

NORTHUMBERLAND COUNTY

1964

PLAN OF WORK

January 1  
thru  
December 31

Name: Ernestine G. Jeffries  
Local Home Agent

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: FOOD AND NUTRITION - YEAR 1964  
(Consumer Buying)

THE SITUATION:

Homemakers are confronted with the high cost of food. They know what an adequate diet consist, but like the knowledge and skill, to plan and serve this diet to their families with a moderate or low income compared with the continuous rise in food prices.

THE SPECIFIC PROBLEM:

Homemakers need guidance in consumer buying that will enable them to serve their families adequate and nutritious meals that will be in keeping with the average family's income. They need to increase their knowledge and skills in planning and managing the food budget in order to cope with the continuing rise in food prices.

THE PROGRAM OBJECTIVE:

To teach the importance of consumer buying of foods to homemakers in order to balance the food budget and serve attractive and adequate diets to their families.

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Teaching Objectives	Source of Subject Matter	Method	When	By Whom
1. To create an awareness of the importance of a planned food budget and consumer food buying	Planning food cost--Wise food shopping MF-399, 240, 241 and 359	Printed Mat. Flannelgraph, Display of Food Specials, Talks and Discussions, Fact Sheet	Jan.	Agent and Leaders
2. To teach homemakers to save on the food dollar by quantity buying and rise of homemade mixes.	Home-made Vs. Prepared Foods - MF 356	Demonstrations Exhibit of Prepared mixes Compare prices	Feb.	Agent and Leaders

Teaching Objective	Source of Subject Matter	Method	When	By Whom
3. To provide the families with basic information on food cost and good food buys.	How Much Should Food Cost Cir. 666	Demonstration News Articles Circulars	March	Agent and Leaders
4. To stress the importance of avoiding facts and fallacies in foods. Inform the families to be aware of food substitutes	Facts about Food Facts and Fallacies MF 364	Films, Fact Sheets Talks and Discussions	April	Agent and Leaders

## EVALUATION

Use a questionnaire to determine if this information was useful, did it help to improve their knowledge and skills in food planning and managing the family's food dollar. To find out if additional information is needed. If so to continue this phase if the needs demand it, if not to move to another area of interest.

To find out to what extent news articles and written information is used and if the material is thoroughly understood.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: EXTENSION HOME ECONOMICS

PHASE: HOUSE FURNISHINGS YEAR 1964

THE SITUATION:

Homemakers desire information and training that will enable them to do a more effective job in house furnishing. They realize they could avoid many errors. In so doing they may economize and make their homes as attractive and livable as their means will allow. Keeping each family member in mind and use treatments that will be enhance the comfort as well as appearance.

THE SPECIFIC PROBLEM:

Homemakers often make errors and do not achieve the desired effect they hope to, costing them money, time and energy that could have been better utilized if they had better knowledge and skills in house furnishings. They desire to have attractive, comfortable homes that can best accommodate their families.

THE PROGRAM OBJECTIVE:

To encourage the use of a house furnishing plan and selection of furnishings that coordinate with what they already have on hand that is useable. Plan and arrange furniture in area groupings.

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Teaching Objectives	Source of Subject Matter	Method	When	By Whom
1. To encourage the use of a plan when doing this project, even if it is going to be done in stages in order to have a correlated appearance when completed	Do's and Dont's In Planning Your Home Furnishings Dollars	Printed Mat. Slides, Talks Discussions Training Meetings	Sept.	Agent and Leaders
2. To stress the importance of backgrounds and their relations to a home furnishing project	Planning the Color Scheme for the Home. Walls and Woodwork Finishes	Demonstrations Flannelgraph	Sept.	Agent and Leaders

Teaching Objectives	Source of Subject Matter	Method	When	By Whom
3. How to achieve the desired effect in window treatment.	Windows- Hardware and Style	Bulletins Talks and demonstrations	Oct.	Leaders and Agent
4. Provide information on treatments of the fifth wall, the floor	Selection of Floor Coverings	Exhibits Samples of Floor Covering and Printed Mat.	Nov.	Agent and Leaders
5. Strive to develop the art of good furniture arrangement and simplicity in accessorizing the home.	Furniture Arrangement Accessories and How To Use Them	Demonstration Leaflets and Bulletins and Films	Dec.	Agent and Leaders

## EVALUATION

To make inquires through surveys and home visits to find out the number of families utilized this information. How many plan to use it when they make some changes. If they recognize mistakes previously made after receiving this information. Are they aware of the changes they need to make and are they informed enough to make these changes.

A MAJOR EMPHASIS - EDUCATIONAL PLAN

PROJECT AREA: 4-H AND OTHER EXTENSION YOUTH PROGRAMS

PHASE: PROJECT CONTINUATION - YEAR 1964

THE SITUATION:

Most 4-H members enroll in a different project each year, rather than continue the project they first enroll until they have mastered the various phases and steps of that project.

THE SPECIFIC PROBLEM:

4-H members fail to carry projects long enough to develop their knowledge and skills in any one particular area. This situation creates the problem of not being able to produce county, district and state competition.

THE PROGRAM OBJECTIVE:

To encourage 4-H members to continue in the same project until they have completed the areas or mastered the information in the project in which they enrolled.

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Teaching Objectives	Source of Subject Matter	Method	When	By Whom
1. To encourage 4-H members to continue and carry follow up units until project is exhausted	4-H Manual State Award Requirements	Meetings Talks Leaders	Sept. thru Jan.	Agent and Leaders
2. To stress the importance of carrying follow-up units to master the skill and information in the complete project.	4-H Leaders Manual	and Individual Contests		
3. To develop the advancement of the leaders ability and utilize it through project continuation.	Project Material	Leader Training		Agent and Leaders

EVALUATION

1. Story writing
2. Elimination contest
3. Leaders appraisal
4. Percentage of project completion
5. Attendance at leaders training

A MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA: 4-H AND OTHER YOUTH PROGRAMS

PHASE: 4-H COMMUNITY PROJECT GROUPS (Continuation) YEAR 1964

THE SITUATION:

As a result of the efforts stated previously in this area we can see some improvement in the children and the ability of work. Therefore, we (agent & leaders) feel that continuation of this will be beneficial. Consolidation of schools, made clubs to large and limited time allotted. Leaders and agent feel that individual assistance received in community project groups proved valuable to the youth and wish to continue in this area.

THE SPECIFIC PROBLEM:

The 4-H Clubs are too large and children do not get individual assistance at club meetings. In community to group which are smaller, the agent and leaders can work closer with the interested child and help with individual problems. This we feel will help to develop the child's potentialities to the fullest.

THE PROGRAM OBJECTIVES:

To work with each child as an individual and help to develop the child to its fullest potentialities with the individual first in mind. To enable the child to get individual assistance back in his community.

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Organizational Objectives	Source of Information	Method	When	By Whom
1. To provide the youth with a better opportunity to get individual help in the community from more active leaders.	Leaders Handbook	Community Meetings	At the Leaders Discretion	Leaders
2. To devote additional time training leaders in order that they will be able to help with more complex problems and situation of members	Project Instructions and Organizational Handbook 4-H Dept. & Staff	Leader Training Meetings	Evenings & July, August & Monthly	Agent

Organizational Objectives	Source of Information	Method	When	By Whom
3. To provide leaders with additional information about project groups and their functioning	L-H Bulletins Developing and Training Leaders	Leader Training Meetings		
4. Encourage leaders to organize into a leader Organisation	State Office	County Leaders Organisational Meeting	Quarterly	Agent

## EVALUATION:

1. Number of project meeting held by each leader.
2. Number of members attending project meeting.
3. Leader's interest in being well informed.
4. Leader's attendance at training meeting.
5. Leader prepares needed information and kits.
6. Percentage of improvements and completions.

A MAJOR EMPHASIS - ORGANIZATIONAL PLAN

PROJECT AREA: COMMUNITY AND PUBLIC AFFAIRS

PHASE: COMMUNITY RECREATION - YEAR 1964

THE SITUATION:

Most communities in this rural area lack wholesome recreational facilities. The people are aware of this need and state, that a planned recreational program in the community would tend to build better character, traits in some community residents.

THE SPECIFIC PROBLEM:

Communities fail to provide any type of social recreation for the youth or adults. As a result they often frequent places that are under close observation of the law.

THE PROGRAM OBJECTIVE:

To plan, provide and promote wholesome recreation in rural communities.

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<u>Teaching Objectives</u>	<u>Source of Subject Matter</u>	<u>Method</u>	<u>When</u>	<u>By Whom</u>
1. To stimulate the interest of the people in local communities to the extent that they will see a need for wholesome recreational facilities	Illustrative Material Physical fitness magazines	Talks Survey Discussions	Community Church & School Meeting	Agent and Community Leaders Professional Workers
2. To encourage local school leagues to provide or secure play equipment for school play grounds.	Health Bulletins Professional Workers	Community Meetings Mass Media	Monthly Community Meetings	Agent and Leaders
3. To stress the importance of wholesome recreation in building strong body and mind in individuals	National Recreation Center	Films	Each Opportunity	Agent and Leaders

EVALUATION

1. Questionare to determine the percentage of people who are aware that this need exist.
2. Have leaders record information gained on the subject from other community organizations.
3. Take a spot poll of the youth to find out the type of activities they prefer and who they desire as chaperon.

"ADDITIONAL AREAS OF WORK"

1. Home Management, in Kitchen and laundry planning.
2. Advance Clothing Construction - Special Interest
3. Housing - Home Building and Remodeling.
4. Home Furnishings - Drapery Making, Refinishing Furniture - Restoring Accessories  
Reseating Chairs - Braided Rugs.

# ANNUAL NARRATIVE REPORT

## COUNTY EXTENSION WORK

### *Virginia Agricultural Extension Service*

(Mrs.) Ernestyne G. Jeffries

**Extension Agent**

**Extension Agent**

**Assistant Agent**

**Assistant Agent**

**Assistant Agent**



**1964**

Northumberland

**County**

1964 Annual Narrative Report

Northumberland County  
Ernestyne G. Jeffries  
Home Agent

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

The area of leadership in the county has fluctuated considerably due to several contributing factors. The number of leaders involved have not increased; this is due to the fact that many of those who previously served are in active because of full time employment and family responsibilities. This problem presented itself when employment became available in industries in the adjoining counties of Essex, Richmond and Lancaster. Much effort and time has been spent in recruiting new leaders, orientating and acquainting them with the objective and procedures of the Extension Program. The older leaders know and the new ones have been made aware that the success of the program depends greatly on their effectiveness as leaders and the cooperation they get from those they serve.

A. Work with planning committees

1. Extension Home Economics Committee Organization

The Extension Home Economics Committee plans and initiates the home demonstration program for the county. Various

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and related activities are sponsored by this committee to keep the general public informed. This also broadens the views of the home demonstration club women in the county, district, state and nation. The committee meets quarterly and is composed of leaders from organized and unorganized communities as well as professional and other interested persons in the county. These persons look objectively at the county situation in relation to the needs and interest of the people. They discussed at length the problems as they relate to county and effect the people. This is done in the pre-planning meeting and the information which is gained is presented at the regular planning meeting along with other suggestions and recommendations a program is planned by the people. The Home Economics Planning Committee also plan county-wide activities at which all of the organized groups are expected to participate.

When a problem is prevalent only to a community or individual it is solved within the area it concerns.

This body also analyzes and evaluates the home demonstration program. From information obtained it makes recommendations that it feels will help eliminate some of the existing problems and conditions.

## 2. County Advisory Board

The County Advisory Board functions as the overall planning committee for all Extension activities in the county. Its composition is made up of the officers and leaders from all of the organized groups in the county and representatives from unorganized

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communities. The groups represented are the home demonstration clubs, 4-H council, various committies, and young men and women organization.

This organization sponsors the community improvement work in a community each year. This work is to help improve conditions and the families in a community. When this community has made some major improvements, it is moved to another community.

It also evaluates the total Extension Program and makes recommendations it feels will help to strengthen and broaden the total program and reach the majority of the people.

Its composition varies somewhat from the recommended standards, this is due to the occupations of the men in this area. The main source of employment is the water industries, this keep the men away from May until December. Others seek employment in other areas and are only home on week-ends. Due to these facts, very few men are active in the Extension Program in this county.

### 3. Home Economics Committees

#### Nutrition, Home Furnishings and Clothing

These committees are composed of H D leaders, 4-H club leaders, home economics teachers, senior citizens, beauticians, dressmakers and persons with special interest in each area. These committees function in order to receive and give training to others, to increase their knowledge and improve their skills, to help plan and have a more effective area program, and to secure information that is vital in helping to plan a more effective program. They serve as a media between the people and the Extension office, by

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giving and receiving information that is both useful and vital to the people and the Extension Staff.

#### 4. County 4-H Council

The objectives of this organization is to plan 4-H activities and to give its members training in parliamentary procedures, leadership and wholesome recreation. This group plans and selects a program that include projects that will meet the needs and interest of the boys and girls in the county. They review the basic requirements for the various projects they select. They send a representative to the County Advisory Board to present their views and program to the group for its consideration and approval.

At the council meeting the youth take a look at themselves as an intrigue segment in the community, county, state, nation and world. They discuss vital issues of the day that concern them as youth and their role in this relation.

#### 5. 4-H Leaders Organization

This organization is composed of 4-H organizational projects and sponsors leaders. Their objective is; to study and determine methods of improving and developing the 4-H member to his or her greatest potential. They recommend the child be exposed to a good community life, wholesome recreation, and be encouraged to meet the challenge of developing into a useful citizen. The project leader's are concern with theproject areas and its relations in developing the youth. The organizational leaders are concern with the general functioning of the clubs. Scheduling meetings, training

officers, social graces and recreational activities that are wholesome and acceptable by the community. These things they feel will help to develop the whole child.

B. Contributions made by local leaders

Through the initiative and efforts of the local leaders the Extension Program in the county has expanded. Much effort, time and talent has been spent by them in helping to carry out the objectives and goals. Some of the leaders have served as demonstrators in their communities. This they felt would enable them to set examples for others as well as to tell and show what could be accomplished through personal experiences. Some of the leaders have gone into unorganized communities and conducted project groups that have enabled families to solve some of their immediate needs and correct some existing conditions. Through their efforts new members have joined the organized groups and more families have been reached with information and given assistance. Where the increase does not readily show in the total membership or attendance is because of higher employment rate, relocation of families and other reasons.

These local leaders have stimulated the interest of others and conducted or assisted with demonstrations, activities and groups in their communities and the county. They more readily accept responsibilities in other organization and help to sponsor other community and county activities.

Leaders are constantly informed of their duties and are recognized for their contributions. They realize that each

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contribution whether large or small will have some influence on the success of the program. The total objective is to improve the people, if the people are improved they will naturally improve their conditions and surroundings and this tends to build a better and stronger community.

#### C. Work in training leaders

Leader training meetings were conducted in several phases of the extension program. These included adult, young men and women and youth. The training was received with the understanding that it is to improve those individuals knowledge and skills and they are to share this information readily with others who seek or need their assistance.

Meetings were conducted in organizational procedures and office training, foods and nutrition, clothing, home furnishing, refinishing and remodeling furniture, drapery making, home management, recreation, civil defense and safety. Those who attended the meetings did the following things; gave or assisted with demonstrations, conducted project groups, trained junior leaders, helped or assisted other persons, conducted meetings, gave talks or lead demonstrations, judged and set up exhibits. Some families who had not been reached previously were through the efforts of the leaders.

These leaders are serving a vital role, as it is through their initiative that meetings are carried out during the agents absence. As a result of the training received and the work performed they gain self confidence and develop their skills. They perform when the agent

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is present and this gives the agent a chance to observe and find out what additional individual training they need.

Through the cooperation of the leaders the agent is able to spend more time in unorganized communities, program planning, professional improvement and organizational work through personal contacts and home visits. Through these persons we are able to gain and give useful information that will enable us to broaden and strengthen the work in the county.

D. My general appraisal of the leadership in the county.

In making an appraisal of the leadership in the county for 1964, I would like to state that this area of the program underwent a change, and this was due to area employment. Some of the most active leaders accepted full time employment in the surrounding counties of Essex, Richmond and Lancaster Counties; therefore giving them little or no time to devote to receiving or sharing additional training. Faced with this problem it was evident that additional leaders were needed to carry on the program. Some were recruited, orientated and trained, along with the older leaders these new ones accepted responsibilities and performed very effectively. Losing the leaders had its merits as it gave others a sense of responsibility. Those who were employed had some of the skills and knowledge that was mandatory to become employed. Their skills had to be perfected and their knowledge increased for a specific area instead of general. It was gratifying to hear them admit, that their training and work done in extension was larger responsible for them being considered for employment. They help when ever the occasion does not conflict

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with their work and family obligations.

We feel with the new leaders, more training and time will make them quite effecient. This situation also lets us know that we must continue to train youth and adults in order to eliminate a recurrence of this situation. It will also enable us to have replacements when changes arises.

The leadership program was broaden and strengthen in a sense as replacements were located, the new leaders were active along with the old. Their was an ajustment that had to be made by the leaders, the people and the agent.

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II. Report on the Five Project Areas

A. Phase given major emphasis - Extension Home Economics

1. Phase -- Food and Nutrition

2. Why this phase received major emphasis

Homemakers are confronted with the high cost of food. They have a fair conception of what an adequate diet consist of, but lack the knowledge and skill to plan and serve this adequate diet to their families with a moderate or low income, which does not compare with the continue rise in food prices. They need guidance in consumer buying that will enable them to serve their families adequate and nutritious meals that will be in keeping with their income. They need information that will increase their knowledge and skills in planning and managing their food budget, in order to cope with the continuing rise in food prices.

3. Objective

To teach the importance of consumer buying to the homemaker in order to balance the food budget and serve attractive and adequate diets to their families.

4. Progress made in reaching objectives

Homemakers have been made aware of the importance of planned food budgets and consumer buying. They were taught to economize on the food dollar by quantity buying and the use of home-made mixes. Information has been given on wise food shopping and seasonal buying. Also the use of week end specials. Much encouragement was given on improving the families eating habits, and avoiding

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food fads and fallacies. Instructions on reading and understanding labels proved to be of great help to many families.

A questionnaire was used to determine if the kind of information given was helpful. It was of great value and help to improve their knowledge and skills in planning and purchasing of food to the extent they are able to get better usage from their food dollar. Many of those reached said that additional information could be used in this and other areas.

A large number readily admit that the news articles are quite helpful in keeping them informed about the food plentiful and specially when it contains the cost and various ways the foods could be included in their planning and meals.

A variety of methods were used to get this information over; they were talks and discussions, news articles, circulars, slides and films, fact sheets, tours, exhibits and demonstrations.

II. Continuation

A. Phase given major emphasis-- Extension Home Economics

1. Phase -- Home Furnishing
2. Why this phase received major emphasis

The homemakers expressed a desire and recognized a need to increase their knowledge and skills in this area in order to do a more effective job in furnishing their homes. They realize if they had the necessary information and training, they could avoid some of the many errors in this area. In doing this they could economize and make their homes as attractive and livable as their means could afford. They would know how to furnish and decorate their homes with each member in mind, they could use treatments that would enhance the beauty, comfort as well as the appearance. They realize that many errors were made and the desired affect was not achieved. This cost money, time and energy that could have been better utilized if they had a better knowledge of house furnishings and decorating. These women and their families desire to have attractive and comfortable homes.

3. Objective

To encourage the use of a home furnishing plan and the selection of furnishing that coordinate with what they have that is usable. Learn to plan and arrange furniture in area grouping and accessorize with simple useful items instead of decorative ones.

4. Progress made in reaching objectives

Those families interested in this phase were encouraged to first start their project with a plan of what they wanted to do, set up goals how they were going to accomplish this plan and when they were going to execute the plan. This gave them a correlated appearance when they had completed their objectives. They were encourage to start with a focus peice or center of interest, back ground, furnishings and accessories. With all things coordinated and correlated they found gives a very pleasing effect. They were taught the basic principle of furniture arrangement. This inspired instant changes in many homes, that was readily recognized. These families could easily see the advantages of furniture grouping and conversational areas with in a room.

Through home visits and personal contacts it was observed that many of the recommendations presented for treating the fifth floor, treating the windows and accessorizing the home was being put into practice.

B. Other work with in project area

1. Drapery work shop

A drapery making workshop was conducted and leaders from two organized communities attended. These homemakers were interested in learning to construct custom made draperies. They realized they would be able to economize and yet have their windows treated attractive and correctly.

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They were taught:

- (1) Kinds of fabrics suited for draperies for various areas.
- (2) How to measure for the amount of fabric needed.
- (3) Straightening the material for the straight of the fabric.
- (4) How to make the heading.
- (5) Hand stitch side seams.
- (6) Measure and turn hems (for drapery and lining).
- (7) Attach lining.
- (8) Make valance.
- (9) Measure and pinch pleat heading.
- (10) How to hang using correct hardware.

2. Unanticipated work in project area.

A special interest group of the Mount-Olive Baptist Church, Wicomico, Virginia requested the help of the agent in selecting and construction of draperies for the educational building of the church. The first step the group took was to tour a local fabric shop and selected the materials needed to construct the draperies and the hardware necessary to hang them. Neutral monk's cloth was selected.

On Thursday, February 27th this group met at the educational building and was taught how to measure, cut, hand stitch and pleat a panel of unlined drapes. Each person completed one panel. Another meeting was scheduled to hang and hem these draperies.

II. Continuation

A. Phase given major emphasis- 4-H and other Extension Youth Programs

1. Phase -- Project Completion (Continuation)
2. Why this phase received major emphasis

It was recognized that 4-H club members did not complete the projects they were previously enrolled in, yet each year they enrolled in a new project. The planning group saw a need to emphasize project completion in order that 4-H'ers may be better informed about the project content, to increase their learning experiences through demonstration, displays, talks, showmanship and to develop their knowledge and skills in at least one project.

3. Objective

To encourage 4-H members to continue in the same project until they have completed the areas or mastered the information in the project in which they enrolled.

4. Progress made in project area.

As a result of this phase, it is readily recognized that the members did a better job and had a broader understanding of the projects they carried and what the objective of this area was intended to accomplish. They realize the importance of continuing a project or following with a related project in order to increase their knowledge and skills. This we had also anticipated would give a larger percentage of project completion in the county. This did but a very small percentage but it did give us the satisfaction that those who completed their projects did above the minimum requirements and had a broader knowledge of the subject matter and other related materials. Therefore the results were still gratifying to some extent.

II. Continuation

A. Phase given major emphasis--4-H and Other Youth Programs

1. Phase -- 4-H Community Project Groups (Continuation)
2. Why this phase was given major emphasis

It was decided by the leaders and agent that some of the 4-H'ers could get more detailed information and training from these community project groups. The idea had been initiated last year and it was felt by the leaders and agent that the individual assistance given by the leaders in project groups would be most valuable to those who received it.

The clubs are too large and this individual assistance can not be given. In the community where the groups are smaller, the leader and agent can work closer with the interested child and help with individual problems. It is the desire of those who serve as leaders and advisors to help to develop each child to its fullest potentials.

3. Objective

To work with the child as an individual and help to develop the child to its fullest potentialities. Enable the child to get individual assistance back in the community.

4. Progress made in reaching objective.

The project groups afforded for those who were interested and opportunity to get additional help in the communities from the leaders who were active. These leaders were given additional

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training and information so that they would be well informed. This enabled them to do a better job in helping the 4-H'ers in their communities. Some accomplishments were made as some 4-H'ers took advantage of this additional help. Yet the number was far below what we had anticipated or hoped to reach with this additional information.

We find various reasons why more 4-H'ers did not take advantage of the project information; they were; transportation problems, no parental encouragement, lack of interest on the part of the members, extra curricular activities at school were during after school hours and leaders schedule did not coincide with the members.

The leaders were quite influential in helping and training the youth. It was obvious in those members who were assisted as they were the ones who took an active part in the county and district contest.

The fact of securing and training enough leaders has been and still remains a problem in a number of communities. Much effort has been spent in trying to secure additional leaders. We still feel that the project groups will be quite helpful as long as the 4-H Clubs are held in the schools. Because of the lack of sufficient time, and equipment the project work can not be done in detail.

II. Continuation

A. Phase given major emphasis--Community and Public Affairs

1. Phase -- Community Recreation
2. Why this phase received major emphasis

Most communities in this rural area lack wholesome recreational facilities. The people were and are still aware of this need. It was discussed at length and decided by the County Home Demonstration Committee that a planned recreational program in the community would do much in helping to improve the community and its citizens. It is obvious that the communities fail to provide any type of wholesome social recreation for the youth or adults.

3. Objective

To plan, promote and provide some type of wholesome recreation in the various communities.

4. Progress made in reaching objective

The interest of the people in several communities has been stimulated and they readily admit that there is a need for wholesome recreation. Committees have met with the school leagues and pointed out the facts and encouraged them to secure play equipment for the schools play grounds.

Emphasis was placed on having some type of recreational activities in each organized community at least once a month. These activities were in the form of socials, game nights and programs that gave the community residents an out let.

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Much emphasis was placed on the importance of wholesome recreation in helping to build strong bodies and develop healthy minds.

These types of activities well planned and supervised proved helpful to the youth and adults and to the community at large. Much stress was also placed on wholesome family recreation. This we feel will keep the youth contented and happy and they will refrain from attending undesirable places.

## III. Success Story

One of the phases given major emphasis this year and taught in previous years which is Home Furnishings, has made significant contribution to many families. Many homes have been made more livable, attractive and comfortable as a result of this phase being emphasized.

Furnishing the home as attractive as ones means could afford has been stressed through out the year. Encouraging homemakers and youth to increase their knowledge and improve their skills in this area has been one of the topics of major emphasis. They were informed how to make a home furnishing plan, starting first with what they had, then planning the things they needed and what they plan to do. They were given basic information on planning a color scheme, decorating or improving the fifth wall (the floor), window treatment, furniture arrangement, selecting and hanging pictures, choosing and using lamps, flowers arrangement and choosing and using simple attractive and useful accessories. It was stressed that simplicity is the basic of a well decorated room or area. Some homemakers have been taught refinishing and renovation of old furniture and accessories and how to combine and use them with other furniture and furnishings.

As a result of this project ninety or more families have made some significant improvements in their homes. All of the plans have not fully materialized but progress has and is still being made in this area. They are working on their plans and achieving their goals as their sources will allow.

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This information did not stop at home many of the ideas have been worked on by club members in the churches. Progress has been made in the areas of : making and hanging draperies in the educational building of a church in one community, refinishing and upholstering the pulpit furniture, selection and arrangement of flowers for the session's and other occasions at the church, planning and improving a church kitchen, selection of carpets and tiles for the floor, planning color schemes and improving and planning the lighting. This we feel is far reaching, as those who learned and used the information put it in use in the various communities where others may be exposed and benefit from what they have learned.

This phase of work in the area of home furnishings has been beneficial to many persons, families, communities and the county. Their homes have and are still being beautified and the rewarding things are that the families are enjoying their improvements which makes them happier and contented, the improvements help to bring up the community standards and each community improvements benefits the county.

IV. General Appraisal of Past Year

Looking over the years activities for 1964 I can readily see that progress has been made in various areas. However all that was planned was not achieved and some accomplishments were far from the goals we anticipated or desired.

The years accomplishments have been gratifying in many instances and disappointing in others. Much information has been secured and utilized. Due to the change in the status of many homemakers to the employed homemaker, it has become necessary for them to seek a great deal of information that would enable them to be able to keep the home organized and put in the required time on the job. Much of this credit is due to the efficient leaders who help to keep them informed, with the necessary information and printed materials. The leaders have also been a vast help to the agent as they worked on various committees in helping to secure data that was necessary to help to carry out the plans that were set up for the years work.

Information was also secured that brought to our attention other existing problems in the community and county. Discussions were conducted in leader groups and other extension meetings of some tactics we would use to cope with certain problems.

The Menhaden Fishing Industry had another very unprofitable season. This industry is usually responsible for a large portion of the income in the Norther Neck. This year very little can be accomplished along the previous goals set as a result of the income received.

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The youth phase improved slightly and this was through the project completion emphasis and the community project groups. I have not been able to determine whether this area does not progress as much as we had planned or hoped because of the lack of sufficient leadership. It is the desire of those who cooperate to have a stronger youth group but it never seems to accomplish the goals we strive to obtain. This is one of the most discouraging factors.

More families see a need for setting up family goals and making a family plan to guide them in accomplishing their goals. This area has been one of unlimited response. These families now realize to accomplish a goal that they need some guide lines as to a short or long time goal and how to go about accomplishing them. Following a plan lets them know where they are and how far they have to go.

Facing facts, this was not one of the most profitable years in Extension. However, we are looking forward to a more successful year in 1965.

1964

ANNUAL STATISTICAL REPORT

OF

COUNTY EXTENSION WORKERS

January 1, 1964 - December 31, 1964

County Northumberland

Submitted By: Name (Mr.) E. G. Jeffries Title Home Agent  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approved By: \_\_\_\_\_ Date \_\_\_\_\_  
State Extension Director

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

WES:ap

May 1964

SECTION I: SUMMARY OF SELECTED EXTENSION TEACHING ACTIVITIES

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

Teaching Activities	Work Done By --					Grand Total F
	Home Agents A	Youth Agents B	Agricultural Agents C	County Total D	State Staff E	
1. Farm, home, firm and other out-of-office visits .....	327			327	✓	
2. Office calls .....	195			195	✓	
3. Telephone calls (received or made) .....	275			375	✓	
4. Newspaper articles or stories:						
a. Prepared and released directly to newspapers or magazines .....	21			21	✓	
b. Prepared by state office and released through county extension offices .....	38			38	✓	XXXXX
5. Broadcasts made:						
a. Radio .....	0			0	✓	
b. Television .....	0			0	✓	
6. Publications distributed directly to the public .....	1245			1245	✓	
7. Circular and commodity letters written .....	11			11	✓	
8. Training meetings held for local leaders:						
a. Adult work (1) Number .....	22			22	✓	
(2) Attendance .....	155			155	✓	
b. Youth work (1) Number .....	14			14	✓	
(2) Attendance .....	165			165	✓	
9. Other meetings at which agents or specialists presented educational information:						
a. Adult work (1) Number .....	68			68	✓	
(2) Attendance .....	808			808	✓	
b. Youth work (1) Number .....	52			52	✓	
(2) Attendance .....	1367			1367	✓	
10. Meetings held by local leaders:						
a. Adult work (1) Number .....	32			32	✓	
(2) Attendance .....	355			355	✓	
b. Youth Work (1) Number .....	28			28	✓	
(2) Attendance .....	617			617	✓	

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

	Days Devoted By	
	County	State
	Staff A	Staff B
11. Planning and management of the farm business .....		
12. Field crops, pasture, range (production and on-farm marketing)..		
13. Soil management .....		
14. Horticulture (production and on-farm marketing) .....		
15. Forestry (production and on-farm marketing) .....		
16. Soil and water conservation, wildlife .....		
17. Plant pathology .....		
18. Entomology .....		
19. Agricultural chemicals (pesticides, additives, etc.) .....		
20. Dairy (production and on-farm marketing) .....		
21. Poultry (production and on-farm marketing) .....	1	
22. Livestock (production and on-farm marketing) .....		
23. Animal and poultry health .....		
24. Marketing and utilization .....		
25. Consumer education in use of agricultural products .....		
26. Agricultural engineering .....		
27. Dwellings and equipment .....	18	
28. Home grounds improvement .....	4	
29. Planning and management in the home .....	20	
30. Family economics .....	5	
31. Home furnishings .....	24	
32. Clothing selection and care .....	7	
33. Clothing construction .....	5	
34. Food preparation and selection .....	20	
35. Food preservation .....	7	
36. Nutrition .....	15	
37. Human relations, child development .....	1	
38. Health .....	4	
39. Safety .....		
40. Recreation .....	4	
41. Outlook .....	4	
42. Community development and resource adjustment .....	4	
43. Manpower development, employment information .....		
44. Public affairs .....		
45. Rural defense .....		
46. Leadership development .....	17	
47. Extension administration, organization .....	5	
48. Program planning .....	27	
49. Supervision of extension personnel .....	XXXXX	
50. Inservice training received .....	17	
51. Miscellaneous (cannot be charged to above items) .....	4	
52. Total days worked (items 11-51) .....	213	
Of total days reported in item 52, how many were devoted to:		
53. a. Adult work .....	132	
b. Young adult work (ages 18-25) .....	18	
c. 4-H Club work .....	53	
d. Work with other youth and youth serving groups (within 4-H age) .....	10	

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

	Men A	Women B
a. In overall county-wide extension councils or committees, community improvement work and other work not covered below .....	10	17
b. In adult agricultural and related fields .....		
c. In adult home economics and related fields .....	8	34
d. In work with young adults .....	5	8
e. In 4-H Club work: (Different leaders only)		
(1) Organizational leaders .....	2	12
(2) Project or subject-matter leaders .....	3	16
(3) Other adult leaders .....		9
f. Total DIFFERENT adult leaders .....	18	69

HOME ECONOMICS EXTENSION WORK

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

a. Number of groups .....	<u>8</u>
b. Number of members .....	<u>137</u>

56. Special audience and specific interest groups:

- a. Organized by extension and worked with in home economics extension work:

(1) Number of such groups worked with .....	<u>4</u>
(2) Attendance at meetings held with these groups .....	<u>89</u>

- b. Not organized by extension:

(1) Number of such groups worked with .....	<u>3</u>
(2) Attendance at meetings held with these groups .....	<u>67</u>
(3) Number of leaders in non-extension organized groups trained by extension during the year .....	<u>11</u>

WORK WITH YOUNG ADULTS

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

57. Extension sponsored groups of young adults:

a. Number of groups worked with .....	<u>1</u>
b. Number in such groups .....	
Men:	<u>9</u>
Women:	<u>15</u>

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

	<u>12</u>
Women:	<u>19</u>

WORK WITH OTHER YOUTH

59. Number of youth (of 4-H Club age) worked with in addition to 4-H Club members ..... 53

4-H CLUB WORK

50. Number of 4-H Clubs ..... 8

61. Different 4-H Club members enrolled:  
a. Boys ..... 108  
b. Girls ..... 180  
c. Total ..... 288

63. Four-H Club members by years in club work:  
a. 1st year ..... 96  
b. 2nd year ..... 86  
c. 3rd year ..... 45  
d. 4th year ..... 29  
e. 5th year ..... 19  
f. 6th year and over ..... 13

52. Four-H Club members enrolled by place of residence:  
a. Farm ..... 95  
b. Rural non-farm ..... 193  
c. Urban .....

64. Four-H Club members by age groups:  
a. 12 years and under ..... 177  
b. 13-15 years inclusive .. 94  
c. 16-20 years inclusive .. 17

55. Four-H enrollment in projects and activities:

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

- a. Agronomy (crops and soils) .....
- b. Horticulture (fruits, vegetables, landscaping) .....
- c. Entomology and plant pathology .....
- d. Conservation (soil, water, forest, wildlife) .....
- e. Poultry .....
- f. Dairy .....
- g. Beef .....
- h. Swine .....
- i. Other livestock .....
- j. Engineering (include electricity, tractor, automotive) ..... 46
- k. Management on the farm .....
- l. Marketing and business .....
- m. Management in the home .....
- n. Clothing ..... 60
- o. Food and nutrition ..... 76
- p. Home improvement and furnishings ..... 27
- q. Family life education .....
- r. Personal development (public speaking, grooming) ..... 30
- s. Health .....
- t. Safety ..... 30
- u. Recreation (include crafts) ..... 18
- v. Community and public affairs .....
- w. Career exploration ..... 43
- x. Total enrollment in projects and activities ..... 350

66. Junior 4-H Club leaders:  
a. Boys ..... 10  
b. Girls ..... 24

SECTION III: COOPERATION WITH OTHER PUBLIC AGENCIES

(Read instructions before completing.)

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