meeting as possible | County staff |

SECTION E

COMMUNITY AND PUBLIC AFFAIRS

PLAN OF WORK

1963

HANSEMOND COUNTY

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - COMMUNITY AND PUBLIC AFFAIRS

PHASE - COMMUNITY CIVIL DEFENSE

Situation

It is essential that farmers and their families in rural areas understand the nature of radioactive fallout so that steps may be taken to reduce property damage and loss of life.

Specific Problem

Lack of interest on the part of individuals to study information to gain an understanding of the nature and effect of radioactive fallout.

Program Objective

To help rural people know how to protect themselves against radioactive fallout.

To make sure rural people have an adequate food supply in the event of an enemy attack and help farmers prepare to maintain the production capacity following attack.

Teaching Objectives

1. To provide rural people with information so they will know how to provide for their needs and to protect themselves.
2. To solicit the support and encouragement of local leaders in clubs and organizations to assist in carrying out the objectives.

MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA - COMMUNITY AND PUBLIC AFFAIRS

PHASE - COMMUNITY CIVIL DEFENSE

Source of Assistance

Rural Civil Defense Manual and Film Strip

The Rural Civil Defense Youth

Family Food Stockpile for Survival bulletin

Material provided by Rural Civil Defense Program Leader

<u>Methods</u>	<u>When</u>	<u>By Whom</u>
1. Each civic club, H. D. and 4-H Club has been asked to continue using their civil defense leader from last year.	January	Agents
2. Provide leaders with latest information so that they may help plan and execute a program.	February March April	Agents
3. Training meeting for 4-H leaders.	May	Specialist
4. Hold meetings to present planned program to 4-H members and parents.	July August September	Leaders
5. Hold meetings of leaders to encourage home and farm preparedness.	March September	Agents
6. Sponsor classes in Home Care of the Sick for Box Elder H. D. Club members.	(as soon as can be scheduled -- contact has been made)	Local Nurse
7. Cooperate in carrying out recommendations made by local Civil Defense Organization.	at all times	County staff

ANNUAL NARRATIVE REPORT

COUNTY EXTENSION WORK

Virginia Agricultural Extension Service

J. W. Freeman

Extension Agent

Ella H. Rice

Extension Agent

Delbert E. O'Hearn

Assistant Agent

Sylvia Lamm

Assistant Agent

Assistant Agent



1963

NAME OF

County

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

The involvement of local leadership in planning and carrying out the Extension Program, Agriculture, Home Economics, and Youth is the most important means of seeking public understanding.

The Extension Programs have been backed by rural people and business men for a long time. Their interest and support are the result of long time extension-public cooperation and good relationship.

Building an understanding of the work among the people in the county is a continuing process. An attempt is made to keep the information up to date and continue building on past good work to keep leaders receptive, and willing to serve, desire for information and understanding of the objectives.

II. AGRICULTURAL PRODUCTION, MANAGEMENT AND NATURAL RESOURCE DEVELOPMENT

- A. Phase: Peanuts - Artificial Curing
- B. Increasing labor costs continues to require peanut producers to substitute mechanization for labor.
- C. Necessary to maintain good quality of nuts in mechanical harvesting and curing and to properly install and operate this equipment.
- D. At least 75 percent of county's crop mechanically harvested in 1963 - - would have been 85 percent with a normal growing season. Six (6) new curing units (frame), plus several metal bins and wagon and/or trailer units, with a total estimated capacity of 8,000 cwt. per batch, added in 1963.

Over-all a good job was done in harvesting and curing, considering poor quality of most of the crop at digging time. Immature peanuts, due to season, caused a drop in price per pound of 1¢ (est.) for this year's crop.

Extension Agricultural Engineer, along with local technical industry people, were most helpful. "Guides for Curing Peanuts" (Extension poster) were posted at all installations. Several news articles on the subject written and two circular letters sent all producers. Many farm visits made; Extension plans given several interested producers.

II. AGRICULTURAL PRODUCTION, MANAGEMENT AND NATURAL RESOURCE DEVELOPMENT

- A. Phase: Peanuts - Nematode Control
- B. Increasing build-up of nematode population becoming a major problem, causing reduced yields and thus reduced income. Recognition of this problem the key to solution.
- C. To get producers to recognize problem nematode fields and to take control measures where warranted. Also, equally important, not to fumigate soil if not needed.
- D. One county-wide meeting (attendance 50, due to snow), and three community meetings (total attendance 85) held to explain nematode symptoms and control. Extension pathologists aided in this; also in putting on three observation demonstrations, one of which had good results. A two-day Nematode Clinic held in July under guidance of Extension pathologists. Participation by producers not up to expectations. Soybean Cyst Nematode Quarantine regulations likely confused the regulatory program versus the educational program.

Three circular letters sent all producers; two news articles written on nematode population build-up and need to determine problem fields before soil fumigation. Also, innumerable personal contacts made.

II. AGRICULTURAL PRODUCTION, MANAGEMENT AND NATURAL RESOURCE DEVELOPMENT

A. Phase; Swine - Production and Management

- B. Based on value of feeder pigs only, an increase to 8 pigs per litter weaned would add \$100,000 to county producers.

An extra \$250,000 could be gleaned by more efficient feeding and management of swine from feeder size to market (slaughter weight).

- C. Increase number of pigs weaned per litter to 8; to reduce by 20 percent ratio of feed per 100 pounds of gain.

- D. Twenty five producers attended a meeting on production and management; 35 attended automated facilities tour at a 1640-head feed floor unit in the county. These events were assisted by Extension swine specialists and by local power company and industry folks.

Innumerable farm visits made on management problems. Consensus of Swine Industry Committee thinking that objectives listed above completed, or nearly so.

II. AGRICULTURAL PRODUCTION, MANAGEMENT AND NATURAL RESOURCE DEVELOPMENTOTHER FIELDS OF WORK

A. ASCS Soil Tests

Nansemond, one of 9 pilot counties in Virginia, cooperating with State ASCS Office in soil testing. County ASCS office employs per-diem worker, trained by agent, to take samples and send to V. F. I. Laboratory. Results of tests returned to agent for recommendations.

1700 ASCS soil test results handled by agent and recommendations made.

Most samples come from fields not previously tested. Results are tangible; it remains to check use of recommendations made, which has required a great deal of extra work on part of agent. This project should continue, however, with part of funds, plus some time of ASCS employee, allocated to survey use made of recommendations. This planned evaluation of vital importance.

B. Pest Control

Root worm control on peanuts stressed again through meetings, circular letter, press and radio and personal contacts. Results were good to very good.

C. Stem Rot

Caused minor damage to peanuts. Meetings, news letters and other educational media recommending control measures were used.

II. AGRICULTURAL PRODUCTION, MANAGEMENT AND NATURAL RESOURCE DEVELOPMENT

OTHER FIELDS OF WORK

D. Sheep

Arranged for custom sheep shearers to shear 700 of the county's 900 sheep. Advised growers of the details of the three lamb pools and one wool pool. These pool sales averaged growers several cents per pound more than if the lambs - wool were sold through independent channels.

E. Corn

Fairly good weather prevailed and this, together with stress placed on spacing, varieties, fertilization and cultural practices through meetings, news letters, news articles, etc., resulted in good to excellent yields per acre.

F. Herbicides

An estimated 45 percent of county's 18,000 acres of corn treated. Over-all results only fair due to adverse soil moisture and temperature conditions. In addition, 500 acres planted in the "wheel-track" method and results most gratifying. Most of this is result of meetings, news articles, demonstrations and other teaching media.

G. Other Projects

Work was done through regular Extension teaching media with soybeans, cotton, small grain, flue-tobacco, pastures, cover crops, poultry, forestry, etc.

II. AGRICULTURAL PRODUCTION, MANAGEMENT AND NATURAL RESOURCE DEVELOPMENT

OTHER FIELDS OF WORK

H. Work With Other Agencies

This included work with ASCS-ACP; the plant pest control personnel on soybean cyst nematode; Soil Conservation District; general farm organizations; commodity organizations; Virginia Department of Agriculture; Chamber of Commerce; Federal Crop Insurance Corporation; and other local agencies and organizations.

II. EXTENSION HOME ECONOMICS

- A. Phase: Clothing - Planning and Construction of Garments
- B. Many homemakers do construct garments for some member of their family. These homemakers do have a sewing machine. None have sewing centers.

Attempts at teaching tailoring skills have not been successful due to lack of experience.

More leisure time, suburban living and higher cost of better garments have brought new demands for learning to sew.

Problem

Homemakers lack knowledge in steps in construction of basic garments.

Homemakers have difficulty in managing the clothing budget.

C. Objective

To learn sewing skills and be able to plan costumes that will enable homemakers to become more efficient in distribution of income for clothing among all members of the family.

1. To teach homemakers skills in sewing so that they can make better garments.
2. To teach skills in planning costumes for the occasion.
3. To help homemakers become aware of quality fabrics

which justify time, effort and money invested.

Methods

Some of the methods used to obtain the objectives are:

II. EXTENSION HOME ECONOMICS

Phase: Clothing - Planning and Construction of Garments

1. County Clothing Committee

The function of the committee is to revise the conditions as they exist and to make recommendations, and assist in planning the clothing program in the county.

2. Method demonstration, classes and workshops. Homemakers in three communities received class instructions in "Making the Better Dress" and "Tailoring".

Each step of construction was prepared ahead of class, and instructions were mimeographed for members to follow as the demonstration progressed.

The demonstration method of class instruction with the workshop has proven to be satisfactory. It encourages women to develop skills, make application of skills learned, develop self-confidence in trying something new, and encourages leadership.

3. Clothing News Letter

The clothing news letter, based on information from the clothing department, V. F. I., is gaining in acceptance. The information indicates possible changes in cost and styles.

4. Newspaper articles

5. Training leaders

D. Progress

The training program for leaders in home demonstration clubs and 4-H clubs to conduct programs at monthly club

II. EXTENSION HOME ECONOMICS

Phase: Clothing - Planning and Construction of Garments meetings is an aid to strengthening the County Clothing Program.

The leaders conducted the program for 4-H Clubs in the county. The two topics on clothing were "Dress for the Occasion" and "Choosing Color for the Wardrobe".

Boys, as well as girls, modeled garments to demonstrate teaching points. These topics were the most popular topics for 4-H Club meetings during the year.

The leaders discussed consumer topics, such as "Buying a Dress to Fit" and "Buying Foundation Garments" at H. D. club meetings.

Homemakers admit making many purchases of these items that they cannot use. Four hundred (400) women have been exposed to measuring for determining correct size and style of foundation garment.

Members of the clothing committee, homemakers that have received information, and leaders who have conducted programs at club meetings, have indicated that improved practices in planning the clothing budget for each member of the family is a great saving in money and time. Improved practices in construction of garments aids considerably in making selection of ready made garments.

Homemakers satisfy creativeness, self-expression and

II. EXTENSION HOME ECONOMICS

Phase: Clothing - Planning and Construction of Garments

conservation by re-designing out-of-style clothing, designing own garments in the wardrobe and making selections of line and style to suit their own figure.

There are seven (7) leaders supervising girls' 4-H projects in "So You'd Like to Sew" and "Make or Remake".

The instruction received through the county clothing program has contributed by giving them confidence and a better understanding of the needs and how to meet them.

The agent received training from the Extension Clothing Specialist on basic clothing construction, tailoring techniques, dress for the occasion, selecting color in the wardrobe for boys and girls, pointers to look for in buying a dress to fit, and buying foundation garments.

Special training in this field makes it possible for the agent to advise members of the planning committee in planning a program that most nearly meets the needs of the homemakers. The in-service training makes it possible for the agent to schedule classes and workshops to suit the majority of the County People.

II. EXTENSION HOME ECONOMICS

A. Phase: Nutrition - Weight Control

- B. Overweight is a definite health hazard, and it seems to be increasing as automation increases.

Insurance figures show that those who are 10% or more overweight have a mortality one-third higher than those of desirable weight.

Problem

Lack of knowledge of body nutritional needs; lack of will power to change daily food habits.

C. Objectives

To increase the number of homemakers who know how to plan and prepare three nutritious meals a day, resulting in weight reduction and changed food habits for improved health.

1. To help homemakers realize the dangers of overweight.
2. To provide homemakers with reliable information on nutritional meals.

D. Progress

The Food and Nutrition Committee members met to review background information, to discuss conditions in the county, to review the program, dealing with foods and nutrition, of the 4-H and home demonstration clubs.

The Director of the Tri-County Health Department has given his approval for conducting a program on weight control.

Classes on basic nutrition will be scheduled as time permits.

II. EXTENSION HOME ECONOMICS

A. Phase: Nutrition - 4-H Food and Nutrition

- B. The teen-age girl is the poorest fed member of the family, according to a study by the USDA. A recent Food and Drug Administration study shows that the 19 year old boy gets twice the amount of vitamins and minerals that is required.

Over half the girls in 4-H Club work indicate an interest in foods.

Lack of leaders to provide project instruction, and lack of facilities to use in conducting project instruction.

C. Objectives

To obtain and train leaders in skills in food preparation and nutritional needs.

To increase the number of boys and girls that eat a nutritional breakfast and drink milk.

To teach the nutritional needs of boys and girls.

To develop skills in planning, organizing time, managing income and basic preparation of simple meals.

D. Progress

Seventy two (72) percent of girls on 4-H rolls were enrolled in a foods project. There are five (5) adult leaders working with the youth program on foods.

Two county meetings were conducted to train leaders in the supervision of "Today's Girl".

7
II. EXTENSION HOME ECONOMICS

Phase: Nutrition - 4-H Food and Nutrition

Demonstrations on basic nutrition and food preparation were given in individual clubs in preparation for county and district contests.

There was an increase of interest of boys and girls in making selection of club refreshments. There was a feeling of guilt in serving a bottle of pop with a cookie.

There was a definite relation between the management of money and planning the meals for the family.

The father's of the girls, carrying this project, have encouraged participation in food preparation. The fathers want their daughters to assume their share of the responsibilities of homemaking.

The masculine influence is evident only when it's possible to get the men to take an active part in planning and decision making.

2

II. EXTENSION HOME ECONOMICS

OTHER FIELDS OF WORK

Phase: 4-H House Furnishings - Your Room

The girls in the county are reluctant to share the responsibility of the care of their room. The houses, for the most part, are small, the families are large, and often the mother works part-time or full time away from home.

The county girls and boys leave home early in the morning on a school bus and return late in the afternoon.

There seems to be a lack of appreciation for a well organized room, and a lack of a feeling of responsibility in sharing housekeeping duties.

Objectives

To increase the interest among the girls enrolled in 4-H work in caring for their bedroom.

Assist leaders and girls enrolled in the Your Room project as follows:

1. To make a plan for the maintenance and improvement of this room.
2. To acquire skills in the care of floor covering and wood furniture.
3. To make improvements in this room to provide for the function of the room.

Progress

County-wide meetings of all the girls taking this project

II. EXTENSION HOME ECONOMICS

OTHER FIELDS OF WORK

Phase: 4-H House Furnishings - Your Room

have been held. Such topics as (1) Cleaning wood furniture; (2) Arranging furniture; (3) Selection, framing and hanging pictures; (4) Making shoe bags; (5) Making a book case and flower arrangements were demonstrations.

II. EXTENSION HOME ECONOMICS

OTHER FIELDS OF WORK

Phase: House Furnishings - Window Treatment

Houses are being built in many sections of the county.

The houses are of many styles and materials. The view from the windows varies from a crowded highway to a formal rose garden.

Homemakers received assistance in the selection of the style of window decoration that would enhance the decorating pattern and to provide for the function of the window.

II. EXTENSION HOME ECONOMICS

OTHER FIELDS OF WORK

4-H Money Management

Planning Home Storage

Making Simple Repairs to Electrical Appliances

II. 4-H AND OTHER EXTENSION YOUTH PROGRAMS

A. Phase: 4-H Community Club Organization

- B. Due to discontinuance of 4-H Club meetings in public schools, because of over-crowded conditions, community 4-H Clubs had to be organized. This became necessary if a 4-H Club program was to be offered for youth of the county.

C. Objectives

1. To publicize the 4-H Club Community program so that parents, boys and girls may become interested.
2. To organize 4-H Community clubs in communities where interested and qualified people for leaders are available.
3. To show the value gained in participating in community 4-H Clubs.

E. Progress

Two (2) new clubs have been organized within the past year and both are operating under the direction of organizational leaders.

General interest throughout the county has picked up. Newspaper articles, leaders in communities presenting 4-H programs and personal contacts to key county people has helped bring this about.

Different changes have been brought about on the part of county people in that they feel it is their 4-H Club program, and the leaders are responsible for it's success.

II. 4-H AND OTHER EXTENSION YOUTH PROGRAMS

Phase: 4-H Community Club Organization

Even with only seven (7) clubs this has set up a good, sound, basic 4-H Club picture in the county and gives a foundation to grow on. Leaders and the people that guide the communities have been the key to the success of this change over.

II. 4-H AND OTHER EXTENSION YOUTH PROGRAMS

A. Phase: 4-H Adult Leaders' Association

B. Emphasis

County Extension Staff had been working with organizational leaders and project leaders in planning meetings, leader training, and other 4-H Club activities.

This entire group had the same goals in mind, but were spread out over the county and consequently functioned as individuals. A leader organization would tie the entire 4-H Program together and aid everyone as one common bond.

C. Objective

To organize a county 4-H Leaders' organization to include all county 4-H leaders and have it to function under their own leadership.

D. Progress

Within the past year the 4-H Leaders of the county organized a county-wide 4-H Leaders' Association, under the leadership of key 4-H leaders and guidance from the County Extension Staff. The county staff, along with leaders that had attended the state 4-H Leaders Association, helped to point out the value and benefits of a leaders' organization. Personal contact and pointing out key areas of club work in relation to leaders and their function motivated the group into an organization.

An organization of this type lets each leader and club carry on their own program but yet ties the club and leaders

II. 4-H AND OTHER EXTENSION YOUTH PROGRAMS

Phase: 4-H Adult Leaders' Association

together in one county-wide unit for the betterment of all concerned.

Some of the goals and objectives this association is working for are:

1. Increased membership and club numbers under top, qualified leaders.
2. Aid in the selection and supervision of boys and girls projects.
3. Determine an itinerary of events and conduct county-wide events to fit all clubs.
4. To coordinate the county 4-H Club Program so that all clubs and leaders will have the same goals in mind.

II. 4-H AND OTHER EXTENSION YOUTH PROGRAMS

A. Phase: 4-H Tractor Program

B. Emphasis

Farms are of an intense row crop nature requiring tremendous amount of machinery. Increased cost and poor quality of labor have further increased machinery needs. Farmers and youth don't realize the cost of equipment, it's operation, and the value of proper use and care.

C. Objectives

To teach 4-H boys and their fathers the importance of proper maintenance of equipment in relation to cost, quality of work done, and safety.

D. Progress

Fifteen (15) 4-H Club members enrolled in the project workshop, along with their fathers; attended 95% of the 8 workshop meetings conducted by two (2) adult leaders.

11 participated in the County Tractor Driving Contest; and 14 turned in project records in the Unit A, B and D group.

Seven farm machinery dealers cooperated in the project by making meeting places and instructors available. 16 different topics, covering Units A, B and D. were included in the workshop meetings. Attendance of fathers added a lot to the programs and they feel that they gained as much as the boys did from the course.

II. 4-H AND OTHER EXTENSION YOUTH PROGRAMS

A. Phase: 4-H Livestock Program

B. Emphasis

Many farms are cash-gain farms; youth and adults know little of modern production practices in livestock. Increased interest in grain feeding has brought about a greater demand for 4-H livestock projects.

C. Objectives

To train and teach 4-H'ers the value of livestock, feeding and selection, and it's importance in our economy.

D. Progress

75.8% of the 4-H boys enrolled in some type of livestock project during the year. These home projects were highlighted by type and judging schools, field days, county, district and state livestock shows, and carcass evaluation demonstrations. All projects did not prove profitable, but each one served it's purpose in teaching responsibility in feeding and care of animals and the economic importance of the livestock industry.

II. 4-H AND OTHER EXTENSION YOUTH PROGRAMS

EMERGENCY PROGRAM NOT COVERED IN PLAN OF WORK

A. Phase: Light Horse and Pony Program

B. Emphasis

A group of local people (65 families) requested the assistance of county Extension Staff in guiding the organization of a County Horse and Pony Club. Leadership was available within the group and agents were asked to assist in program planning and organizational procedures. These people see a sincere need for an educational program on horsemanship.

C. To organize a County Light Horse and Pony Club for the families that have horses and ponies within the county.

D. Progress

Within one month after the request came to the county staff, the leaders of this group had a club completely organized and functioning. A member of the county staff serves as advisor to the program committee.

The objectives of the club have been set up as follows:

1. To teach proper use of horses and ponies.
2. To teach proper management of horses and ponies.
3. To help youth who are interested in horses in a youth program to become better citizens and leaders of their communities, plus learning the best in horsemanship.

Every part of this entire program is planned and carried out with leadership from within the group.

II. COMMUNITY AND PUBLIC AFFAIRS

A. Phase: Community Civil Defense

- B. There is a fear that a nuclear war might start, involving the United States. It is essential that farmers and others in rural areas understand the nature of radioactive fallout so that steps may be taken to reduce property damage and loss of life.

Problem

Lack of information and understanding of the nature and effect of radioactive fallout.

C. Objectives

To help rural people know how to protect themselves against radioactive fallout.

To make sure people have an adequate food supply in the event of an enemy attack and help farmers to maintain the production capacity following attack.

To provide rural people with information so they will know how to provide for their needs and to protect themselves and livestock.

To solicit the support and encouragement of local leaders in clubs and organizations to assist in carrying out the objectives.

D. Progress

The county agent and home demonstration agent have conducted an educational program; the home agent on an organized basis

II. COMMUNITY AND PUBLIC AFFAIRS

Phase: Community Civil Defense

through home demonstration clubs, and the county agent in contacts at meetings and individual contacts with farmers and others.

Two (2) programs on Rural Civil Defense were given at the F. H. A. monthly meetings at the High Schools. "Understanding Radioactive Fallout" and Purification of Water" were the topics discussed and demonstrated.

The presidents of all civic organizations have received a copy of the Fact Sheets prepared by the Leader of Rural Defense Education.

The Civil Defense leaders of the 18 home demonstration clubs devote time to report information received at each club meeting.

II. COMMUNITY AND PUBLIC AFFAIRS

A. Phase: Rural Area Development

- B. The farm income for Nansemond County is derived mainly from peanuts and swine production. Only 27% of all hogs slaughtered in Virginia are produced in Virginia.

The farm income is \$733 per capita below the state average. Off-time employment opportunities are limited.

Problem

Lack of background information on county social and economic conditions.

Know-how to encourage local leaders to study their situation, understand the possibilities and to identify some of the problems.

C. Objectives

To provide an opportunity for leaders to organize and maintain an effective RAD Committee and sub-committees.

The purpose of this committee is to make a complete resource study of the county situation to determine problems and possible solutions.

D. Progress

Meetings of the Extension agents, Technical Panel, Board of Supervisors and key leaders have been held to motivate interest in Rural Area Development. Considerable discussion ensued; however, the R. A. D. Committee has not been established.

The County Board of Supervisors have recommended working with individual committees rather than an over-all group.

II. COMMUNITY AND PUBLIC AFFAIRS

Phase: Rural Area Development

Conflicts with factions within the county was responsible for this recommendation.

Projects Being Implemented are as follows:

1. Improved Swine Feeding and Farrowing Facilities
2. Swine Marketing
3. Swine Nutrition

The Swine Committee now includes meat packers, bankers, feed dealers, and others interested in the swine industry, as well as swine producers. The Committee continued to stress importance of improved swine feeding and farrowing facilities, as well as marketing and nutrition as a three-fold program of education for Nansemond farmers.

Progress in this area can be measured in several ways - - all of them substantial. (1) Number of modern (central) farrowing houses - - either new or remodeled old buildings - - completed total 20, with a total of 200 farrowing pens; (2) New concrete feed floors total 22, with a total of 7,000 hog capacity; (3) Number of pigs sold as feeders from farms suited best to production of feeders only has doubled - - through more (and better) facilities and thus obtaining more pigs per-litter weaned; (4) Quality of pigs has improved immeasurably. Proof of this is the continuing number of pigs sold through the organized feeder pig sales and the continuous improvement in

II. COMMUNITY AND PUBLIC AFFAIRS

Phase: Rural Area Development

quality as evidenced through more and more pigs grading U. S.

No. 1.

III. SUCCESS STORY

In looking back over the last year of Extension work in this county a lot of stories come to mind. Progress has been made in commodity groups, communities, families and local clubs. But, when I really analyze the picture there are a lot of good success stories that everyone can see and realize.

There are a lot of individual people who have been successful due to extension's influence on their life at some time, many do not realize it. The story I'm going to relate to you has been realized by the family and this individual.

This individual is from a farm family that has looked to extension for help in the fast changing field of agriculture in which the farmers of today live in. They live on a small farm and have to make their living from the soil they till and the live-stock produced.

In 1955 this individual joined a 4-H Club, at that time he, his family, friends, or the county Extension Staff, had no idea that this one move would have such an effect upon his life as it has today.

From 1955 this individual increased his 4-H project, club activities, leadership role and character development. This was not an over-night growth brought about by his parents, club, school or extension work. No one could actually see this individual develop these traits while carrying out everyday

III. SUCCESS STORY

activities. This individual's close friends, school mates, and fellow club members recognized his growth in leadership and character more than anyone else. This was proved by his popularity and being elected to top leadership position in the county 4-H program and president of his senior class in high school.

His parents, county people and the Extension Staff really hadn't evaluated the good club work had done for this individual until he evaluated himself by way of a state 4-H Achievement Record Book. In 1961 this person was a state winner in his project field and later that year went on to be a National winner.

Upon graduation from high school he entered college. After a short time he dropped from classes to marry a fellow 4-H'er and fellow 4-H All Star. Being just out of high school and without any advanced schooling a good job was not easy to come by for this individual. But, due to his 4-H record, the outstanding project work of the individual and the ability to work with people gained through 4-H, a meat packing company in the area picked this young man to work for their company in it's livestock buying department. At this time the individual, his parents and all others concerned, realized the value of 4-H and the good it is doing for boys and girls of the community and county.

Within ten months this individual was employed by the State College Livestock Department to fill an opening as herdsman in the

III. SUCCESS STORY

project area in which he received his training and experience. This is also giving him an opportunity to keep working toward a college degree.

This individual, his parents and close friends have contributed his success to 4-H and Extension work. Who knows what the future holds in store for this young couple., but they are thankful for the 4-H Leaders, Specialists and County Extension Staff for what they have received in the past to help them gain in the future.

This is just one case that was more direct and closer to Extension than the average. Not only in this county but everywhere young people are gaining on the future from characters built, training and subject matter received, and the fellowship gained through 4-H Club work in the past.

IV. GENERAL APPRAISAL OF PAST YEAR

From general requests for assistance, attendance and participation at meetings and activities, from attitude and cooperation of the people, there is indication that the Extension Program was successful.

The level of leadership in the county in planning and carrying out programs is very desirable.

The number of leaders has increased, however, there is a constant change of leadership.

The special classes are given county-wide attention. These classes are attracting younger home owners and owners with a higher standard of living than ever before.

By having fewer meetings and giving broader subject matter scope to these meetings, presents a new image on the role of Extension workers that is desirable.

1963
ANNUAL STATISTICAL REPORT
OF
COUNTY EXTENSION WORKERS
January 1, 1963 - December 31, 1963
County Nansemond

Submitted By:	J. W. Freeman	County Agent
	Name	Title
	Ella H. Rice	Home Demonstration Agent
	Delbert E. O'Meara	Assistant County Agent
	Sylvia Lamm	Assistant Home Demonstration Agent

Approved By:		
	Date	State Extension Director

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture. W. H. Daughtrey, Director of Extension Service, Virginia Polytechnic Institute, Blacksburg, Virginia.

WES:ap June 1963

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 --					Grand Total F
	Home Agents A	Youth Agents B	Agricultural Agents C	County Total D	State Staff E	
1. Farm, home, firm and other out-of-office visits	235		1041	1276		
2. Office calls	168		1494	1662		
3. Telephone calls (received or made)	653		2265	2918		
4. Newspaper articles or stories:						
a. Prepared and released directly to newspapers or magazines	28		48	76		
b. Prepared by state office and released through county extension offices	25		25	50		XXXXX
5. Broadcasts made:						
a. Radio	-		4	4		
b. Television	-		-	-		
6. Publications distributed directly to the public	6175		2850	9025		
7. Circular and commodity letters written	35		145	180		
8. Training meetings held for local leaders:						
a. Adult work (1) Number	12		22	34		
(2) Attendance	320		135	455		
b. Youth work (1) Number	15		8	23		
(2) Attendance	287		63	350		
9. Other meetings at which agents or specialists presented educational information:						
a. Adult work (1) Number	110		30	140		
(2) Attendance	2211		1018	3229		
b. Youth work (1) Number	49		19	68		
(2) Attendance	974		550	1524		
10. Meetings held by local leaders:						
a. Adult work (1) Number	133		3	136		
(2) Attendance	3082		64	3146		
b. Youth Work (1) Number	- 65		55	120		
(2) Attendance	1020		1270	2290		

15,899 - 11,109 26,706 ✓

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	35	
12. Field crops, pasture, range (production and on-farm marketing)..	51	
13. Soil management	5	
14. Horticulture (production and on-farm marketing)	2	
15. Forestry (production and on-farm marketing)	-	
16. Soil and water conservation, wildlife	17	
17. Plant pathology	25	
18. Entomology	34	
19. Agricultural chemicals (pesticides, additives, etc.)	14	
20. Dairy (production and on-farm marketing)	4	
21. Poultry (production and on-farm marketing)	-	
22. Livestock (production and on-farm marketing)	107	
23. Animal and poultry health	12	
24. Marketing and utilization	12	
25. Consumer education in use of agricultural products	5	
26. Agricultural engineering	24	
27. Dwellings and equipment	5	
28. Home grounds improvement	8	
29. Planning and management in the home	23	
30. Family economics	4	
31. Home furnishings	36	
32. Clothing selection and care	16	
33. Clothing construction	40	
34. Food preparation and selection	16	
35. Food preservation	4	
36. Nutrition	13	
37. Human relations, child development	31	
38. Health	5	
39. Safety	7	
40. Recreation	7	
41. Outlook	8	
42. Community development and resource adjustment	3	
43. Manpower development, employment information	-	
44. Public affairs	12	
45. Rural defense	10	
46. Leadership development	82	
47. Extension administration, organization	-	
48. Program planning	81	
49. Supervision of extension personnel	XXXXX	
50. Inservice training received	66	
51. Miscellaneous (cannot be charged to above items)	13	
52. Total days worked (items 11-51)	837	✓
Of total days reported in item 52, how many were devoted to:		
53. a. Adult work	466	
b. Young adult work (ages 18-25)	3	
c. 4-H Club work	368	
d. Work with other youth and youth serving groups (within 4-H age)	-	✓

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

	Men	Women
	A	B
a. In overall county-wide extension councils or committees, community improvement work and other work not covered below	9	15
b. In adult agricultural and related fields	23	-
c. In adult home economics and related fields	-	288
d. In work with young adults	-	2
e. In 4-H Club work: (Different leaders only)		
(1) Organizational leaders	3	10
(2) Project or subject-matter leaders	17	13
(3) Other adult leaders	7	12
f. Total DIFFERENT adult leaders	48	300

HOME ECONOMICS EXTENSION WORK

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

a. Number of groups	18
b. Number of members	370

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	11
(2) Attendance at meetings held with these groups	210
b. Not organized by extension:	
(1) Number of such groups worked with	3
(2) Attendance at meetings held with these groups	60
(3) Number of leaders in non-extension organized groups trained by extension during the year	-

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	1
b. Number in such groups	Men: 11
	Women: 13

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

Men:	11
Women:	13

WORK WITH OTHER YOUTH

59. Number of youth (of 4-H Club age) worked with in addition to 4-H Club members 21

4-H CLUB WORK

60. Number of 4-H Clubs	<u>7</u>	63. Four-H Club members by years in club work:	
61. Different 4-H Club members enrolled:		a. 1st year	<u>49</u>
a. Boys	<u>62</u>	b. 2nd year	<u>43</u>
b. Girls	<u>82</u>	c. 3rd year	<u>27</u>
c. Total	<u>144</u>	d. 4th year	<u>9</u>
62. Four-H Club members enrolled by place of residence:		e. 5th year	<u>4</u>
a. Farm	<u>88</u>	f. 6th year and over	<u>12</u>
b. Rural non-farm	<u>56</u>	64. Four-H Club members by age groups:	
c. Urban	<u>0</u>	a. 12 years and under	<u>79</u>
		b. 13-15 years inclusive ..	<u>50</u>
		c. 16-20 years inclusive ..	<u>15</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>13</u>
b. Horticulture (fruits, vegetables, landscaping)	<u>27</u>
c. Entomology and plant pathology	<u>2</u>
d. Conservation (soil, water, forest, wildlife)	<u>26</u>
e. Poultry	<u>4</u>
f. Dairy	<u>2</u>
g. Beef	<u>16</u>
h. Swine	<u>29</u>
i. Other livestock	<u>8</u>
j. Engineering (include electricity, tractor, automotive)	<u>47</u>
k. Management on the farm	<u>0</u>
l. Marketing and business	<u>0</u>
m. Management in the home	<u>8</u>
n. Clothing	<u>51</u>
o. Food and nutrition	<u>59</u>
p. Home improvement and furnishings	<u>26</u>
q. Family life education	<u>0</u>
r. Personal development (public speaking, grooming)	<u>9</u>
s. Health	<u>7</u>
t. Safety	<u>8</u>
u. Recreation (include crafts)	<u>0</u>
v. Community and public affairs	<u>0</u>
w. Career exploration	<u>0</u>
x. Total enrollment in projects and activities	<u>341</u>

66. Junior 4-H Club leaders:

a. Boys	<u>7</u>
b. Girls	<u>5</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	-	
68. Agricultural Stabilization and Conservation Service	15	
69. Bureau of Indian Affairs	-	
70. Bureau of Land Management; Bureau of Reclamation	-	
71. Department of Commerce (Area Redevelopment)	-	
72. Economic Research Service	-	
73. Farm Credit Administration	-	
74. Farmer Cooperative Service	-	
75. Farmers Home Administration	-	
75. Fish and Wildlife Service	-	
77. Food and Drug Administration	-	
78. Forest Service	-	
79. Housing and Home Finance Agency	-	
80. Rural Electrification Administration	-	
81. Selective Service	-	
82. Social Security Administration; Internal Revenue Service	-	
83. Soil Conservation Service	18	
84. Area Authorities (TVA, etc.)	-	
85. USDA Defense Board	3	
STATE AGENCIES		
86. Civil Defense (at both state and county level)	10	
87. Health Department	1	
88. Highway Department	1	
89. Commissions on: Children and Youth; Juvenile Delinquency; Aging ..	1	
90. State Departments of Agriculture and Forestry	16	
91. State Department of Education (schools in general)	2	
92. State Employment Service	1	
93. Welfare Department	1	
94. State RAD Committee	-	
COUNTY AGENCIES		
95. Soil Conservation Districts	15	
96. Vocational Agricultural and Home Economics Departments	6	
97. County or area RAD Committees	11	

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

1963

COUNTY

Nansemond

NAME H. F. Lancaster
Local Farm Agent

NAME Hattie P. West
Local Home Agent

NAME _____
Asst. Local Farm or Home Agt.

DATE MAILED January 14, 1963

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: AGRICULTURAL PRODUCTION, MANAGEMENT
AND NATURAL RESOURCE DEVELOPMENT

PHASE: Agronomy - Peanut Production, Year: 1963

The Situation:

Peanuts are the most important cash crop and the average yield per acre needs to be raised to increase farm income. The average yield of peanuts is 1,620 pounds per acre. The records show that 15,080 acres are being produced and during the previous three years have remained relatively constant, but the average yield per acre has made a decline of 622 pounds. Many farmers are not following the best production practices.

Many farmers are quite concerned about the decreasing yields of peanuts and desire information that will enable them to obtain increased income from this important cash crop.

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 Spec. contact
1. Become familiar with and understand the recommended peanut production practices.	Extension Circular 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 Spec. contact
2. Acquire necessary skills in applying these practices.	Extension Circular 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 & Agro. Com.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
	<p>Extension leaflet 84 - "So You Want to Have Your Soil Tested"</p>	<p>5. Initiate sign-up and pre-measurement of peanut acreage</p> <p>6. Submit soil samples from demonstration area.</p> <p>7. Make plans for and hold community meetings on peanut production.</p>	<p>Jan.</p> <p>Feb.</p> <p>Feb. Mar.</p>	<p>Demonstrator and ASC office</p> <p>Agent Demonstrator</p> <p>Agent</p>
	<p>Extension Bulletin 97 - "A Handbook of Agronomy"</p>	<p>8. Send peanut recommendations to farmers.</p> <p>9. Make final plans with demonstrators.</p> <p>10. Give publicity to locations, names of demonstrations and purpose of demonstrations.</p> <p>11. Erect signs for demonstration</p> <p>12. Visit demonstrations and plan community field meetings at them.</p>	<p>Mar.</p> <p>Mar.</p> <p>May</p> <p>June</p> <p>July</p>	<p>Agent</p> <p>Agent</p> <p>Agent</p> <p>Demonstrator</p> <p>Agent and Agronomy committee</p>
	<p>Extension circular 586 "Control the Southern Rootworm on Peanuts"</p>	<p>13. Initiate corn rootworm control method demonstrations.</p> <p>14. Check demonstration yields and hold community meeting.</p> <p>15. Complete write-up on each demonstration</p> <p>16. Analyze results and plan for their use.</p>	<p>July</p> <p>Oct.</p> <p>Nov.</p> <p>Dec.</p>	<p>Agent and Agro. Com.</p> <p>Demonstrator Agro. Com. Agent</p> <p>Agent with demonstrator</p> <p>Agent and Agro. 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: Animal Husbandry - Swine, Year: 1963

The Situation:

Swine is an important livestock enterprise, but only 2% of the hogs butchered annually at the local packing companies are produced in this section of eastern Virginia. It is estimated that the other 98% of the hogs processed in the area are shipped in by freight from the western states. Many farmers are not utilizing the available resources for swine production.

Many farmers are quite concerned about low income from the sale of swine and desire information that will enable them to increase the quantity and quality of swine being produced.

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.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
Assist producers of swine to: 1. Become familiar with and understand the recommended swine production and marketing practices.	State Animal Husbandry Staff Extension Bulletin 192 "Hog Production in Virginia"	1. Organize subject matter material. 2. Involve Livestock Committee to help plan and execute a county swine production and management program. 3. With committee, make plans for demonstrations, meetings, publicity and other activities. 4. Select demonstrators for swine production and management enterprises. 5. Send swine production recommendations to farmers.	Mar. Mar. Mar. Mar. Apr. May	Agent with specialist contact Agent with specialist contact Agent Agent and Livestock Com. 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 Com.
		8. Hold community meetings at demonstrations.	Aug.	Agent & Livestock Com.
		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 meetings and participating in activities.
 - b. Number of demonstrations planned and completed, and the number of UJ I animals exhibited at Show & 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: 1963

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 quality and number 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.	State Agricultural Economic Staff	1. Obtain information on farm record procedures.	Prev. year	Agent with specialist contact
2. Acquire necessary skills in applying these practices.	V.P.I. Electronic Farm Record Program	2. Complete inventories for four new participants in the Electronic Farm Record program.	Dec. (previous year)	Agent & operator
3. Utilize the results of the records in the management of their farm operations.	V.P.I. Electronic Farm Record System code book	3. Submit inventories to the state office.	Jan.	Agent
	Farm Inventory Bulletin 262 Dec. 1959	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: 1963

The Situation:

Marketing service information is needed by farmers to keep them abreast with 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: 1. Become aware of the marketing services which are available. 2. Acquire knowledge of the services to be used in utilizing the services.	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 information meetings. (Grading, loans, and other services.) 5. Send marketing services information to farmers.	Feb. April 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 methods:
 - 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 operations.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: MARKETING AND UTILIZATION OF AGRICULTURAL PRODUCTS

PHASE: Consumer Education - Year - 1963

The Situation:

Homemakers buy more goods and services than formerly. Choice-making is difficult because of the large number and variety of products on the market, along with buying pressures and advertising to which consumers are subjected. Because of these problems homemakers indicated the need for more training in buying and caring for small electrical appliances, and shopping for toilet and cosmetic supplies.

The Specific Problem:

Homemakers lack knowledge and understanding of buying and caring for small electrical appliances, and shopping for toilet and cosmetic supplies.

The Program Objective:

To develop knowledge and understanding in purchasing consumer items mentioned in the specific problem.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
Homemakers develop knowledge and understanding of:				
1. What to look for in buying small electrical appliances.	Ext. Circ. MM-FHD-42 "Small Electrical Appliances"	1. "How-to-do" articles in local newspaper. 2. Demonstrations using appliances.	Sept.	Agent
2. How to care for household appliances.	Circ. 661 "Care of Home Electrical Equipment"	3. Leader-training and discussion meetings	Oct.	Agent
3. How to shop for toilet and cosmetic supplies.	Price lists and sources from local stores	4. Samples and price list of different supplies - pointing advantages and disadvantages of each. 5. Shopping tour	Dec.	Agent & Leaders

EVALUATION:

Through formal or informal survey determine the number of homemakers that: (a) practiced recommended procedures in buying and caring for household appliances; (b) changed attitudes and knowledge in shopping for toilet and cosmetic supplies.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: Foods & Nutrition - Year - 1963

The Situation:

How to get the needed foods within the available budget and meet the individual needs of the overweight, underweight, teen-agers, senior citizens or youngster with the same meals is the challenge of today's homemaker. Approximately 300 families reported that they are concerned with feeding the family adequately at a minimum cost, and desired information on same.

The Specific Problem:

Homemakers lack knowledge and skills in purchasing and preparing needed foods for the entire family at a reasonable cost.

The Program Objective:

To improve knowledge and skills in purchasing and preparing needed food for the family at a reasonable cost.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
To provide homemakers with knowledge and understanding of:	Extension Bulletins			
1. What should food cost, and how to plan to get your money's worth in grocery store.	Circ. 811 - "Buying Food"	Discussion meetings Newspaper articles on good buys at intervals. Shopping tour	Jan.	Agent Specialist contact
2. Good buys in meat, fish, and poultry.	Illustrative charts	Discussions Filmstrips		Agent with specialist contact
3. Good buys in frozen, fresh, or canned foods - which is the best buy?	Food samples & price lists	Discussions using food samples and prices	March	Leaders

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
4. Mixes - to make, buy, or use - What is a good buy?	Extension Bulletin 184 - "Homemade Mixes" Price list of ready made mixes	Leader-training mtgs. Demonstrations on home-made mixes versus buying.	Feb.	Agent & leaders
To aid 4-H'ers in developing knowledge and skills in preparing meals.	Extension Bulletin C-4360 "Today's Girl, Food and Nutrition"	Demonstrations and work-shops	Jan.- June	Agent & leaders

EVALUATION:

Through formal or informal survey determine the numbers that: (a) practiced recommended procedures of shopping with a list; (b) made their own mix; (c) planned and prepared nutritious meals.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: Home Management - Year - 1963

The Situation:

One of the problems which the average family meets most frequently is one involving money - making it, spending it, saving it, and using it to the best advantage. In a large measure, the family's well-being is measured by the way the income is managed rather than the amount of income earned. At the program planning meeting homemakers reported that they wanted information on management of the family's money with emphasis on financial plans, sources of credit and how to make the best use of them. Planning housework to save time and energy was also a concern to many homemakers.

The Specific Problem:

Homemakers lack knowledge and understanding on managing the family's income wisely, and planning housework to save time and energy.

The Program Objective:

To develop knowledge and skills on planning and managing the family's income wisely, and planning housework to save time and energy.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
To develop knowledge and understanding on: 1. Sources, types, advantages, and disadvantages of credit.	Circ. 786 - "A Dollar Down" Bul. 230 - "Financial Calculations and Physical Measurements"	Discussions	April	Agent
2. How to develop a Financial Plan.	NM 182 - "How to Develop A Financial Plan"	Demonstrations and actual practice by homemakers.	May	Agent Leaders
3. Using Bank services	Illustrative charts	Discussions - relating personal experiences. Illustrations	June	Leaders

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
4. Planning housework	MM - FDH - 19 "Planning Housework to Save Time"	Method demonstrations and discussions	July	Agent

EVALUATION:

Through formal or informal survey determine the number of homemakers that: (a) have better understanding of using credit and sources; (b) developed a financial plan; (c) used credit services more wisely; (d) practiced methods of doing housework to save time and energy.

A MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA: 4-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE: 4-H - Adult Leaders Association, Year:1963

The Situation:

A 4-H Adult Leaders Association was organized in 1961 with 14 active members. Contacts have been made with 18 additional persons who have agreed to assist 4-H'ers, but have not joined this organization. More leaders are needed to assist 4-H'ers with projects, records, and conducting county-wide activities and events.

The Specific Problem:

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

The Program Objective:

To solicit more adult leaders to assist with the 4-H program.

ORGANIZATIONAL OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
1. To create interest on the part of local adults to affiliate with the 4-H Leaders Association and work with 4-H'ers.	Bulletin 270 - "Leaders Handbook" Adult leaders who are members of the association.	1. Survey to determine interest.	Jan.	Leaders County Staff
2. To provide interested persons with information about the purpose and function of the Leaders organization.		2. Discuss function of organization with key leaders through personal contacts.	March	County staff
3. To pre-plan all meetings to assure attendance, well organized agenda, follow-up.		3. Invite persons to Leaders Association meetings.	May.	County staff

ORGANIZATIONAL OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
4. To continue to work with Leaders Association		4. Hold leader training meetings often as needed	Jan. through Dec.	County staff

EVALUATION:

1. Number of persons who joined 4-H Leaders Association.
2. Questionnaire to determine if orientation needs were met.
3. Formal or informal survey to determine the effectiveness of the organization.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: FOUR-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE: 4-H Project Records, Year: 1963

The Situation:

Four-H Club project record is one of the chief means used to determine knowledge obtained, 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 records do not follow a neat, accurate and up-to-date system. Many project leaders desire to learn more about and better understand the methods of 4-H record keeping in the project areas in which they desire to assist.

Many project leaders and 4-H members are concerned about the number and quality of records being kept by 4-H members and desire information that will assist them in establishing a better record keeping system.

The Specific Problem:

Lack of efficient record keeping by 4-H club members.

The Program Objective:

To increase the number and improve the quality of 4-H Club records by members.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
A. Four-H leaders to learn more about and better understand: 1. The 4-H record keeping situation in the project area in which they are to assist. 2. Program content and methods which are important in developing good record keeping by boys and girls.	State 4-H Staff	1. Leaders meetings, discussions on record needs, program content to meet the needs of various project areas. 2. Through contact with Junior Council and 4-H Clubs, create an awareness among 4-H Club members. 3. With leaders and 4-H Council members, make plans for conducting record keeping work sessions. 4. Conduct workshop sessions.	Jan. Jan. Feb. Mar. April	Agents with specialist contact Agents Leaders Leaders Agents Leaders Agents

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
<p>B. Four-H members are to learn more about and better understand:</p> <ol style="list-style-type: none">1. The value of 4-H records.2. How to keep records.		<ol style="list-style-type: none">5. Check record keeping progress6. Give recognition to project record-keeping jobs well done.	<p>Apr. to July Aug.</p>	<p>Agents Leaders Agents Leaders</p>

EVALUATION:

Extension agents' awareness by observation and information from leaders on the progress of record keeping and the active participation of leaders in assisting with record keeping by more boys and girls.

Observe improvement of leaders in methods of working with boys and girls. Increased interest and action by 4-H members in their project record-keeping.

Calculate the increased number and observe the quality of records completed.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: COMMUNITY AND PUBLIC AFFAIRS

PHASE: Sociology - Community Improvement, Year: 1963

The Situation:

Community improvement for more attractive observation is evident throughout most areas in the county. Many mail boxes are unpainted, roads and driveways are bad in wet weather, some litter along the public roads, and community schools and churches need improved surroundings. Many communities have done some work in these areas but desire a concentrated campaign and information as to the right steps and 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. Become aware of the need to improve unattractive areas and understand how these improvements can be made.		1. Organize subject matter material	Jan.	Agents
		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.	Agents

TEACHING OBJECTIVES	SOURCE OF ASSISTANCE	METHODS	WHEN	BY WHOM
	VPI Circular 770 "An Attractive Mailbox"	5. Send out information to families	Mar.	Agents
	VPI Bulletin 220 "Landscaping Church Grounds"	6. Send out information to leaders on Church Improvement committees.	Mar.	Agents
	VPI Circular 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 community improvement sheets.	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 improvement 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: 1963

The Situation:

Health improvement needs were determined by a county survey made in 1957. Some unfavorable health conditions were poorly fed families, lack of sanitary toilets, poor garbage and trash disposals, unsafe water supply, and many household pests. A health committee was appointed to study these problems and work out plans for solving them. Many families are still concerned about improving these conditions and desire information that will aid them in raising their health standards.

The Specific Problem:

Families lack knowledge in improving health conditions.

The Program Objective:

To develop knowledge and skills to improve the county health standard through the health committee.

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
A. The Health Committee learn more about and better understand and teach others:				
1. How to build personal habits and improve diets for keeping well and healthy.	Leaflet L27 "Food Needs of Everybody"	Discussions	March	Agents
2. Functions of the Health Department		Discuss functions with key leaders and health committee	April	County Health Dept.
3. How to improve garbage and trash disposals and control household pests.	Circular MS 100 MS 101	Method demonstration on constructing trash disposals. Discussion	May	Agents

TEACHING OBJECTIVES	SOURCE OF SUBJECT MATTER	METHODS	WHEN	BY WHOM
4. What is Safe Water	Circular ME-8 "Water Safety"	Hold county-wide discussional meeting	June	Agents Specialist contact
5. First Aid measures	Handbook for Emergencies	Leader training with committee and key leaders	July	Local nurse
6. Civil Defense		Club discussion and slides	Sept.	Agent & leaders

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 personal health.
- c. Made noticeable changes in providing sanitary conditions in and around their homes.

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)
 - 3. Home furnishings
- 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 Conf.)
- E. Community and Public Affairs
 - 1. Extension organizations (County Advisory Board, Councils and Committees)
 - 2. Education (Public schools, tours, Fair, Garden clubs)
 - 3. Economic Development (Nansemond Credit Union, Co-op)
 - 4. Civic organizations (Independent Voters League, American Legion)
 - 5. Religious organizations (churches, auxiliaries)
 - 6. Agencies (ASC, Red Cross, Health and Welfare Departments, Farm and Home Administration, Department of Commerce, Soil and Water Conservation Service, Social Security.)