

VIRGINIA AGRICULTURAL EXTENSION SERVICE

PLAN OF WORK

PROJECT V

EXTENSION HOME ECONOMICS

JULY 1, 1962 - JUNE 30, 1963

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Habel, Katherine	Extension House Furnishings Specialist	100
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DATE APPROVED: April 1962

SIGNED: L. H. Doughty
State Director of Extension

DATE APPROVED: NOV - 7 1962 1962

SIGNED: E. J. York Jr
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TABLE OF CONTENTS

	<u>Page</u>
The Situation as Related to the People of Virginia	1
Problems Facing Families as Pointed Up From These Situations	4
Educational Plans	5-34
Clothing and Textiles - Planning and Buying	5
- Clothing Construction	7
Home Furnishings - Selection of Home Furnishings	9
- Arrangement of Furniture and Furnishings	10
- Planning Home Furnishings	11
- Construction and Renovating	12
Food and Nutrition - General Nutrition	13
- Food Buying	14
- Teen-age Nutrition	16
- Overweight	18

	<u>Page</u>
Home Management - Management of Income (Making a Financial Plan)	20
- Management of Income (Using Consumer Credit)	23
- Management of Time and Energy	25
- Management in Consumer Buying of Household Equipment and Supplies ...	27
Housing - Remodeling	29
- Surface Finishes	31
- Planning New Houses	33

The Situation As Related to the People of Virginia

1. Changes in the Pattern of Family Living

- a. Activities of the present-day family are so varied that it is increasingly difficult for families to get together for planning, training, or exchange of ideas and interests.
- b. Early marriages are common. Over one-half of the brides are teen-agers.
- c. Increasing numbers of American women are working away from home.
- d. Family members have more leisure time. Children have few responsibilities in the operation of the home.
- e. Senior citizens are more independent than they were a decade ago, and fewer of them are living with their children.
- f. More people are commuting long distances to work or school.
- g. More separate households are operated by single persons and senior citizens.

2. Family Economic Situation

- a. The average income is higher. In Virginia, the per capita average is \$1868 compared to \$1706 three years ago.
- b. Teen-agers have a surprising amount of "spending money," for the most part not obligated for necessities. Forty-three per cent of all teen-agers in the nation work all- or part-time. The average weekly income of un-married teen-age girls is approximately \$10.
- c. Consumer credit is used extensively by families, and is relatively easy to secure.

3. Employment As It Effects the Family

- a. Thirty-six per cent of all women of age fourteen and over are in the labor force. Income of women is an important part of the financial resources of the family.

- b. The availability of part-time work makes it possible for many young people in school and college to find employment after school and during vacations.
- c. Certain areas of Virginia have serious unemployment, with little chance of opportunities opening in the near future. Lee and Wise Counties were declared distress areas and eligible for government aid for this reason, and Scott, Russell, Dickenson, Buchanan, Carrol, Grayson, and Fluvanna Counties were declared distress areas because 60% of the people in these counties have low farm income or family income.

4. Health and Safety

- a. The cost of medical care is at an all-time high, and these costs are increasing.
- b. While we have made great strides in improving physical health, mental illness is on the increase. One of 20 children born will at some time be hospitalized for mental illness, and another will suffer from emotional illness, according to the report of the 1960 White House Conference.
- c. Many families have inadequate diets due to poor choice of available foods. The two groups effected most by poor nutrition are teen-agers and overweight adults. Nearly half of the adults are overweight, and 60% of our teen-age girls and 40% of the boys have inadequate diets, according to an Iowa study.
- d. There is a growing awareness of the need for civil defense measures to meet many emergencies. Families and communities share the responsibility of meeting these situations.

5. Housing and Facilities

- a. While housing shortages generally have appeared to decline somewhat, additions or replacements continue to be in heavy demand. Costs of owning or renting a home are relatively high. Expenditures for housing, with its related equipment and furnishings, are outlays for property expected to give many years of service. Rural housing as compared with urban, although improving, continues poorer in condition and facilities. The houses, furnishings, and equipment of many families do not meet minimum requirements for convenience, safety, or satisfying living. People need and want information important for planning new and improving old houses, and selecting and using equipment and furnishings, for maximum satisfaction.

6. Population

- a. Virginia's population has doubled since 1900 and increased almost 20% in the past 10 years. Areas near Washington, Richmond, and Norfolk have increased much more--Fairfax, for example, has increased 179% in 10 years.
- b. The percentages of young families and older persons are steadily increasing. In 1960, 37% of Virginia's people were under 18 years of age, and 7% were 65 years of age or older.
- c. Virginia's people are becoming less rural--56% now live in urban centers.
- d. We are a mobile population. National figures show that of the total population living in a specific county in March, 1957, 7% had moved out of the county by March, 1958; and over half of these had moved to another state.

7. Education

- a. While the educational level of Virginia is improving, recent figures show that 53% of our population has less than a high-school education.
- b. The educational level required for employment is rising.
- c. Many schools are crowded far beyond their facilities.
- d. All families are not being reached by programs in home economics.

Problems Facing Families as Pointed Up From These Situations:

1. Consumers are confused by the increasing amount of misinformation available and fail to recognize that decisions are often made on the basis of their own prejudices and the pressures of society around them, rather than on an analysis of unbiased, available facts.
2. Many families fail to understand the importance of establishing and following a plan for use of family income.
3. Families need to adjust their use of time and energy to reduce current-day pressures and frustrations and find greater satisfactions.
4. Many people lack understanding about the importance of an adequate diet for good health and information about how to select the right food to achieve this.
5. Consumers find it increasingly difficult to select and care for clothing to the best advantages because of the increasing number of new types of fabrics available.
6. Many families need help in obtaining satisfactory housing, desirably located, which is adjusted to family needs at a reasonable cost and on acceptable terms. A large number of rural families lack appreciation and knowledge required for wise choices relating to the selection and use of houses, equipment, and furnishings.
7. There are too few "home-centered" educational programs designed to involve youth in the responsibilities of family living.
8. Parents and others lack the necessary knowledge and skills to provide adequate guidance and discipline for the best training, growth, and development of children.
9. People fail to recognize the importance of home economics education as an aid toward successful living and satisfying employment of youth and adults.

EDUCATIONAL PLAN

PROJECT AREA: Home Economics

PHASE: Clothing & Textiles --
Planning & Buying

FISCAL YEAR: 1962-1963

The Situation: The third largest expenditure in the family budget is for clothing. With the average income in Virginia increasing, the families spend about 10% of the money available for clothing. Forty percent of our women are working away from home which allows them less time for clothing construction. Senior citizens need to give special consideration in planning for clothing designed to meet their changes in physical conditions and activities. There are more teenagers marrying who need help in planning and buying the family clothing. There is a growing concern of the influence of clothing on physical and mental health.

The Specific Problem: Many families do not know how to plan for adequate family clothing and how to determine the best uses of the money available.

The Program Objective: To help families analyze their clothing needs and make wise purchases to meet these needs.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
To assist homemakers and 4-H members in Virginia 1. To realize the importance of planning for a coordinated wardrobe for each member of the family. 2. To help families plan wardrobes according to their activities and means of caring for and storing garments. 3. To recognize and	Train agents Conduct leader training meetings Radio and news articles Circular letters to agents Train county Clothing Committees to conduct programs and establish exhibits on consumer education of clothing.	All year and some seasonal	Clothing Specialists Cooperating agencies Department Stores	Observations made by specialists Analyze requests. Use a check sheet before and after meetings to show knowledge gained. Check the reports of clothing committees that have included work on consumer education in clothing.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>accept the changing patterns of dress and to select from these changes clothing of good standards.</p> <p>4. To choose clothes that are becoming to the individual and suitable for their needs.</p> <p>5. To become familiar with the many new fabrics on the market and to choose the ones that meet their needs.</p> <p>6. To help families select garments of proper quality and price for the intended use and when they can get the best buy for their money.</p>				

EDUCATIONAL PLAN

PROJECT AREA: Home Economics

PHASE: Clothing and Textiles -
Clothing Construction

FISCAL YEAR: 1962 - 1963

The Situation: More people in Virginia are asking for information and assistance with Clothing Construction problems. A greater variety of fabrics and finishes appear on the market today which require new and different methods of construction.

The Specific Problem: Home sewers do not know how to adjust construction methods to meet the problems created by the many new fabrics and finishes on the market. Many have poor standards in construction techniques.

The Program Objective: To establish a clothing construction program which would improve construction skills and the appearance of clothing made for the family and which also can give a feeling of accomplishment.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
To assist the home-makers and 4-H club girls: 1. To understand the importance of planning for the selection of correct style, pattern, and fabric for the individual before beginning construction. 2. To understand the importance of devoting a sufficient amount of time to construction to produce a satisfactory garment.	To train home demonstration agents in up-to-date methods to meet the problems in the county. To train agents to adopt teaching methods that will be time saving and improve standards of construction. Mass media to change attitudes	All year	Clothing Specialists	Observation of construction standards at fairs, achievement days, district, county, and state events or other public meetings. Encourage county clothing committees to conduct surveys which would reveal the home-makers' needs and desires. Number of agents trained Secure information from clothing leaders which would give reasons for need of clothing construction.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>3. To become familiar with materials and equipment available and know how to use them properly.</p> <p>4. To become aware of the need for new methods of construction to meet problems created by new and different fabrics and styles.</p> <p>5. To improve standards of sewing techniques.</p>	<p>Circular letters to home agents</p> <p>Train 4-H leaders on use of sewing machine</p> <p>Train homemakers on use of sewing machine</p>	<p>Prior to cons't. workshops</p>	<p>Singer Sewing Machine Co.</p> <p>Cooperative Agencies</p>	

EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: HOME FURNISHINGS -
Selecting Home Furnishings

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation: Homemakers are confused by the ever changing furnishings market and the extravagant claims made through national advertising. Early married couples are buying on credit; they seldom know the terms of the agreement.

The Specific Problem: People find it difficult to select good quality and well designed furniture.

The Program Objective: To help homemakers to understand the features of good quality furnishings. To develop ability to make choices that will best suit her needs for the money she has to spend.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
To assist homemakers in Virginia to: Develop knowledge of construction and design details of furnishings in relation to price and credit terms. Develop an appreciation for good quality and design in furnishings. Improve in buying practices by making purchases after careful consideration of quality, needs and money to spend.	Demonstration to give information from research and qualified sources. Conducted tours to furniture stores. Provide kits of fabric, charts on furniture construction and slides on good design Exhibits Radio Home visits with individual families	Thru year	Agents & leaders Specialist	Problem: Shopping Tour Check sheet on follow up work Number of requests for assistance

EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

TRASE: HOME FURNISHINGS -

FISCAL YEAR: July 1, 1962 - June 30, 1963

Arrangement of Furniture and Furnishings

The Situation: Families are confronted with the problem of making the best use of furnishings on hand. Houses are small and families are growing in number. Homes have too much clutter and furniture is placed with little thought to comfort or traffic lanes. Seldom is it realized that individual creative ideas in arrangement of furniture can do much to pep up a room.

The Specific Problem: Families lack ability to plan arrangement of furnishings to meet needs.

The Program Objective: To help homemakers analyze their needs and use those furnishings that are actually needed for use or decoration; thus eliminate clutter and excess time in cleaning.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
To assist homemakers, agents, and L-N members in Virginia to: Develop appreciation of what they have. Develop skill in using the simple things to make an attractive home. Develop knowledge in design as related to home furniture.	Demonstration to give information. Materials used: slides showing well balanced and coordinated groupings of furniture and accessories. Charts showing measurement requirements for pieces of furniture. Home visits with individual families	Thru year	Specialist Agents Leaders	Problem study - draw room and arrange furniture at beginning of meeting. Complete chart at end, making notes of changes to be made. Arrange a room of furniture for a family after educational meeting. Check by home visits to counties worked in. Number of rooms arranged according to information. (Use check sheet)

EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: HOME FURNISHINGS -
Planning Home Furnishings

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation: Families lack an understanding of the basic principles involved in creating an attractive and comfortable home. Homemakers are prone to buy one piece at a time rather than make a definite plan. Coordinate their furnishings and buy furniture for their needs.

The Specific Problem: Family lack of knowledge of what constitutes a house furnishings plan.

The Program Objective: To help homemakers (1) understand and apply the basic principles involved in planning and creating an attractive and comfortable home; (2) develop ability to make a definite plan and coordinate their furniture and furnishings.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
To assist homemakers, 4-H members, and agents gain: an understanding of basic art and design principles of furnishings. skill in combining old and new furniture. knowledge to guide them in making long-time furnishing plans to aid the family in getting a total picture and plan for furnishings purchases.	Demonstration using visual aids to emphasize points. Assist through visits long-time furnishings plans. Plan tours to local shopping centers and to homes. Exhibits Radio Slides	Thru year	Specialist & agents	Number of requests for assistance Check of individual plans being used Spot observation of homes Result Demonstrations Quiz check sheet on lines, design in furniture

EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: HOME FURNISHINGS - Construction and Renovating

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation: Families need to stretch the house furnishings dollar by making better use of the furnishings on hand. The senior homemaker has an opportunity to use her time and ability in continuing her home-making experiences. Increased size of families is demanding more furniture and many young families are selecting sturdy old pieces and using with modern furniture. The increased trend in moving results in some pieces having to be restyled to fit into new and different situations.

The Specific Problems: Many families undertake to construct and renovate furniture, lacking the ability to select what to work on and how to do the job.

The Program Objectives: To help homemakers and 4-H club members interested to renovate and construct furnishings.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>SEASON</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
Have agents, homemakers and 4-H club members gain improved skills in constructing curtains, slip covers, rugs; restoring and putting to new use accessories; refinishing and reupholstering; knowledge of good materials and workmanship.	Special interest workshops After pre-planning meeting, study materials and equipment to be used.	Summer Fall	Specialists Agents Leaders	Number of requests made for assistance Check sheet of finished articles Spot check exhibits Kinds of materials brought to the clinics to be worked on

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Economics

PHASE: Food and Nutrition
General Nutrition

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation:

The range, variety, and quantity of foods available to our average family are greater than those in any other country; but even though there has been an improvement in the nutritive value of our food, there are many of us who still do not have an adequate diet. Some cannot afford to buy the food needed; but others, and there are large numbers of us in this group, have enough money but do not choose the right foods in the right amounts to obtain the nutrients we need.

The Specific Problem:

People in Virginia need to have a more adequate diet.

The Program Objective:

To help homemakers understand the importance of an adequate diet for every member of the family; to learn what is needed each day to be well-fed; and to be motivated to improve their eating habits.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
1. Help homemakers want to know how to plan adequate meals and make changes needed to have their families well-fed. 2. Help homemakers learn how to select and prepare nutritious, attractive meals within the limits of their time and money.	1. Train agents and leaders. 2. Prepare teaching materials.	All Year	Both Food & Nutrition Specialists	Prepare a check sheet: Which of these changes have you made to improve the meals you serve: ___ 1. More milk ___ 2. More green & yellow vegetables ___ 3. More Vitamin C foods ___ 4. Did you improve method of cooking vegetables by: ___ cooking shorter time, ___ cooking with less water, ___ cooking with less fat.

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Economics

PHASE: Food and Nutrition
Food Buying

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation:

When the homemaker shops for food, she has many choices to make. It is no wonder she is confused when shopping in a large super market. She has 5,000 items from which to choose. Even the humble potato can be bought in 61 different ways, and which is the better buy? There are many such questions which the modern homemaker must answer to be an intelligent food shopper.

The Specific Problem:

Homemakers frequently do not know how to get the best value from their food dollar.

The Program Objective:

To help homemakers make improvements in their food buying practices.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
1. To interest homemakers in getting the most value for her food dollar by: a. Planning menus in advance to provide the daily food needs of her family b. Learning to shop with a list c. Keeping a record of food costs d. Comparing cost of fresh, frozen, canned, precooked, and packaged foods.	1. Train agents and leaders in groups or singly. 2. Work with special interest groups such as young homemakers and others. 3. Present radio	all year	Both Food & Nutrition Specialists	Use of "before" meeting and "after" meeting check sheets to show improvements

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>e. Following recommended practices in buying food.</p>	<p>programs on food buying.</p> <p>4. Show movies on food selection and buying.</p> <p>5. Conduct tours of grocery stores</p>	<p>all year</p>	<p>Both food & nutrition specialists</p>	<p>Use of "before" meeting and "after" meeting check sheets to show improvements.</p>

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Economics

PHASE: Food and Nutrition
Teen-age Nutrition

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation:

Studies show that 6 out of 10 girls and 4 of 10 boys have poor diets, one-half of our girls marry in their teens, and one-third of "first" babies are born to teen-agers.

Studies show that poorly-fed teen-agers more often have difficulties from pregnancies.

The Specific Problem:

Teen-agers frequently have very poor food habits.

The Program Objective:

To improve the diets and eating habits of young girls.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
1. Motivate teen-agers to want to improve their eating habits. 2. Assist 4-H girls to: a. better understand the importance of eating an adequate diet b. learn what should be included for an adequate diet c. learn to demonstrate skills and knowledge of "science why's"	1. Train agents in use of new 4-H Food & Nutrition materials, individually or by groups. 2. Show agents and leaders how to correlate this program with the "science why's" in food preparation. 3. Show steps in giving a food demonstration.	All year	Both Food & Nutrition Specialists	1. Prepare new leader, agent, and member record sheets.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>d. understand why foods act as they do in preparation</p> <p>e. learn how to prepare attractive, nutritious meals and snacks</p>	<p>4. Encourage 4-H members to take a more active part in club, county, and other demonstrations.</p> <p>5. Prepare leader and agent training materials to help with the program.</p>	<p>All Year</p>	<p>Both Food & Nutrition Specialists</p>	<p>1. Prepare new leader, agent, and member record sheets.</p>

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Economics

PHASE: Food and Nutrition
Overweight

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation:

Over 40% of adults are overweight

Many children and teen-agers are establishing eating habits which may lead to overweight. An increasing number of this group are already overweight.

The Specific Problem:

Many overweight people fail to understand the relationship between their food habits and their weight, while many who do understand this find it difficult or impossible to change these habits.

The Program Objective:

To help the people of the state better appreciate and understand how improvement of diet can help overweight people lose weight, and to try to motivate people to make changes in their food habits.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
1. Create a desire in people to establish good food habits as a means of maintaining normal weight.	1. Train agents and leaders to organize and conduct weight control groups in their counties.	As requested by counties, nutrition committees, and others through the year.	Both Food & Nutrition Spec.	1. Provide adequate materials for checking results. 2. Request help of a graduate student to study methods we have

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>2. Help overweight people understand why they have gained weight.</p> <p>3. Teach them how to make needed changes in food habits.</p> <p>4. Help agents use the overweight program as a means of teaching good nutrition to young people and adults.</p> <p>5. Assist agents in making this a continuing program with regularly planned follow-up meetings.</p>	<p>2. Revise and improve teaching materials and records for use of agents in conducting such groups.</p> <p>3. Publicize this program through radio, television, and news articles.</p> <p>4. Plan a program designed to motivate people to establish better food habits.</p>	<p>As requested</p>	<p>both Spec.</p>	<p>used and results obtained, and to suggest ways to improve the program.</p>

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Economics

PHASES: Home Management (Management of Income)
(Making A Financial Plan)

FISCAL YEAR: July 1, 1962-June 30, 1963

The Situation:

Families have become more concerned with the economics of everyday life. The 1960 U. S. Census reports an average family income of \$6,600, which is expected to continue to rise. Expenditures for living have risen almost as much as income, although the pattern for spending has shifted. Some young families, aging families, and others with low incomes, have difficulty in meeting family needs.

More families are using credit for daily and long-time obligations. The Michigan Survey data revealed more than two-thirds of all American spending units were in debt in 1959. They found 48% of all spending units had installment debts, 31% had mortgage debt, and 24% had non-installment debts.

The many demands for money make it difficult for some families to live within their incomes. Many families fail to understand the importance of establishing and following a plan for the use of family income.

The Specific Problem:

Families lack understanding, appreciation of, and skill in making a plan for spending income.

The Program Objective:

To aid families in planning for the management of income and in making a financial plan to suit their needs.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
1. Interest homemakers in the need for making a financial plan for family spending.	Radio News Articles Individual Conference	Through Year	Specialists	Spot check on requests for specific bulletin.
2. Assist homemakers to gain:	Leader training for H.D.C.	"	Specialists	Check sheet
a. Understanding and appreciation of the importance of budgeting, analyzing family needs, determining income and living expenses, and make a plan to meet needs.	Agent Training Group Conference Individual Conferences Special Interest (young homemakers) Home Management Committee	"	Agent Specialist Agent	Requests for Budget Guide
b. Skill in analyzing their situation, and in working out a plan to fit needs and resources of the family.		"	Specialist Agent	Informal Survey-Questions - before and after meeting.
c. Understanding and skill in evaluating the plan they have made and adjusting it to fit changing situations.			Specialist Agent Leaders	

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>3. Assist 4-H club members and older youth to gain:</p> <p>a. An understanding of how a plan for the use of earnings or allowance will help them to reach goals.</p> <p>b. Skill in analyzing their situation and making a plan for the use of the money they earn.</p> <p>c. Understanding and skill in evaluating the plans they have made and in adjusting the plans to meet future needs.</p>	<p>Agent Training Leader Training Junior Leader Training 4-H Project Materials (Empphasis on Management of Money)</p>	<p>Through Year</p>	<p>Home Mgmt. Specialists</p>	<p>4-H Reports</p> <p>Parent & leader evaluation check sheet.</p> <p>Evaluation sheets will be worked up to be included in new 4-H materials - will cover.</p>

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Economics

PHASE: Home Management-Management of Income
(Using Consumer Credit)

FISCAL YEAR: July 1, 1962-June 30, 1963

The Situation:

Same

The Specific Problem:

Many people lack a knowledge of the cost of credit, how to tell what they pay for it, and how to fit it into the family spending plan.

The Program Objective:

Assist families and individuals acquire knowledge on the sources and costs of credit, and gain skill in using it to reach family goals.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
1. Create an understanding among all people of the place credit has in the family spending plan.	Radio News Articles Circular letter to H.D.A.	Through Year	Home Mgmt. Specialists	
2. Assist homemakers and individuals to: a. Understand the types, sources, and costs of consumer credit, and b. Acquire knowledge of how to measure and compare the cost of credit.	Train Home Agents Train Home Dea. Leaders Individual Conferences Special Interest Meetings For Young Homemakers Home Management Committees	" " "	" Specialist Agent Specialist	Check Sheet Work up guide for figuring cost. Questions on how used. Interviews-Opinions of those attending meeting. Check sheet - Question

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>c. Develop skill in using guides or formulas in comparing these costs and in evaluating the use of this tool in reaching goals.</p>	<p>Forums Charts and visuals on Credit</p>	<p>Through Year</p>	<p>Specialists Agents Others</p>	<p>Requests for information on credit and guides for figuring cost.</p>

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Economics

PHASE: Home Management-Management of Time & Energy

FISCAL YEAR: July 1, 1962-June 30, 1963.

The Situation:

In this modern age increasing demands are made on family members for use of their time and energy. Homemakers in particular have many demands resulting from increased responsibilities to their families and communities.

Recent time use studies made in Floyd, Teaswell, Newport News, Appomattox, and Hanover Counties show these homemakers are less efficient in house care, ironing clothes, and food preparation activities. The studies showed that homemakers spend approximately one day a week on community activities and church work.

The U. S. Department of Labor shows that more women are entering the labor force each year. Between 1900 and 1960 the number of women in the labor force more than quadrupled. Almost one-third of all married women are both workers in the labor force and homemakers. In 1959, 3 out of 10 mothers with children under 18 years of age were working.

Other factors causing time pressures and extra physical strain upon the homemaker include: (1) changes in over-all homemaking standards, (2) skill and knowledge needed to take care of today's equipment, furniture, furnishings, and finishes, (3) fewer persons to assist with homemaking, and (4) child care standards increase time demand.

The Specific Problem:

Families lack information and skill to make adjustments in their use of time and energy to meet the increasing demands.

The Program Objective:

To assist homemakers and youth to analyze their use of time and energy as a basis for making needed changes to meet these pressures and provide more satisfactory family living.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>1. Interest homemakers and youth in improving their use of time and energy.</p> <p>2. Assist homemakers and youth to:</p> <p>a. Appreciate the importance of applying the management process to daily living.</p> <p>b. Acquire knowledge for use in analyzing their use of time, recognizing their problems, evaluating findings, and using information needed in bringing about needed changes.</p> <p>c. Gain knowledge of the management process used in the care of the home and its furnishings.</p>	<p>Train agents</p> <p>Train H.D.C. leaders & 4-H club leaders.</p> <p>Conduct special interest meeting for young homemakers having time pressures.</p> <p>Work through Home Management Committees.</p> <p>Guide homemakers in making time studies and evaluating and using them to improve their use of time.</p>	<p>All Year</p>	<p>Home Mgmt. Specialists</p>	<p>Follow up on time use with individuals and groups who made studies.</p> <p>Use "before" and "after" check sheets at meetings to show knowledge gained.</p> <p>Use questionnaires several months following demonstration to determine improvements made.</p>

EDUCATIONAL PLAN

PROJECT AREA: Extension Home Management

PHASE: Home Management-Management in Consumer Buying
of Household Equipment and Supplies

FISCAL YEAR: July 1, 1962-June 30, 1963

The Situation:

Families are spending more money each year for goods and services. Choice making is difficult because of the number and great variety of products on the market. Sales pressures and advertising of goods and services add to the consumers confusion in making choices.

Interest in consumer education has grown in the past few years. Home agents reports for 1961 and requests for assistance in 1962 reflect an increasing interest and awareness of Virginia people in the importance of consumer education in their daily lives.

The Specific Problem:

Consumers lack information for selecting the type of household appliances and supplies to meet their needs from the large variety of goods on the market.

The Program Objectives:

To assist Virginia families to improve their selection of household appliances and supplies to meet their family needs.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
1. To interest homemakers and older youth in improving their buying of household appliances and supplies.	Train agents(individually and in groups) Train HDC & 4-H club leaders. Conduct special interest mtg. Provide information on radio and in newspapers.	All Year	Home Mgmt. Specialists	Check sheets-used by specialists, agents, and leaders. Observations. Interviews.
2. To assist homemakers and youth: a. Acquire knowledge and skill in buying household appliances and supplies by: interpreting				

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>information on labels, comparing prices of products with the use to be made of them, and studying and evaluating advertisements.</p>				

EDUCATIONAL PLAN

PROJECT AREA V - HOME ECONOMICS

PHASE: HOUSING -
Remodeling

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation:

Houses built through the years in Virginia include many that were poorly planned for current or potential needs of families. Others of varying ages and qualities do not provide the space or facilities wanted by present or prospective owner-occupants. To make good use of existing houses, yet have them suit particular families and the way they want to live, usually involves considerable remodeling. With careful planning, old houses can frequently be repaired, remodeled, and equipped economically, to provide as good or better housing than could be obtained otherwise.

Specific Problem: The average family has limited knowledge about how to plan house remodeling to obtain adequate spaces for work, rest, recreation, and storage, and the facilities and equipment needed for convenience.

The Program Objective: To get existing houses remodeled or improved, on the basis of well-made plans, to meet the needs and desires of specific families.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
1. Have home agents and homemakers acquire - a. knowledge upon which to base decisions for or against remodeling a particular house b. knowledge of construction materials and methods, enough to recognize their influence on desired structural changes	Agent training - in groups individual Leader training County meetings of men and women concerned with remodeling problems	Thru year	Specialists Agents & specialists Specialists with agent	Get reports and pictures from families who plan well and carry out plans made. Make county surveys or spot checks to determine progress on carrying out plans recommended.

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
c. knowledge of how to plan special areas of the house for changes wanted	Housing clinics for consultations on individual family problems and plans		Specialists with agent	
d. knowledge of how to plan work saving kitchens and other work areas			Specialist	
e. understanding of storage planning principles	Special interest meetings on specific subjects		Agent	
f. understanding of the importance of having plans and specifications for remodeling complete before contracting the job	H. D. Club programs		Agent Leaders	
2. Arouse interest of general public in better planning for house remodeling	Work with county housing committees		Agents Specialist	
	Individual home visits to advise with families		Agents Specialists	
	Tours to see well planned and well done result demonstrations		Agents	
	Slides Exhibits Publications		Specialists Agents	
	Radio News releases		Agents Specialists	

EDUCATION PLAN

PROJECT AREA: V. SENIOR HOME ECONOMICS

PHASE: HOUSING - Surface Finishes FISCAL YEAR: July 1, 1962-June 30, 1963

The Situation:

There are literally hundreds of nationally advertised interior and exterior paints, wall coverings, wood finishes, and smooth surface floor coverings on the market. This lavish supply makes it increasingly difficult for home-owners to make judicious choices for particular jobs. Because most people are not sufficiently informed, they choose these materials either by brand name or on the recommendations of persons who, in most instances, do not know the particular conditions under which the product is to be used. In a large number of cases, local builders or home-owners who plan to do the work themselves do not have sufficient knowledge of the correct use of a product.

Specific Problem: A lack of knowledge among families of materials available for surface finishing and how to select and use them appropriately for their houses.

Program Objective: To provide families with information to guide them in selecting and using interior and exterior paints, wood finishes, wall coverings, and smooth surface floor covering.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
1. Have agents and home-makers gain: a. an appreciation of the fact that surface finishing products must be chosen with extreme care because each has limitations.	Agent training Special interest meetings Individual conferences Group conferences	Through-out year Through-out year	Specialist Specialist & agents	Informed reports from families, or agent observations of results obtained in selecting and using materials

EDUCATIONAL PLAN

PROJECT AREA V: HOME ECONOMICS

PHASE: HOUSING-
Planning New Houses

FISCAL YEAR: July 1, 1962 - June 30, 1963

The Situation:

Rural families build new houses to replace the obsolete; to provide first houses on new farm units; or to furnish housing where shortages exist because of expanding population. With improved communications and transportation, industrial and other workers have found it possible in recent years to live at greater distances from places of employment. These people are building non-farm homes in rural areas in all parts of the state. Families involved rarely know very much about fundamentals of house planning, construction materials or practices. Architectural services are not generally available to these families, or not at prices which they consider feasible. There is great need for educational effort to get houses better designed and built for livability and economy.

Specific Problem: Many families who undertake to build new houses lack appreciation and knowledge of what constitutes a well-planned house, and how to get good plans.

Program Objective: To help families interested in new houses, to obtain plans for houses well adapted to their needs and ability to pay.

<u>TEACHING OBJECTIVES</u>	<u>METHODS</u>	<u>WHEN</u>	<u>BY WHOM</u>	<u>PLANS FOR EVALUATION OF ACCOMPLISHMENTS</u>
1. Have agents and homemakers gain:				
a. understanding of house space and features giving convenience and livability; importance of good plans	Agent training - group conferences individual conferences	Fall	Specialists	Compare with previous years: 1. attendance at similar meetings 2. requests received by agents for pertinent information
b. skill in reading and analyzing house plans	Co. meetings for interested men and women	Thru year	Agents and specialists	
c. knowledge of how to obtain plans suited or adjusted to needs of particular family	Leader Training		Agents and specialists	Make field study of selected sample of houses built recently to determine,

TEACHING OBJECTIVES	METHODS	WHEN	BY WHOM	PLANS FOR EVALUATION OF ACCOMPLISHMENTS
<p>d. knowledge of how to plan or judge work saving kitchens and other work areas</p> <p>e. knowledge of storage planning principles</p> <p>f. knowledge of materials and construction problems related to house planning</p> <p>g. appreciation of well-planned houses</p>	<p>Consultations and home visits with individual families</p> <p>HD Club programs</p> <p>Exhibits</p> <p>Slides</p> <p>Publications</p>	<p>Thru year</p>	<p>HD agents & specialists</p> <p>HD agents & leaders</p> <p>Specialists</p>	<p>e.g. - sources of plans and information on planning; factors or sources responsible for decisions on overall plan, special features, specific materials.</p>
<p>2. Have materials dealers, contractors and builders</p> <p>a. gain knowledge of recommendations based on research related to house planning</p> <p>b. understand Extension's contribution as related to their businesses</p>	<p>Local or county meetings of representatives of house building industry</p> <p>Personal contacts</p>		<p>Specialist & agents</p>	
<p>3. Inform general public on kinds of Extension assistance related to housing.</p>	<p>Radio</p> <p>News Articles</p>	<p>Thru Year</p>	<p>Specialist & agents</p>	

VIRGINIA AGRICULTURAL EXTENSION SERVICE

ANNUAL NARRATIVE REPORT

PROJECT V

EXTENSION HOME ECONOMICS

JANUARY 1, 1962 - DECEMBER 31, 1962

<u>NAME</u>	<u>TITLE</u>	<u>PERCENTAGE OF TIME DEVOTED TO EXTENSION</u>
Miss Janet Cameron	Extension Food and Nutrition Specialist	100
Miss Amelis Fuller	Extension Farm and Home Unit Specialist	100
Miss Cris J. Glisson	Head, Clothing, Textiles and Related Arts Department	8
Miss Margaret Groseclose	Extension Clothing Specialist	100
Miss Katherine Habel	Extension House Furnishings Specialist	100
Dr. Laura J. Harper	Dean, School of Home Economics	16
Miss Bettie McCleskey	Assistant Extension Clothing Specialist	100
Dr. Marion E. Moore	Head, Food and Nutrition Department	8
Mrs. Ceie J. O'Brien	Extension Home Management Specialist	100
Miss Mary B. Settle	Extension House Improvement Specialist and Head of Dept.	75
Mrs. Mary Thompson	Associate Extension Food Specialist	100

DATE APPROVED: _____ 1963

SIGNED: _____

State Director of Extension

TABLE OF CONTENTS

	Page
I. Clothing and Textiles	1
A. Clothing Construction.	1
B. Planning and Buying.	3
C. Progress In Phases Not Included in Plan of Work.	5
D. Unanticipated Emergency Work	7
E. Cooperative Programs	8
F. Problem Solving	9
II. Foods and Nutrition	9
A. General Nutrition.	10
B. Food Buying.	12
C. Teen-age Nutrition	13
D. Weight Control	15
E. Emergency or Unexpected Work	18
F. Work With Other Agencies	19
G. Young Homemakers	20
III. Home Management	20
A. Work Simplification.	20
B. Consumer Education	23
C. Management of Income	26
D. Phase of Work Not Included in Plan of Work	30
E. Cooperation With Other Agencies.	33
F. What Was Done to Solve Problems.	34
IV. Housing	35
A. House Remodeling	35
B. Planning New Houses.	38
C. Surface Finishes	41
D. Phase of Work Not Included in Plan of Work	42
V. House Furnishings	44
A. Selecting House Furnishings.	44
B. Arrangement of Furniture and Furnishings	47
C. Planning House Furnishing.	48
D. Construction and Renovating.	51
VI. Rural Arts.	53
A. Rural Arts	53

Project V - Home Economics

The Virginia Home Economics Extension Program reaches out into all sections of the state through Home Demonstration Clubs, 4-H Clubs, Home Economics Committees, Special Interest Groups, and mass media. These programs help homemakers to analyze their problems and to express needs they recognize in managing their homes more effectively.

To help these homemakers and their families to solve these problems, subject matter specialists have assisted them in developing programs in 94 counties in the various fields of Home Management, Clothing and Textiles, Foods and Nutrition, House Furnishing, Housing, and Rural Arts.

Through 166 County Home Demonstration Agents and over 17,000 volunteer leaders, adult and 4-H Clubs have planned their own programs and projects to learn all they can as well as to pass on this information to their friends and neighbors.

These thousands of leaders have been trained through the Home Economics Extension Program in basic information as well as the latest research findings about more effective ways to use available resources of time, money and ability of each family. All of this is aimed toward helping each family and individual achieve the greatest satisfaction from everyday family living, and to be of greatest usefulness in the community.

Special youth and adult activities in each subject phase of Home Economics have been carried on throughout the state. The brief report here tells of some of the highlights of these programs, and indicates how, through it, the people of Virginia are better fed, clothed and housed through better management of family resources.

I. CLOTHING AND TEXTILES

A. Clothing Construction

1. Objective:

To establish a clothing construction program to improve construction skills and the appearance of clothing made for the family and which also would give a feeling of accomplishments.
Teaching objectives:

- a. To understand the importance of planning for the selection of correct style, pattern, and fabric for the individual before beginning construction.
- b. To understand the importance of devoting a sufficient amount of time to construction to produce a satisfactory garment.
- c. To become familiar with materials and equipment available and know how to use them properly.
- d. To become aware of the needs for new and different fabrics and styles.
- e. To improve standards of sewing techniques.

2. Justification:

There has been a definite increase in the number of people in Virginia asking for information and assistance with clothing construction. A greater variety of fabrics and finishes appear on the market today which require new and different methods of construction. In addition to problems with new fabrics, homemakers asked for help with fitting problems, pattern and fabric selection and in selection and use of sewing equipment. Homemakers requested this assistance because they feel that clothing construction is economical, that they can have better fitting garments and more becoming clothes. Also, more fabrics and patterns are available to homemakers, especially in the Southwest area of the state where many new fabric stores have been established.

The number of requests for demonstrations by the homemakers in Virginia on various phases of clothing construction are shown to indicate increased interest in this phase.

<u>1960</u>	<u>1961</u>	<u>1962</u>
124	113	174

3. Progress in reaching goals:

In addition to 174 requests for demonstrations on clothing construction, much emphasis was given this phase by county clothing committees.

Sixty County Clothing Committees conducted surveys to determine the needs and interest of homemakers. The results showed the greatest need was assistance with various phases of clothing construction. Special Interest meetings were held as one way of meeting this need. Three hundred thirteen special interest meetings were conducted in all phases of clothing construction. Some taught the beginning skills, others included more advanced techniques. Eighty special interest meetings were conducted to teach tailoring. To assist with this phase, the Clothing Specialists conducted 20 leader training meetings, 22 agent training meetings and 15 special interest meetings.

In addition to training meetings conducted, printed material, radio programs, and news articles were prepared by the Clothing Specialists. Exhibits were prepared by counties on various phases of clothing construction.

Because clothing construction requests increased, counties concentrated more on training leaders to teach special interest meetings.

The following report shows the work of a County Clothing Committee and leaders. Clothing Committee members assumed the responsibility for securing leaders and providing training for them to teach clothing construction classes in the county.

These leaders taught some phase of construction to 92 homemakers in 7 different groups. This committee also sponsored a county dress revue and special meetings on selection of becoming patterns and fabrics for the individual.

4. Persons who gave leadership to this phase:

Margaret Groseclose, Clothing Specialist
Bettie McCleskey, Assistant Clothing Specialist

B. Planning and Buying

1. Objective:

To assist homemakers and 4-H members in Virginia:

- a. To realize the importance of planning for a coordinated wardrobe for each member of the family.
- b. To recognize and accept the changing pattern of dress and to select from these changes, clothing of good standards.
- c. To choose clothes that are becoming to the individual and suitable for their needs.
- d. To become familiar with the new fabrics on the market and to choose the ones that meet their needs.
- e. To help families select garments of quality and price for the intended use and determine the best buy for their money.

2. Justification:

The third largest expenditure in the family budget is for clothing. With the average income in Virginia increasing, the families spend about 10% of the available money for clothing. Forty percent of Virginia women work away from home which allows them less time for clothing construction. Senior citizens need special consideration in planning clothing designed to meet their changed physical conditions and activities. There is a growing concern about the influence of clothing on physical and mental health.

Listed below are the number of requests for demonstrations by homemakers. Three years are shown to indicate increased interest in this phase.

<u>1960</u>	<u>1961</u>	<u>1962</u>
112	102	155

3. Progress in reaching objectives:

Organized County Clothing Committees in 60 counties have been very active in planning educational activities to assist homemakers with the planning and buying of family clothing. In addition to the 155 different topics included in Home Demonstration Club programs, 43 special interest meetings were conducted. These special interest meetings reached many homemakers that are not members of organized Extension groups. The Clothing Specialists conducted 115 leader training meetings, 45 agent training meetings and 10 special interest meetings on various phases of planning for family clothing. In addition to these, the Home Demonstration Agents trained many volunteer leaders and presented many methods demonstrations to individual groups of homemakers.

Other requests have indicated the need for help in planning and buying family clothing. Miss Alice Linn, U.S.D.A., gave an educational program on one phase of clothing selection to approximately 300 homemakers at one of the District Federation Meetings. A special program on clothing selection was presented to 95 women at a special Town and Country Institute at Blackstone. Committees planned programs devoted to various phases of clothing selection.

Exhibits were made in many counties on some phase of consumer education. Clothing Specialists and Home Agents prepared radio programs and newspaper articles that gave information to the public on various phases of buying and planning for family clothing.

Current information on the clothing program, explanation of terms, new products, trends,

Spring and Fall fashions, and suggested teaching aids were sent to all Home Demonstration Agents.

4. Persons who gave leadership to this phase:

Mergeret Groseclose, Clothing Specialist
Bettie McClaskey, Assistant Clothing Specialist

C. Progress in Phases Not Included in Plan of Work

People are judged primarily by the appearance they make. Virginia is becoming more urban, more wives are working outside the home, and the farm youth are seeking employment off the farm. All this points up a need for Virginians to be aware of the importance of good taste in dress, good manners, and good grooming to adjust to the new environment. Evidences that the people are becoming aware of this were:

1. Special internet meetings with weight control groups

In addition to their effort for health and appearance by improved diet and weight control, many of these groups invited the clothing specialists, cosmetologists, and fashion authorities to conduct meetings on dress and accessory selection and grooming as an aid to better appearance.

2. Achievement days and federation meetings

At county achievement days and district meetings special programs were held, for example:

- a. Miss Alice Linn, the Federal Clothing Specialist, conducted a meeting on color selection for good appearance.
- b. The state clothing specialist presented a program on becoming line in dress and accessories.
- c. Club members modeled outfits they had made, emphasizing a good appearance on an economy budget.

3. Men's clothing:

Because they felt the need of a new image, county agents in the West Central District requested, and modeled in, a fashion show presented by Miller & Rhoads of Rosnoke. This gave useful information to Home Demonstration and County Agents on current and becoming styles for men, and proper clothing to be worn from the barnyard to a formal dance.

The 4-H alumni group on campus requested a program on how to dress for an interview. Another boys' group requested a similar program.

4. Camp programs:

Interest in 4-H members' manners and appearance became evident through the requests for camp programs on these phases of clothing. Materials were prepared and sent to those agents who would be teaching the classes.

5. Club programs on appearance:

There were 174 topics on construction. Reasons for sewing were to save money and for a better appearance. Grooming topics doubled to 42, showing club members interest in appearance. Seventy-two of the 155 requests for planning and buying were related to becoming dress in style and color and planning to buy for the activities you took part in.

6. Hats:

Hat making was not included as a major emphasis area in 1962. However, because of the interest of the women it developed into a major emphasis in many counties. Counties reported 187 special interest meetings on hat making. The Home Demonstration Agents and Clothing Specialist emphasized the importance of selecting becoming and appropriate hat styles for the individual as well as selecting the appropriate hat for various occasions. The Clothing Specialists devoted a limited amount of time for Agent

Training on hat making. The majority of the training was given by professional milliners. This particular phase of clothing has helped to reach people that had not been familiar with the Extension program and as a result they are now participating in other educational programs. Many new Home Demonstration Club members were secured through this program.

7. Judging:

The Clothing Specialists are often requested to judge at 4-H District Contests and at area fairs. This gives the specialists an excellent opportunity to see the trends and needs on the "people level."

8. Cooperative programs:

Miller & Rhoads Department Store, Roanoke, Virginia, requested that Extension work with them in presenting educational programs on home sewing. So far, 2 style revues of garments sent by a pattern company have been presented. The Fabric Shop in Princess Anne County cooperated with the home agent to present educational programs on home construction.

Simplicity Pattern Company offered educational kits on fitting muslins and seasonal style shows for use in county training programs. Virginia's response has been so great, the company had to limit the amount of time the kits could be in the state. The clothing specialists had to schedule the kits to get maximum use and speed in shipping from county to county.

9. Unanticipated or Emergency Work

1. Written materials:

Since the state plans of work are written before the county programs are planned, it is not always possible to anticipate what subjects will be requested by the county. Often, new materials are urgently needed - or revision of older material to meet the needs of the people.

This required material to be prepared for specialists and county use which had not been anticipated.

2. State 4-H literature committee:

During the year a state 4-H literature committee was formed to establish guide lines for all Virginia's 4-H literature. One clothing specialist has been working with this committee.

3. 4-H record judging:

One clothing specialist served as a judge of the record books submitted for state awards.

4. V.P.I. Role

One clothing specialist assisted with the revision of the Home Economics section of the report on V.P.I.'s Role in Virginia Agriculture.

5. Resident instruction:

Specialists, as part of the faculty of the School of Home Economics, gave a demonstration in a resident lab and served as a graduate committee member.

E. Cooperative Programs

1. Getting the most out of your sewing machine:

This is a cooperative program sponsored by the Singer Sewing Machine Company, the National 4-H Service Committee, and the Agriculture Extension Service. Representatives from Singer and the National 4-H Service Committee met with the Virginia State 4-H Staff, the Clothing Specialists and representatives and instructors from Richmond Central Singer Agency, to review the program in Virginia and to establish plans for future work. These plans were presented to the Extension District Agents for approval and additional suggestions. As a result, questionnaires were prepared to get more specific information on use of the training reported by counties. This was planned for Agents not previously trained in this program.

2. R.A.D.

One specialist gave two weeks to training leaders in a county with no home demonstration agent which has an RAD Committee. A month after training, the leaders were already conducting one workshop and had scheduled another.

F. Problem Solving

This past year a growing interest in personal appearance resulted in requests for meetings on hair-styling and cosmetics and hat making. As neither the specialists nor agents have been formally trained in these areas and as they are time consuming topics to learn and teach, time was saved for specialists and agents by cooperating with trained personnel within the state or from bordering states.

Officers and outstanding members of the Virginia Hairdressers and Cosmetologists Association and teachers of cosmetology recommended by the State Board of Trade and Industrial Education, Virginia Department of Education also conducted meetings.

The larger part of the Hatmaking was taught to agents and in the counties by Mrs. Walker of Richmond, Virginia and Mrs. Salyer, of Bristol, Tennessee. These ladies were milliners with an interest in teaching and a flair for styling. Their teaching saved the Extension workers time. These cooperations also allowed the program to be an Extension associated special interest without being a "frill" in the regular program. Mrs. Cunningham of Lynchburg, Virginia has just been contacted to assist the agents in the central part of the state which is just getting these requests.

II. FOODS AND NUTRITION

Last year 85 counties included some phase of nutrition education in their Extension program. This was carried on through county-wide nutrition committees, organized 4-H and Home Demonstration Clubs and many other special activities and programs. Nutrition committees in 66 counties had 687 members, and report reaching 29,000 people through their committee programs. Over half of these were "new" contacts not reached before through the Extension program.

A large part of the regular nutrition project program for adult and 4-8 Clubs was carried on by the 2884 project leaders, who were trained in 445 leader training meetings. Over half of this training was given by Home Demonstration Agents and the state specialists helped with about one-third of these training meetings.

Both Food and Nutrition Specialists, Janet Cameron and Mrs. Mary Thompson, worked on all of the nutrition programs.

A. General Nutrition

1. Objectives:

To help homemakers:

- a. Understand the importance of an adequate diet for every member of the family.
- b. Learn what is needed each day to be well fed.
- c. To emphasize food needs often lacking.
- d. Be motivated to improve the eating habits of their families.
- e. Know how to evaluate current information on nutrition - to tell FACT from FAD.

2. Justification:

Studies in this and other states show that a large part of our population do not eat the foods they need for best health. The groups most often lacking good food habits are teen-agers, old people and overweight individuals.

3. Summary of Progress:

Much of the success of the Extension Nutrition Education work in the state comes from the 79 county nutrition committees, organized to study and plan coordinated programs to emphasize the most needed areas in improving nutrition.

Some worked on teen-age nutrition, others on food fads, a few on nutrition classes for young homemakers, while several sponsored weight control groups.

Roanoke County placed emphasis on including more milk in the diet. The local Dairy Council worked with the Extension agents, providing charts and helping train leaders, and sponsoring a contest in showing ways to include more milk. Twenty-eight clubs in the county took part and reported that much more milk in fresh, canned and dry form is now used in their meals.

The Roanoke County Committee conducted nutrition studies through the local science fairs. They also helped through nutrition exhibits in local high schools at the County Teachers Meetings. Two Home Demonstration Clubs kept bulletin boards in laundry-rooms, where timely nutrition information was posted weekly. They continued several projects started last year, including rat-feeding experiments placed in ten school lunchrooms which aroused much interest in the growth of those receiving a good diet as compared to the ones fed on typical poor "teen-age diets." In reporting this nutrition program, Roanoke says the people there still recognize the need for more knowledge of adequate nutrition and its application to eating habits and methods of food preparation.

Another example of affective programs come from Russell County where they put emphasis on reaching women in industry by using the factory bulletin board to show the 300 women there how to improve family meals and food habits. The factory management worked closely with the nutrition committee and suggested putting certain leaflets on the tables in the lunchroom. This was done at various times throughout the year. Through these contacts, many requests for other information have come to the agents. In Page County one factory included nutrition leaflets in the pay envelopes of all employees. Princess Ann

County distributed "Food for Fitness" leaflets to 390 families in one of their housing units, and other leaflets were placed in the bulletin rack of the office and replaced as requested. Shenandoah County (a rural valley one) stressed using home produced foods to better advantage - "We never knew our common cabbage could be prepared in so many good ways". Using more milk was also a part of their "We raise it, lets use it" program. Charlotte County placed bulletin racks in a local store and laundromat, which reached many hundred families not contacted before.

B. Food Buying

1. Objective:

Homemakers are constantly asking what should food cost, and how can I get the best food for my money? The Food Buying Programs are coordinated with the general Home Management Buying ones, so this phase of Food and Nutrition tries to help supply information on:

- a. How to get the best food value for dollars available.
- b. How to figure the value of convenience prepared foods, compared to home prepared ones.
- c. How to apply good management practices to meal planning and food buying.

2. Justification:

About one-fifth of the total budget is spent for food in the average home, yet many times nutritionally adequate foods are not provided. Many homemakers could do a better job of food buying with improved knowledge and skill in food selection and planning. A study of food values and cost per serving can help any homemaker to get better food for the money she spends. Fifty-two counties asked for help on Food Buying.

3. Summary of progress in food buying:

Reports from counties show that many homemakers have been benefitted by these programs - for

example in Washington County 103 homemakers are following recommended practices in food buying, such as planning meals and making shopping lists in advance. Chesterfield County held a series of Consumer Forums at nights for men and women to discuss better buying problems, and their report shows that over 90% of the groups reached said that the information has been most helpful in knowing more about selection of meats, how to figure cost per serving, and tips on buying to get the best value. This comes from 63 questionnaires to those who took part in the forums.

Montgomery County reports show that 70% of all the homemakers reached reported that they are now saving on their food bill by following the helps they learned from this program. Roanoke County says over 100 women reported they had saved money by making pre-planned shopping lists using helps they received in food buying.

Fifty-two counties included some phase of food buying study in their programs. Some emphasized "getting your money's worth in the grocery store," some stressed how to plan, taking advantage of special ads each week, and planning meals ahead. Food buying bulletins, leaflets and charts were prepared to assist in this program.

C. Teen-age Nutrition

1. Objective:

Nutrition programs over the state have been planned to try to interest teen-agers in wanting to improve their food habits. They aimed at:

- a. How to reach these girls and boys, as well as their leaders and parents.
- b. To help them understand what is happening to teen-age food habits.
- c. To try to motivate young people toward improving their food habits.

2. Justification:

Every study here and in the nation shows that teen-agers are the poorest fed members of the family. Often they are not concerned or interested in the relationship between the food they eat today, and their health in the future. Seldom do poor food habits cause immediate results in impaired health but many long-term illnesses are traceable to years of inadequate diets.

3. Summary of progress:

Programs to improve teen-age nutrition have become important in 4-H Club work, and at the same time are part of the adult programs for nutrition committees and other organized and special interest groups.

Two leaflets were prepared: one for young people called "Keen Teens Eat Well" and a companion piece for their leaders and parents called "Help your Teenagers to better Food Habits."

Panel of teen-agers, boys and girls, have become a popular approach to creating interest, as well as getting these young people aware of the problem. This has been done in cooperation with schools, PTA's and nutrition committees. Such panels have been held during school assemblies, at county achievement days or for 4-H Club meetings.

Pulaski 4-Hers checked on their food habits and found that a large percentage were not eating breakfast. As a result they often bought snacks on the way to school, (mostly sweets). A program to emphasize the importance of a good breakfast was planned for both the schools, 4-H Clubs and adult groups. Club members reports show that many are beginning to change this habit, and are eating a good nutritious breakfast before leaving home. Mothers are more alert to be sure that good wholesome foods are ready in time for the youngsters who are rushing for a school bus.

A check of 1364 teen-agers after this program showed that 50% of them now eat a good breakfast, and 78% are trying to improve the snacks they eat, by including milk, fruits and vegetables.

The women in Charlotte County said that real progress has been made this year in making young people aware of the importance of improving eating habits, and how they effect their health. They emphasized both snacks and breakfasts in adult and 4-H programs.

Washington County reported a 32% increase in milk consumption since their emphasis on its importance in the 4-H and adult programs. This program came as the result of a survey showing that few teen-agers or adults got enough milk to provide their calcium needs.

The new 4-H manual in food and nutrition takes each step in meal planning and preparation from the "Science Why" approach. Agents report that 4-Hers are keenly interested in knowing "why" and they are learning why they need essential foods as well as why some methods of preparation are better than others. We have not had a full year of work with this project so this is definitely a "progress" report. Nearly 17,000 4-H Club members carried a food and nutrition project last year.

D. Weight Control

1. Objectives

Nearly every nutrition committee has recognized overweight as one of their serious health problems. For eight years we have worked to help improve this problem through organized weight control groups. These groups help those who "can't do it alone", by meeting every two weeks for four months. Special meetings, demonstrations and programs on how to control weight are held to inform and motivate those who find they have gained too many pounds. One objective was to learn to evaluate fed diets and reducing aids in the light of research and known nutritional facts.

2. Justification:

Studies through nutrition committees indicate that about 20% of our adult population is over weight. More and more young people are facing this problem, too, and it causes embarrassment as well as being a health hazard. Since over weight is the outstanding nutrition problem, planning committees are asking for educational programs to help with information on "how to reduce safely."

3. Summary of progress:

Since 1954, weight control classes have been conducted through the Extension Nutrition Education Program. These have been carried on with the cooperation of the state and county Medical Societies and the Departments of Health. Fifty-eight different counties have organized one or more groups in these eight years to help inspire and inform members on how to lose weight by changing food habits. Over 2,000 people have enrolled in these groups and report a weight loss of over six tons!

In 1962, twenty-six counties organized these groups and held, or are in the process of conducting a series of eight or more meetings with the 793 people enrolled. Fourteen counties in addition had follow-up meetings of previous groups, with 427 people attending.

One of the greatest values of such groups has been the fine opportunity it gives for teaching good nutrition facts, and to get improvement in eating habits and better food selection. Those who recognize their problem enough to apply to join a group, and get their doctors approval, seem eager to learn and to try to change the food habits which caused them to gain weight.

Norfolk County is one which has had several groups during the eight year period since this plan was started. This year they report that 65 women enrolled in their current group. Two were not overweight but had husbands who were! Many come to help other members of the

family as well as themselves by learning to plan and prepare nutritious low-calorie meals. Of the 65 enrolled, 33 continued through the four months, and lost an average of 12 pounds. The average weight at the beginning was 166 pounds. One husband lost 10 pounds from his wife being in the group. The average weight loss was 1 1/3 pounds per week. Certificates of award were given all who lost ten or more pounds at the final meeting which was a recognition luncheon. Comments from this Norfolk County group show pride in their improvement, such as: "I have developed better eating habits", "I can wear shorts for the first time in years", "We now eat a good breakfast, instead of snacking on sweets before lunch", "I have never felt better in my life", "I'm never going to let my family gain weight, now that I know how to prevent it".

In each county with the weight control program, appreciative results are expressed by the members and the agents. They feel that it gives a chance to see definite results and to improve health. Page County had one member who came because her doctor felt it would help her to gain weight, and she did!

Fairfax County had 52 women who started in the "Chubby Charmer" group. Their eight meetings had interesting variety in the presentations. Once a doctor talked on "Hazards of Overweight", a psychiatrist on "The Emotional Aspect of Obesity", an instructor of Powers Models on "Posture, Carriage and Your Weight". Others included talks by the State Health Nutritionist, "Your Clothes and How Large You Look" and "Low Calorie Foods Can Be Good". Thirty-three of this group of 52 completed the course and lost 250 pounds.

Mecklenburg County where cream, butter and rich desserts have been the custom, report that progress has been made in getting groups to serve simpler low calorie refreshments. They even asked for suggestions on low-calorie holiday foods.

Mrs. Swindell of Norfolk County says she is a real success story for their weight control program. During the first group program, three years ago, she lost thirteen pounds and maintained that loss until the second class this year, when she joined again and lost eleven more pounds getting to her desirable weight. She says she feels like a new person, her husband says she looks ten years younger and her agent says she has a new animation and zest. Her four daughters say, "Mother has helped us to see how hard it is to lose weight and has taught us how to prevent gaining. We won't let that happen to us."

E. Emergency or Unexpected Work

Several of Virginia counties in the Southwest coal mining section were declared "disaster" areas, to receive surplus foods. One example is Buchanan, where over 4,000 people received surplus commodities. The agent was asked to show these families how to use the foods since many of them had never seen or even heard of powdered eggs and some did not know powdered milk. This agent and her advisory committee realized that the only way she could reach such a large group was to train the Home Demonstration Club leaders to work with the families in their own community. Sixteen training meetings, arranged by leaders, on uses of surplus foods were given by the agent. These leaders gave many other demonstrations in homes, schools and church kitchens. Meetings were open to anyone interested but those receiving the emergency foods were urged by the welfare people to attend. The agent reported that she had many questions about the food value of these products and that each of the meetings gave her a chance to discuss adequate meal planning and good nutrition. Over 7,000 pieces of material on surplus foods were given out by the agent from material provided by USDA. This was a fine piece of cooperative work where school principals, cafeteria supervisors, church groups, and Home Demonstration Club leaders all worked with the Welfare Department in making this an educational program, not just a relief one.

In Scott County, the county wide special interest nutrition committee organized by the Extension

agents, met with the superintendent of welfare and surplus commodity clerk to plan how they could best serve the group receiving surplus foods (about 700 families). The agent had already given eleven demonstrations for this group on the use of dried milk, dried eggs, rice, beans, corn meal, etc. Because many were having trouble using rolled wheat, the clerk asked that special materials be prepared and demonstrations be given on how to use it. The agent worked up a demonstration on preparing nutritious breakfasts using the wheat mixed with dry milk as well as a molasses bread, a wheat cookie and a cheese and egg sandwich spread using the dried egg. She had a leader training meeting for the eleven person county committee and they in turn worked with groups and individuals all over the county. Two leaders gave special demonstrations on making a meat loaf from the wheat and surplus canned meat, and added a top-of-the-stove corn bread from the meal, eggs and milk. One hundred thirty-three people came to these meetings. Each month the Scott County leaders or agent held an all-day meeting on how to use surplus foods to better advantage. This was during the 2nd week of the month, when the foods are distributed from the county headquarters. A local bakery donated measuring spoons to give to those receiving surplus products. Only simple equipment was used in these demonstrations, but none of those getting food had any measuring equipment before.

Other counties not in this distress area, such as Pittsylvania gave demonstrations to welfare recipients on use of dried milk, which included how to plan low cost adequate meals.

F. Work with Other Agencies

There has been a close relationship between all agencies and organizations with nutrition education programs in Virginia for many years. The State Nutrition Committee, a part of the Council on Health & Medical Care, is a cooperative one which meets twice a year to discuss places and phases of the program which needs coordinated effort, and to plan the yearly nutrition forum held each spring in Richmond.

A few phases of the Extension nutrition program are planned with the Virginia Department of Health. We periodically revise our joint current publication on teen-age nutrition and weight control. This year the bulletin name was changed to "Calories Do Count."

A tri-state group, Virginia, North Carolina, and South Carolina state nutrition specialists have been working on a joint publication of a series of lessons to help young homemakers with nutrition problems. This group has set to go over the material prepared by each state, and it is now being rewritten for final publication.

G. Young Homemakers

How to reach young mothers who have small children but need much help and information has always been a problem. For the past year we have been working on a series of lessons called "Nutrition Helps for Young Homemakers." This is a tri-state cooperative program with North Carolina and South Carolina, all preparing different sections of the material. We hope that the finished series will be ready for use this fall. It is now nearing completion by those in each state.

III. HOME MANAGEMENT

A. Work Simplification

1. Objectives:

The management principles as taught in Virginia cover three areas:

- a. Management in relation to use of time and energy.
- b. Management in relation to work areas in the home.
- c. Management in relation to equipment, materials, and methods of work.

The objective in this area is to assist homemakers and youth to understand and use the management process in solving family living and personal problems.

2. Justification:

Many homemakers lack information and skill to make adjustments in their use of time and energy to meet the demands made on them from increased responsibility to their families and communities.

Factors contributing to this problem are these:

- a. Increased employment of women outside the home.
- b. Changes in over-all homemaking and child care standards.
- c. Fewer persons to assist with homemaking.
- d. The skill and knowledge needed to take care of today's equipment, furniture, furnishings and finishes.

Young people lack information and skill to make the best use of their resources and improve their decision making abilities.

3. Summary of progress:

The principle methods used include training agents, home demonstration club leaders, 4-H Club leaders, special interest groups of non-club members, and work with home management committees.

Teaching aids included visuals such as posters, charts, flannelgraph, exhibits, enlarged pictures, movies and slides. Tours to equipment dealers, stores, and homes of result demonstrators also were used. Radio tapes and news releases informed people of the need for improving management in work methods, use and care of equipment and supplies.

The two home management specialists trained 46 groups of home demonstration club leaders, 13 agents individually, held 2 special interest group meetings, and worked with 5 county committees on management problems in the adult program.

Specialists trained 18 agents individually on 4-H Management Project work and three groups of 4-H project leaders.

Accomplishments in teaching management in relation to use of time and energy, work methods, work areas, and equipment and supplies are best shown in county reports. These few examples illustrate:

Following a series of meetings on related management topics, a questionnaire used with Dinwiddie County home demonstration club members showed all women making some changes in their housekeeping practices. The larger number of changes were made in laundry methods and use of laundry products. Following this county phase of work, a committee of women planned and prepared an exhibit featuring "Work Simplification Principles" for the Petersburg five-county fair. Mass media was used to inform people of management information with 9 radio talks, 2 circular letters, and 14 news stories. A feature story for The Southside Virginia News gave a composite picture of work simplification principles as applied by different homemakers in the county during the time they were working outside their homes in the tobacco crop. In Charlotte County 127 homemakers reported they had been helped with selection of laundry supplies, 57 improved arrangement of their laundry equipment to save time and energy, 46 made or purchased clothes basket linings, 8 purchased adjustable ironing boards, 36 learned a practical and easier way to iron a shirt and 84 planned a flexible ironing schedule.

Sixty-three homemakers in two counties were guided in making time-use studies and evaluating them to improve their use of time in performing housekeeping activities. The complete report of changes will be available in mid-winter 1963.

County Home Management Committee members work is shown in these ways: Two guided tours in Campbell County to new and remodeled kitchens to show principles of kitchen arrangement.

The Pittsylvania Committee surveyed many of the women's organizations in the county and decided time management was the greatest need. As a result of this survey, this phase of work is included in the County Extension Program in 1963.

Hanover Committee continued its work through newsletters on timely management suggestions to 200 homemakers, area and county-wide meetings, and use of radio and television programs. Committee members presented daily radio programs keyed to management of resources: time, energy, and material goods, over a local station during the fall of 1962.

Albemarle County carried on a county-wide 4-8 Introductory Laundry Program with 123 girls. The program was planned to assist the girls to better understand management of time, energy, and money, and how to apply those principles to household tasks.

Adult and junior leaders received training by the home management specialists and agents. Ten girls carried the Housekeeping Project. The agent reports a high percentage of good records of work accomplishments by girls in both projects. Participation in both county contest and achievement day in management projects improved. Exhibits in management projects increased from 5 in 1961 to 20 in 1962, at achievement day. Number of contestants increased from 5 to 10 in a year.

Project completions were high: Laundry - 123 enrolled; 109 completed. Housekeeping - 10 enrolled; 9 completed.

4. Persons giving leadership to this phase:

Two home management specialists, Art Department of Extension Service, County Agents, Home Demonstration Club Leaders, County Home Management Committees, home economists with electric power companies, household equipment dealers, retail merchants, area fair associations and county fair associations.

B. Consumer Education

Consumer education is taught in three areas: (1) become familiar with sources of consumer information, (2) learn to use available consumer aids and protective measures, (3) develop buying skills in the selection and use of family living items.

1. Objectives:

(1) to train agents to meet requests they receive regarding choices and use of consumer goods, (2) to provide information that will help people make decisions in selecting household appliances and supplies to meet their family needs, (3) to arouse public interest in consumer problems and get them to recognize and discharge their responsibilities as informed and discriminating consumer buyers.

2. Justification:

Consumers lack information and skill to make decisions in selecting products used in family living. Choice making is difficult because of the number and great variety of products on the market. Consumers need to become aware of their need for unbiased sources of information and where to find it.

3. Summary of progress:

The principle methods used included training agents, home demonstration club leaders, 4-H club leaders, and county consumer committees. Five special interest meetings on consumer education were conducted by home management specialists. All home agents in four of the six districts received special training in consumer education at one day workshops. Training included reasons for consumer education program in counties, recent developments and their implications, and how the consumer is persuaded. Agents were provided with kits of materials including information by the Food and Drug Administration, and the Virginia State Departments of Agriculture and Health.

One workshop for 61 homemakers was conducted at the Town and Country Meeting for twelve counties at Blackstone, Virginia. Training was on "Sharpen Your Shopping Skills."

Three leaflets on consumer education- Buying Cautions, Deceptive Packaging, and A Buying Calendar, prepared by specialists received wide distribution and use in the state.

Fifty-three radio tapes on different phases of consumer information were used over 41 stations in the state.

Specialists trained 38 groups of home demonstration club leaders and 25 individual agents on consumer education. Topics most requested were: Developing Buying Skills, Sources and Uses of Consumer Information, and Understanding Advertising.

Interest in consumer education is growing rapidly, evidenced by the large number of requests received by home agents and specialists. Agents are reaching new audiences in counties and urban areas through special interest meetings, the press, radio, and television.

A radio talk on Food Labeling in Winchester resulted in the agent talking on "Food Labeling, Food Additives, and Deceptive Packaging" before 40 members of a local AAWU group. A member's interest in discussing this information with the State AAWU Board resulted in literature being mailed to board members.

Gulpeper County: Seven classes were conducted on consumer problems at the Annual County Extension School; namely, Buying Food, Buying Fabrics for the Home Living Area, What to Look for When You Buy, Build or Remodel, Buying Paints or Finishes for Inside Walls, Buying Products for Floor Finishes and Their Care, Understanding Advertising, and Selecting Blooming Shrubby. Extension specialists and resource people conducted the classes. All persons attending requested more classes. Seventy-six of the 83 women who evaluated the meetings stated they now look for and study labels before buying.

4. Persons giving leadership to this phase:

The two home management specialists, agricultural specialist in consumer information, district home agents, county home agents, county consumer education committees, home demonstration club leaders, home economists with power suppliers and business, and personnel with the press,

radio, and television offices. Representatives of the State Department of Agriculture worked with state and county personnel on planning and conducting consumer programs. Both local and Federal representatives of the Food and Drug Administration furnished materials and gave talks.

C. Management of Income

One of the problems the average Virginia family meets most frequently involves money - making it, spending it, saving it, and using it to best advantage.

1. Objectives:

The over-all objective of management work in this area is to get families and individuals to evaluate and plan the use of their money for goals and values they consider important. The program objective of this work is to provide families and individuals with information on money management and have them make a plan for spending it.

2. Justification:

This phase of work was chosen for emphasis because: Income management for many Virginia families is a real problem. Young families, aging families, and others with low incomes frequently report they have difficulty in making their income meet family needs. Other families, with good incomes, asked how they could make it cover more than just the cost of living?

Homemakers say it is difficult to establish and use a plan for the income. Many report they are unable to set aside savings for future goals. They want help in planning for such goals.

Professional workers say they find it difficult to teach or discuss such work with their clientele.

In brief, these problems are present: (1) Many families and individuals do not understand, appreciate, or have the skill and knowledge to make a plan for the use of income.

(2) People do not understand the cost of credit, how to use a guide or formula to figure costs, and how much credit may be used with safety. (3) Some homemakers lack a knowledge of business matters and economic principles to manage today's valuable records and other resources with confidence. (4) Professional workers lack training to counsel with individuals on financial management. (5) Many young people do not make plans for their earnings or allowance.

3. Summary of progress:

Varied methods were used to reach the objectives outlined above.

Subject matter leaflets, record books, budget forms, questionnaires and charts were prepared and used by specialists and agents in training or counselling sessions. They were also available for families to use in making their own financial plans.

To prepare agents and leaders to carry out county extension activities which were planned in this area, the two home management specialists conducted 24 leader training meetings, and 23 agents were trained individually. Two special interest meetings were held for young homemaker groups. Special attention was given to work with 5 home management committees. Twenty-four radio tapes were made which related to various phases of money management.

In Pulaski County, 102 homemakers said they had a clearer understanding of the family finances and the importance of saving some of the income for emergencies, retirement, and the like. Eighty-five of these felt that they could make some improvements in financial planning in order to have more.

In Westmoreland County, 44 families were assisted with various money management problems. Leaders were trained in taking inventory of family resources, use of credit, record keeping,

and buying family necessities. Money management circulars were distributed to 235 homemakers. Twenty-eight families are learning to keep records.

Approximately 400 people in Prince George County were given Outlook and Consumer Information in January, 1962 to help them adjust budgeting of money. In September a survey of Home Demonstration Club members showed that Outlook material had been used by 190 members, and passed on to 260 others.

As a result of the Shenandoah County program on "Family Business Matters," 127 young homemakers set up a filing system for keeping important papers and 25 older homemakers had their husbands to make a will or joint survivorship deeds.

The Chesterfield County program on banking facts was emphasized because a high percentage of people had not developed the habit of saving a portion of their earnings. In November a survey was made to find out what each member had accomplished. Results showed that 53 women had established either savings or checking accounts, 12 had established Christmas savings accounts.

The Mecklenburg agent reported a large majority of 4-H club members kept their expenditures for thirty days and were amazed at the amount of money they actually handled. A system of budgeting for the next month was worked on by the club members. They appeared to be quite interested in and enjoying the Money Management Project.

Norfolk County had a series of six special interest meetings for men and women on "Planning Family Protection" sponsored by Money Management Committee and Federation of Home Demonstration Clubs. They secured the cooperation of Social Security Administration, Local Bankers Association, Portsmouth Association of Life Insurance Underwriters, Federal Housing Administration, Tidewater Savings and Loan Association, Portsmouth Bar Association,

Blue Cross and Blue Shield Service, and Better Business Bureau in preventing these meetings. A series of news articles were published on better use of the health dollars. These called attention to some of the dollars spent on health quackery: "Keep a Family Budget Afloat by Ducking Quacks," "How to Recognize a Quack," "Food Faddist Money Soon Parted," "Vanity Pills Quack's Pockets," "Hopes of Sick Tempt Quacks," "Cancer Fake Most Lethal."

Two-hundred people attended the series of 6 family protection meetings. About 1/3 were men. About 75 of these were men and women reached for the first time.

A questionnaire answered by homemakers showed: One-hundred twenty-three families out of 132 made an inventory of family business papers. Ninety families out of 140 discussed funeral arrangements and procedures. One-hundred thirty-seven homemakers read at least one recommended publication on consumer buying.

Homemakers reached through this program say they are:

- More conscious of their buying practices.
- Reading labels and buying more wisely - acquiring a better understanding of laws which affect financial security.
- Influencing husbands to rent safety deposit boxes, make a will, review and adjust savings program, discuss funeral arrangements and plans.
- Becoming more vocal to retailers about inferior goods and services.
- Analyzing advertising and using it more discriminately as a purchasing influence.

4. Persons who gave leadership to this phase:

The following persons have cooperated in sponsoring the management of money program: The two home management specialists, home demonstration agents, district agents, local bank representatives, Farmers Home Administration Supervisor, lawyers and commonwealth attorneys,

local radio, newspaper, T.V. station persons,
and insurance and social security representatives.

D. Phase of Work Not Included In Plan of Work

Specialists Help Prepare - Distribute - Use -
Outlook Information

The home management program has always stressed the importance of helping people acquire and use Outlook information to make sound decisions and plan adjustments for present and long time living.

1. Objectives:

To give people economic facts and research information to weigh alternative courses, plan adjustments and make decisions.

To make this information easy to read and understand, and available to a large number of people.

2. Justification:

This phase received emphasis because it was felt that this information was vital to families in making decisions. Programs for families could not be planned without a knowledge of such information.

3. Progress made:

In 1962, a different approach was used in preparing, presenting, and using Outlook. First a conference with all home economics specialists and the assistant director was held to plan how the materials could be prepared and used to be most effective. It was decided all specialists would assist in the preparation of materials. The home management and the food specialists who attended the National Outlook Conference would supervise and coordinate the preparation of materials. They would order and assemble visuals for county use.

Subject matter leaflets in Family Living, Foods and Nutrition, Clothing, Housing and Equipment, and Home Furnishings were prepared by the subject matter specialists. The visual aids and publications editors helped in preparing and editing the material.

One day's session was devoted to a presentation of the material to the state staff. In the morning session, state, national, and international trends and developments were presented by representatives who had attended the Outlook Conference.

In the afternoon, the home economists had a separate session with the district agents and the assistant director. Subject matter specialists presented the information they had prepared. Discussion followed as to possible uses in county programs.

County people, agents and district agents who used the material reported they liked the change which had been made in the Outlook material. They requested that the leaflets be prepared in similar form for 1963.

Specialists who worked cooperatively on the preparation of the leaflets gained from the venture. It helped to distribute the responsibility of subject matter preparation. Also, other specialists were able to make greater use of this material in their own work.

The outstanding result has been in the increased number of leaflets which have been used. Less than 5,000 were used in 1961. In 1962, approximately 12,000 copies of the Family Living were used and between 7,000 - 7,500 of each of the subject matter leaflets on foods, clothing, housing and equipment, and health were distributed.

4. Leadership:

Many persons helped with this particular phase of work, the two home management specialists, housing, clothing, foods, visual aids and extension publications specialists and the assistant director of extension gave assistance to the preparation of material. District and county agents helped in the distribution of the material.

Home Management Emphasized on Institute of Rural Affairs Program

The Housing, Home Management, and Family Development Department of the School of Home

Economics, planned and presented two half-day programs at the Institute of Rural Affairs, July 31 - August 2. The programs presented were cooperatively planned and carried out by research, resident instruction, and extension staff members with representatives of industry.

A family development program was presented by the Dean of the School of Home Economics, resident teachers, and the extension home management specialist. Topics discussed were, "Starting Early for A Full Life," "Developing Values and Goals for Successful Living," and "Re-examining Goals for Happy Maturity."

Attention of the approximately 185 persons who attended this meeting was called to the research work done at V.F.I. in the School of Home Economics. Other research work and current trends and developments which had a bearing on the topic discussed were presented.

The management-housing program was on Home Laundry. "Laundry Space Requirements," "Trends and Developments in Home Laundry Arrangement," "Selecting Laundry Equipment," and a fashion show on methods for the care of today's fabrics were presented.

The housing and home management specialist presented research and basic information on laundry planning and arrangement. A home service director discussed the selection of equipment. A senior home economist for a large equipment company was in charge of the style show. The clothing specialists and local people modeled garments for the fashion show. Equipment displayed was made available by manufacturer representatives.

Approximately 350 persons attended this meeting.

Family Life

One home management specialist served as consultant to two Family Life Chairmen of the Federation of Home Demonstration Clubs, one who retired in August, 1962, and the new one.

Nine counties in Virginia are carrying the Family Life Program since August 1962, and 11 carried it up to August.

The specialist assisted the retiring chairmen in preparing her annual report, and the new chairmen in developing the Family Life Program and preparation of program kits for county chairmen.

Agents in 6 counties were trained to work with their county chairmen. County Family Life Federation club leaders were trained in 3 counties. Wythe County's committee reached 350 people, 100 of whom were non-home demonstration club members, and 60 were reached for the first time.

Rural Area Development

Home management specialists contribution to the Rural Area Development Program is best made through assisting home agents in these ways:

1. To define for themselves the contribution they can make in their localities.
2. To achieve competence in three areas considered priorities in the RAD program.
 - a. Increasing family income.
 - b. Making better use of community resources.
 - c. Improving the level of living on a low cash income.

The specialists worked with 9 home agents and 3 RAD Committees on phases of family living in this program.

E. Cooperation With Other Agencies

Virginia Farm and Home Electrification Council

Both home management specialists worked with the Virginia Farm and Home Electrification Council made up of representatives of educational agencies, power suppliers, and equipment dealers in the state. One specialist served on the program

committee for the annual meeting and the Reference Materials Committee.

The other specialist served as chairman of the home economics emphasis program known as Home Electrification. This committee planned and directed the state wide program on "Planning Laundry Areas," "Selection, Use, and Care of Laundry Equipment," and "Selection of Small Kitchen Appliances." The committee prepared and distributed 9 fact sheets on laundry equipment and arrangement, reference materials, and visual aids guides among personnel in member agencies.

Specialists participated in the Council's annual meeting and workshops for consumers held in several areas.

Results of the Extension Service's cooperation in this program and its effectiveness is shown in the many workshops, meetings, demonstrations, and tours planned and conducted by extension agents, home economists and engineers with power suppliers, and vocational home economics teachers working as a team on the county level. Equipment dealers, building contractors, plumbers, electricians, and the press joined local professional workers in these cooperative programs. This type of cooperation is opening new and better avenues for extension programs.

F. What Was Done to Solve Problems

One of the areas of work in which the management specialists made progress on a problem was in consumer education. This was done through special group training of home agents, furnishing them with kits of information for teaching and other subject matter material for general distribution to the public.

Committee and special interest work resulted in more cooperation between extension and other agencies in use of total resources to meet the needs of families.

Little progress has been made on one of the major problems, giving more group training to agents in

family economics and work simplification, allowing more office time for specialists to prepare materials and keep up to date in their own subject matter field.

IV. HOUSING

A. House Remodeling

1. Objectives:

Program Objectives: To get existing houses remodeled or improved on the basis of well-made plans, to meet needs and desires of specific families.

Teaching Objectives: To have home agents and homemakers:

- a. Gain knowledge to guide decisions on feasibility of remodeling, use of materials and construction methods, and how to plan for alterations and special house areas desired.
- b. Appreciate importance of complete plans and specifications before contracting a job.

2. Justification:

The average family has limited knowledge about how to plan house remodeling to obtain adequate spaces for work, rest, recreation, and storage, and the facilities and equipment needed for convenience.

3. Summary of progress:

House remodeling covers not only planning for major structural changes and additions to the house, but also planning other improvements, such as: improved storage, kitchen remodeling, bathroom additions, and utility rooms. For the period covered by this report, 64 counties indicate some progress made toward stated objectives. Of the 24 counties having active housing committees, 7 reported emphasis on

phases of house remodeling. These committees reported that a total of 5,600 persons were assisted by their housing programs. Most were given information and assistance on remodeling.

Specialists assisted agents in planning and conducting 8 special interest meetings, 6 leader training meetings and 2 workshops on house remodeling. Some subjects discussed were: "How to determine if a house is worth remodeling"; "Remodeling Kitchens"; "Points to consider when planning to add a bathroom"; "Making kitchen storage space-savers"; "Simple home repairs"; "Making porches and basements more useful"; "Controlling moisture in the home"; "Home safety". Publications on most of these subjects were distributed. Radio tapes on subjects related to house remodeling were prepared by both housing specialists and agents. Organized tours to remodeling projects were conducted in 3 counties.

Housing specialists, with county home demonstration agents, made 127 home visits in 32 counties to assist families with plans for house remodeling. Most of the reported 840 demonstrations and discussions conducted by leaders on housing were related to house remodeling. Home demonstration agents reported 736 families assisted with plans for house remodeling. They reported 410 families completed some house remodeling, exclusive of numbers given in the following section on improving kitchens and storage spaces. House remodeling frequently begins with or, is limited to the kitchen. Educational programs and individual counseling on kitchen planning emphasize basic principles which have application to both new and old houses. Neither extension teaching nor reports of progress have attempted to treat remodeled and new kitchens as distinctly different problems. Our references here to kitchen remodeling, therefore, inevitably cover also some of the activities and results concerned with an unknown but smaller number of new houses.

Kitchen remodeling this year was a continuation of a long-time program. Emphasis

included convenient arrangement, development of work centers, planning and improving kitchen storage. Methods used for advancing objectives included training leaders, special interest meetings, exhibits and tours, home-visits for developing individual plans; and the use of mass media for stimulating interest and recognizing achievements. Home demonstration agents report for this year that about 1100 families were individually assisted with planning kitchens, and that over 800 completed kitchens some of which were planned prior to the current year. In addition to major remodeling, improved convenience has been obtained through work centers better planned and adjusted to needs. Kitchen storage has been improved through making and using space-savers. In one county, for example, 12 groups held all-day workshops at which 80 women made sets of space savers for improving organization and use of their own kitchen cabinets and pantries; in another county, such workshops held in 5 communities produced over 100 kitchen storage space savers, with a cooperative local carpenter cutting material for them from scrap material in his spare time. Each home agent in the state has directly assisted from 5 to 25 families during the year with plans for better kitchens, in addition to conducting programs on this subject which reached many others to lesser extent.

The improvement of household storage is also an important part of the long-time housing program in Virginia. In addition to planning for adequate household storage in new houses, nearly every remodeling project has included or emphasized additions and improvements to existing storage spaces. For teaching the "whats" and "hows" of more adequate storage, extension workers have used slides, charts, exhibits, and tours; trained leaders, conducted club and special interest meetings and workshops, made planning visits to individual homes; and used radio and newspapers. As a result, many homes have more and better spaces for keeping clothes, books, and magazines, dishes and silver, linens and bedding, and all the other numerous supplies

and possessions required for family use. Agents report over 1100 individual families assisted with plans for storage, while over 600 carried out such plans.

The house improvement specialist, as planned, made a special effort this year to visit homes where remodeling work had been completed to see and evaluate results obtained from educational programs and individual assistance. Forty-seven homes in 18 counties were visited during fall months. Very worthwhile changes had been accomplished in most of these homes, demonstrating good planning and workmanship. Pictures were taken at each of these for enlarging and revising the library of slides available for use in future extension work.

B. Planning New Houses

1. Objectives:

Program Objective: To help families interested in new houses to obtain plans for houses which are adapted to their needs and ability to pay.

Teaching Objectives:

- a. To help home agents and homemakers gain:
 - (1) an understanding of space and features giving convenience and livability
 - (2) some skill in reading and analyzing plans
 - (3) knowledge of how to plan or judge work-saving kitchens and work areas and good storage
 - (4) a knowledge of materials and construction methods used for best results.
- b. To help materials dealers, contractors and builders to understand:
 - (1) recommendations based on research related to house planning
 - (2) Extension's contribution as related to their businesses.
- c. To inform the general public of kinds of assistance available.

2. Justification:

A high percentage of the families who undertake the building of new houses lack appreciation and knowledge of what constitutes a well-planned house, and how good plans are obtained.

3. Summary of progress:

All the home demonstration agents and some county agents in one district were given information on "Fundamentals of Good House Planning" and "New Materials and Construction Methods" at one of their district meetings. These were two-hour illustrated discussions conducted by the housing specialist.

These specialists assisted the home demonstration agents in planning and conducting 9 special interest meetings on house planning, financing and construction. Some of the subjects discussed were: "Fundamentals of House Planning", "Important Considerations Before You Buy or Build", "Cost of Home Ownership", "Special Considerations When Planning Kitchens and Workrooms". Publications on these and other subjects related to house planning were distributed at the meetings.

Home visits with families who were planning to build was another method used in teaching homemakers how to read and analyze plans, and things to consider in choosing a plan to meet the needs of her family. In some instances, the home demonstration agent requested one of the housing specialists to assist on these visits. This gave the specialist an opportunity not only to assist the family, but also to give the agent additional training in this project area. The housing specialists accompanied county extension agents on 32 home visits in 19 different counties to assist families in new house planning.

As a result of cooperation between county extension workers and Farmers Home Administration supervisors, the housing specialist

was asked to conduct workshops on house planning and construction for FHA supervisors throughout the State. Three of these workshops were conducted. A high percentage of the families who arrange financing through FHA request plans and assistance from the Extension Service.

Some more house plans have been received from USDA-URS Farm Buildings Plans Exchange. All house plans available through the Plan Exchange Service are being evaluated by the housing specialists. Those adapted to Virginia conditions will be included in a house plan bulletin which is being prepared. News releases with illustrations on some of the house plans available through the Extension Service are available to newspapers throughout the State.

Several radio programs were prepared on subjects related to new house planning. Some of the subjects were: "Costs of Home Ownership", "Carport Design", "Proper Use of Vapor Barriers in House Construction", "Choosing Exterior Paints".

Twenty counties have organized housing committees. Five reported these committees emphasizing projects related to new house planning and construction.

For the purpose of evaluation, one of the housing specialists visited in the fall 13 new homes built by families who had received some assistance from the Extension Service. These homes were located in 11 different counties. On the whole, the houses reflected an increased appreciation of planning based on family needs and values. Basic principles of good planning and design were represented to varying degrees. The best examples are serving as effective result demonstrations in their communities. On these visits, pictures were taken of special features. These pictures have been produced as slides, to be used in future educational work.

Agents reported that 400 families were given some assistance with new house plans in 1962.

They reported also that 200 completed new houses, representing an investment of at least \$2,000,000.

4. Personnel giving leadership to this phase:

Mary B. Settle, House Improvement Specialist
Cecil D. Wheary, Associate Agricultural Engineer

C. Surface Finishes

1. Objectives:

Program Objective: To provide families with information to guide their selection and satisfying use of interior and exterior paints, wood finishes, wall coverings, and smooth surface floor coverings.

Teaching Objective: To help agents and homemakers to understand the care required in choosing surface finishing products because of the limitations of each; to know the factors to consider before making decisions regarding purchase and use of each type of surface finishing material; to understand meaning of labels, formulas, and directions for use; and to develop a degree of skill in applying paints, other wood finishes, and wall coverings. Also, to stimulate interest in learning how to select and use surface finishing materials.

2. Justification:

The hundreds of products on the market have increased variety and choice but complicated selection and use. Homemakers generally lack sufficient knowledge of such products for making intelligent and satisfying decisions.

3. Summary of progress:

To get this information to people, leaders were trained in 8 counties, and special interest meetings of homemakers were conducted in 4 other counties, by extension specialists. Agents alone were given special training in 4 additional counties; and 14 agents in West Central were trained in a district school.

The major problems concerned interior paints and wood finishes; and smooth surface floor coverings.

Demonstrations and illustrated talks were given to home demonstration clubs and special interest groups; bulletins were prepared and distributed; and radio talks and news articles used. Representatives of commercial firms cooperated with material exhibits and demonstrations.

According to reports from counties, 3864 families were given assistance in selecting and using interior paints or floor finishes, with 2624 completing the work planned; 2104 families were assisted with information on smooth surface floor coverings and 979 have carried out plans made.

4. Personnel giving leadership to this phase:

Mary B. Settle, Home Improvement Specialist
Cecil D. Wheary, Associate Agricultural Engineer

D. Phase of Work Not Included In Plan of Work

1. Annual Extension Conference, August 1962: Specialists of the Home Economics Department of Management, Housing, and Family Development organized and conducted a half-day session on "Recent Research and Trends in Housing and Home Management" for county Extension workers. The session was repeated in order that more agents could participate. The Home Management phase was conducted by Mrs. Coie O'Brien and Miss Amelia H. Fuller, Home Management Specialists. The housing phase, by Miss Mary B. Settle and Mr. Cecil D. Wheary (Agricultural Engineer), specialists in housing and home improvement.

Briefly, the session was conducted in the following manner: As a panel, the four specialists presented information and led a discussion on Recent Research and Trends in Housing and Home Management. After a break, the specialists discussed Program Planning Possibilities, Plans, Aids, and Methods for their respective areas.

The audience was then divided into 5 discussion groups for considering the general question of

"How can we more effectively meet the home management and housing needs of people through the Extension program?" Some more specific questions were given each group for their consideration. Some of these were: "How can we meet more effectively the needs of young homemakers?"; "How can we meet more effectively the needs of handicapped homemakers?"

After a discussion period, the groups returned to the general session and reported results of their discussions.

Exhibits of bulletins, books, and other teaching aids on various phases of home management and housing were set up as a supplement to the program. Time was allowed for reviewing these exhibits.

Kits containing programs and related publications were given to the 51 agents who attended the sessions. Agents who did not attend this session were sent a letter outlining some of the important points covered, along with some of the related publications.

2. The Expanding Role of Virginia Polytechnic Institute in Virginia's Agriculture and Rural Life:

Additional progress was made in 1962 with regard to the faculty study on this subject instituted by the School of Agriculture Administration in 1957. The Dean of the School of Home Economics (prior to 1960 a department in School of Agriculture) is a member of the Steering Committee and the Central Working Committee. Other resident faculty and extension specialists in home economics have participated in committee work. In 1962, a second meeting was held of the School of Agriculture's State Advisory Committee which was established a year earlier. The second meeting held at Virginia Tech May 24 - 25, provided the second opportunity for faculty presentations of situations, trends, and potentials with emphasis on production areas of Virginia. Home economists participated in the preparation for and conduct of the general and area sessions, during the two days workshop. During later months of the year, work

committees for the section on "Home and Family" revised and restated more briefly the situations, problems and potentials in these areas as seen by the Home Economics faculty. This restatement, a part of the total report being prepared, is to be used as a basis for work by the advisory committee for recommending changes in V.P.I.'s future programs in teaching, research, and extension, both in agriculture and home economics.

V. HOUSE FURNISHINGS

The overall aim of the home furnishings program in Virginia is:

- (1) Improving family living through increased competence in planning, buying, caring for house furnishings.
- (2) Recognizing and using basic principles of design in furnishing homes for enriching family living.
- (3) Extending resources by developing skills in making both decorative and functional furnishings.

Eighty-one counties reported some phase of house furnishings work in 1962; 110 counties reported house furnishings committees; 290 members served on committees. Although there are two positions for House Furnishings Specialists set up in our budget, Katherine Habel has worked as the only one throughout 1962.

A. Selecting House Furnishings

1. Objectives:

To help the homemaker:

- a. Understand the features of good quality furnishings
- b. Develop ability to make choices that would best suit her needs

2. Justifications:

Homemakers are confused by the ever changing furnishings market and the extravagant claims made through national advertising. Early married couples are buying on credit, they seldom know the terms of the agreement.

3. Summary of Progress:

The demonstrations chosen by club and county committees are:

<u>Demonstration</u>	<u>Number Counties</u>	<u>Special Interest</u>
Furniture sel.	15	2
Picture selection and use	12	3
Rug selection	7	1
Accessories - how to use them	7	2
Selection of fabrics	9	2
Selection of bedding and bed linen	4	0
Selection of lamps and lamp shades	10	15

The demonstrations were planned to stimulate thinking about the basic function of home furnishings - what was needed and what to look for to ensure satisfaction. The questions and discussions following each meeting indicated interest. A quiz was used to summarize and calculate effectiveness of teaching. In fifteen county demonstrations the quiz was given before the demonstration and again at the end. The agents in these counties used the same method and reported it had helped evaluate the program. Slides, Articles of Furnishings, were the visuals used to illustrate information presented.

Exhibits of home furnishings that are available were displayed at training meetings and also used by leaders to stress points in construction, design, cost, and use. This method was substituted for a tour to stores used in previous years. This plan took less time and quantity and quality of illustrations could be better controlled. Special interest tours were conducted by five counties. These followed the demonstrations and included a visit to a

furniture factory, a furnishings plant, and fabric center. Princess Ann County spent one day on a shopping tour for accessories. Each member selected a problem and shopped for what she thought would meet her needs within her price range. These were evaluated by all at the conclusion of the meeting. The agents reported these experiences were profitable for the merchants and consumers in helping them realize that both had problems and that they could help each other.

All agents rated visiting as the best method for helping individuals solve problems of selection. Lack of time was rated as the number one problem. A new house furnishings planning form helped to organize the materials needed for the visit and to outline procedure.

Radio and news programs were given to inform the general public as well as to let the merchants know of our interests and needs. The specialist prepared thirty-five special news and radio programs in this phase which are being used by agents and leaders.

A special county wide meeting was held on selection of fabrics in Culpeper County. The questions and discussions indicated interest as well as a need for information on new house furnishings fabrics, their characteristics and care. Four 4-H Club girls enrolled in room and home improvement projects have received individual help in selecting furnishings. Washington County's agent used this method in helping Beckie Mitchell with her 4-H project. She won first alternate in the National 4-H Home Improvement Record Contest.

Agents reported that the improvement of design and construction in local furnishings has advanced very little. As better quality furniture is demanded by homemakers, available furniture will improve. The agents took information to merchants and found it to be well received. It will take time for progress in this phase to show, but as long as the interest and desire for knowledge remains high, improved practices of selection will develop.

B. Arrangement of Furniture and Furnishings

1. Objectives:

To help homemakers analyze their needs and use those furnishings that are actually needed for use or decoration.

2. Justifications:

Families are confronted with the problem of making the best use of furnishings on hand. Houses are small and families are growing in size. Homes have too much clutter, and furniture is placed with little thought of comfort or traffic lanes. Seldom is it realized that individual creative ideas in arrangement of furniture can do much to pep up a room. Many families lack ability to plan arrangement of furnishings to meet their needs.

3. Summary of progress:

Demonstrations chosen by club members and assistance given.

<u>Demonstration</u>	<u>Number Counties</u>	<u>Special Interest</u>
Furniture arrangement	12	3
Choosing and using plants and flowers	5	5

In training leaders and special interest groups the specialist used slides and flannel graphs to illustrate how to obtain livability and balance in different situations and with various pieces of furniture. Comparative study of space and furniture measurement in a particular area for a purpose was an effective method used. Illustrated charts, slides, a tape measure, and a large, medium, and small chair, table, and lamp were used.

The members attending training meetings were asked to select a neighbor, use the information given at training meetings, and rearrange a room. The agents made visits where further

help was requested, and found the results were more livable homes. The homemakers learned to make better use of what is on hand and to see a need for planning.

The flower arrangement leaders have mostly been trained by garden club members. Slides and bulletins were prepared and available for use. Nineteen counties used these slides for special interest programs, such as garden club or women's club programs. The illustrated chart on flower arrangement has been used for forty garden clubs.

A class for 4-H Club members at the state short course was given in room arrangement. The agents report that this is a phase that all children can do something about and they receive large returns. Rooms are neater, better furnished, and more livable as a result. Mothers have reported that this activity has prompted her to let their 4-H members arrange other areas in the home. One boy attending short course said, "This is of interest to boys, as they like fitting objects in a plan."

C. Planning House Furnishings

1. Objectives:

To help homemakers:

- (a) Understand and apply the basic principles involved in planning and creating an attractive and comfortable home.
- (b) Develop ability to make a definite plan and coordinate their furniture and furnishings.
- (c) Understand the concepts of order and beauty as affected by values and income.

2. Justification:

Families lack an understanding of the basic principles involved in creating an attractive and comfortable home. Homemakers are prone to buy one piece at a time rather than make a definite plan, coordinate their furnishings and buy furniture that is satisfying.

3. Summary of progress:

Demonstrations chosen by club members and assistance given.

<u>Demonstration</u>	<u>Number Counties</u>	<u>Special Interest</u>
Developing home furnishings plan	1	3
Trends in furnishings	4	3
Art principles and taste in home furnishings (color and design)	20	1
Making the most of the furnishings on hand	13	1

This phase has moved slowly as it is a new idea, yet it is most needed and should be the beginning point. Help in this area has been requested by the larger counties. Newport News, Norfolk, Arlington, and Fairfax are beginning with the senior 4-H members. The best results have been received from special interest groups. Ten counties are beginning with young married groups. All types of visual aids, charts, slides, and exhibits have been used.

The 4-H senior home improvement group has had much interest in this phase. The drawback is the literature. It is not simple enough for the leaders to understand. Three special county training meetings were held on this phase of the program.

One example of a good approach for teaching art principles and taste in furnishings was reported by Russell County:

Objectives:

- To teach better choice of design in accessories for home decorating.
- Rid our homes of clutter so family living will be more satisfying.

- To help people analyze what they have and what they plan to purchase, with principles of good design in mind.
- To give a basic understanding of art appreciation.
- To help people get more satisfaction from pictures they own or might see.

Justification:

People spend money for home decoration (accessories and pictures.) They see pictures created by people who paint, and have recognized they are not deriving the satisfactions they seek because of lack of knowledge of art principles, to evaluate which is good and poor in design.

Summary of progress:

The March demonstration to home demonstration clubs was Art Principles in Home Decorating (accessories in the home) and the September demonstration Art Appreciation (pictures). For the March meeting it was pointed out we need to understand preparation, balance, rhythm, emphasis, harmony, order, and fitness for use, giving examples of each as applies to furnishings in the home. Detail discussion was given to principles of line, shape, and scale. At the end of the discussion, an illustration was set up of wall color, draperies, rugs, and accessories. It was suggested that all take a critical look at their own decorations and accessories and decide if they were creating a picture that showed application of basic art principles in home decorating. It was suggested that they may wish to remove the clutter of accessories. The demonstration "Art Appreciation" was given by the leaders. She gave background information on art appreciation (basic principles) and resource materials that are available to help with the demonstration (slides, filmstrips, books and loan kits).

The women showed keen interest in both of the demonstrations. From questions, it showed that

they made some application of the information. To further carry out this program, our fair exhibits included 65 pictures that were painted by people in the county. These gave us an opportunity to do further evaluation. Also the Virginia Artmobile was at the fair which features exhibits of pre-Columbian Art. Part of the achievement day program was a tour of three homes. A brochure was prepared on each home. Points of emphasis on these brochures were in home decorating.

D. Construction and Renovating

1. Objectives:

To help interested homemakers and 4-H Club members to renovate and construct their furnishings.

2. Justification:

Families need to stretch the home furnishings dollar by making better use of those on hand. Increased size of families demand more furniture. Many young families are selecting sturdy old pieces which need to be refinished. The increased trend in moving, results in some pieces having to be restyled to fit into new and different situations.

3. Summary of progress:

Demonstrations chosen by club members and assistance given.

<u>Demonstration</u>	<u>Number Counties</u>	<u>Special Interest</u>
Making draperies	10	3
Slip covers	8	5
Braided rugs	3	3
Cushions	5	
Bedspreads	1	1
Framing a picture	11	3
Remodeling and refinishing furniture	8	12
Upholstery repair	4	18
Restoring accessories	5	3

The largest part of this work was done in special interest groups. The families brought their problems and worked on them under the supervision of the specialist, trained leaders, and agents. Some women trained by the specialist several years ago helped by holding workshops for members of their communities according to the families needs. Agents in New Kent reported having saved as much as \$600 by doing their own refinishing. Then they made slides of upholstering work which were used in other counties. Progress has moved more rapidly in counties where the agents have been trained, and workshops are not limited to one or two all day meetings. The number of pieces has not been large but quality of work is much improved.

4-H Home Improvement:

The specialist trained fourteen agents, in addition to the trained programs above, for 4-H programs and conducted three training meetings for county groups. She attended two sessions of 4-H electric council committee, held the demonstration contest and taught a class at the 4-H short course. At the National Home Furnishings Conference, the specialist gave a speech on Interesting Boys in House Furnishings Work and participated in a committee on, "Programming to meet needs of 4-H members of different ages." The greatest need in this area is new literature and a training program for the agents. This has been requested by the agents.

Special slides have been made to arouse interest in, "Your Room" project. A story and slides were prepared on 4-H home improvement work of last year's state demonstration winner, Cosby Steel, Tazewell County. This is being sent to 4-H Clubs to arouse interest in contest participation. The number participating in this project is 4790.

The most urgent need has been to revise the literature for home furnishings and bring it up to date. Eighteen pieces have been completely prepared, six pieces revised, and five

pieces purchased from other states. The demand for our materials has tripled in 1962. Agents have reported favorable reports as to content and organization of the new materials. Seventy-five radio and news reports have been made. These are in book form and are sent to agents on request. Four demonstrations have been prepared with literature, charts, slides, pictures, materials for illustration, and evaluation devices. These are needed in quantity for more phases and are desirable in all. Money and time have been the impeding factors.

Research information is limited and much is needed in order to give the help that is being requested. The agents have been asked to experiment and to let this office know what is helpful and what is needed. Twenty-five letters have been received. Some have given good evaluations. Two surveys have been taken. One on literature and another on factors influencing purchase of wood furniture. Outcomes will be published at a later date.

In order to become better informed, the House Furnishings Specialist has completed four college courses in home furnishings at Virginia Polytechnic Institute. She also attended a furniture forum at Drexel, North Carolina; a course in residential lighting, Nels Park; and the National Home Furnishings Conference, New York City. These all furnished valuable training for teaching.

VI. RURAL ARTS

A. Rural Arts

1. Objectives:

Program Objective - to assist families and individuals in planning and executing programs and activities in art to help them to recognize, appreciate and apply art to their daily lives.

Teaching Objectives

- To create an awareness in people that art is important and can be learned.
- To motivate people to improve ready-known skills and to learn new ones.

2. Justification:

Individual and community demands for assistance in this area are increasing. Reasons most often mentioned are listed below:

- a. Limited art training and experience.
- b. Art is basic and related to good living.
- c. Leisure time is increasing for many people.
- d. Older people are interested in leisure time projects.
- e. The need to create is important, to human development, physically and mentally.

3. Summary of progress:

Sixty-two counties reported doing some work in 1962. Twenty-nine counties gave major emphasis to art through the organization and work of special committees.

The membership and program content of the committees varied from county to county. For example, Goochland had three members while Newport News had 40 on the art committee.

Brief descriptions of two extreme programs will give an idea of the function of the art committees:

Newport News: A city organization. The art committee planned a Handicraft Day at which time trained teachers would conduct classes in a specific class. People pre-registered for classes. Around 200 attended. Extension agents and specialists assisted in training the leaders. This is an annual affair. Classes will vary depending upon county requests. These special days are popular with non-club members.

Spotsylvania: This arts committee decided on one specific phase of work -- making attractive articles for gifts and home decoration. They conducted workshops throughout the year and participated in three separate exhibits -- a total of 318 different exhibits.

Rugmaking is another example of work in a particular phase of work.

A total of 6815 people have been reached through art committee work. One-thousand nine-hundred, twelve of these were not associated with Extension work before.

4. Persons who gave leadership to this phase:

Catherine Peery, Rural Arts Specialist