

REPORT OF HOME MAKING EDUCATION PROGRAM
July 1, 1943 - July 1, 1944

Part I. STATISTICAL

County London School Douglas High Teacher L. Constance Sully

IN-SCHOOL PROGRAM

Term of Employment of Teacher

Number of months teacher was employed 9 Number of weeks teacher was employed 36

Number of weeks school was in session 36

Enrollment and Schedule Data

	8th yr.		9th yr.		10th yr.		11th yr.		12th yr.		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
a. No. pupils enrolled in entire high school	21	32	10	41	9	14	5	8			45	95
b. No. pupils by years of high school enrolled in vocational homemaking classes	0	0	0	39	0	14	0	8	0	0	0	61

	H. E. I		H. E. II		H. E. III		H. E. IV		Total	
	B	G	B	G	B	G	B	G	B	G
c. No. enrolled in high school in H. E. by years of vocational H. E. course		39		14		8			*	*

* Be certain that the totals in b and c correspond. Exactly the same total number of boys and girls enrolled in homemaking under b should appear under c. This applies to girls also.

d. Total time in hours per week pupils devote each year of the vocational course to class work in homemaking

First year of course	Second year of course	Third year of course	Fourth year of course
5	10	10	

e. Number enrolled in homemaking classes for boys ONLY _____

No. pupils enrolled in exchange classes with agricultural education...Boys _____
Girls _____

No. pupils enrolled in exchange classes with trade and industrial education.....
Boys _____ Girls 3

No. pupils enrolled in exchange classes with distributive education.....Boys _____
Girls _____

f. Total time per week scheduled solely for home project conferences.....Hrs. 1
 Min. 40
 (Do not include supervision after school hours and on Saturdays and holidays or time set-up in schedule for other purposes, such as study hall).

Home Visitation

Number individual homes visited for the purpose of supervision of home problems or projects 47

Total number home visits made during year 47

Have you visited the home of each pupil enrolled in your classes this year? No

Home Projects

*Summary of work on home problems or projects carried by pupils at home and at school during the year 1943-1944.

Home Projects	Year of H.E. Course	Number		Total
		Boys	Girls	
Care and guidance of children	<u>I, III</u>		<u>6</u>	<u>6</u>
Consumer buying				
Family and social relations (including recreation)				
Health and home care of the sick				
First aid				
Home improvement (interior or exterior)	<u>I, II, IV</u>		<u>14</u>	<u>14</u>
Homemaking problems that cut across several areas	<u>I</u>		<u>1</u>	<u>1</u>
Home management				
Joint projects with pupils in agriculture				
Joint projects with pupils in distributive education				
Laundering	<u>I, II</u>		<u>24</u>	<u>24</u>

(CONTINUED ON NEXT PAGE)

*Report only those problems or projects which have been developed through taking the following steps:

- (1) Selecting problem or project through cooperative planning of parent-teacher-pupil.
- (2) Setting up definite goals by the pupil for the solution of the problem or project.
- (3) Making definite plans for reaching goals.
- (4) Recording progress made in work on goals.
- (5) Evaluating work done on problem or project by pupil, teacher, and parent.

Select three of the best home problems worked on and include with this report one home project on each problem;

Home Projects	Year of H.E. Course	Number		Total
		Boys	Girls	
Personal care and improvement				
Provision of food for the family				
Selection, care, construction and renovation of clothing	<u>II, III</u>		22	22
Home Production:				
Gardens	<u>I</u>		2	2
Canning				
Poultry				
Pigs				
Other				
<u>Improvement of</u> Unclassified <u>Home Grounds</u>	<u>I</u>		6	6

Homemaking Club (To be reported by white teachers only)

Did your girls have a club this year? _____ Enrollment _____

Number club meetings held during school year _____

Is your club affiliated with the Future Homemakers of Virginia? _____

Will your club send delegates to the rally to be held in summer of 1944? _____

Did your club contribute to the camp fund? _____ How much? _____

Production and income earning activities in the homemaking education program
 (Summarize work done at school and at home as a part of the homemaking program from July 1, 1943 to July 1, 1944; whether previously reported or not. Include work done by girls and boys in homemaking classes only).

- a. Gardens
 - (1) No. spring and summer gardens planned, planted and cultivated..... _____
 - (2) No. fall and winter gardens planned, planted and cultivated..... _____
- b. Conservation of food
 - (1) Food canned:
 - No. quarts vegetables canned..... _____
 - No. quarts fruits canned..... _____
 - No. pints of meats canned..... _____
 - (2) Food dehydrated, evaporated, or dried:
 - No. pounds of vegetables..... _____
 - No. pounds of fruits..... _____

- (3) Stored:
 - No. bushels of vegetables stored.....
 - No. bushels fruits stored.....
- c. No. chickens raised.....
- d. No. pigs raised.....
- e. Clothing:
 - No. new garments made..... 42
 - No. garments renovated..... 61
 - No. garments repaired..... 61
- f. Miscellaneous
 - (1) No. household articles made 43 Repaired.....
 - (2) No. home nursing or first aid articles made or improvised.....
 - (3) Others 10 Card table Covers for Red Cross

Improvement of the Facilities of the Homemaking Department

List ways in which the housing and equipment of the homemaking department have been improved:

2 closets have been built in which to store equipment.

List new pieces of equipment added:

2 storage closets, 1 cloth for tables, butcher cutting, ironing board cover, Refrigerator ice trays, Vegetable dishes, 4-piece Range set, Ladle & wax mops

State value of new equipment added.....\$ 50

General Service in the School's Program

a. The school's war program:

How many class period per week other than periods given to homemaking classes did you devote to work with high school faculty and pupils in developing the school's war program? _____

Subject of course	No. groups taught. Separate and label <u>A</u> for adult, <u>OSY</u> for out-of-school youth	No. Meetings held for each group	Total No. Hrs. each group met	Number Enrolled			
				Adult		OSY	
				Men	Women	Men	Women
Canteen							
Controlling the cost of living							
Repair of household equipment							
Home nursing							
First aid							
Home Management							
Recreation							
Others							
Totals	A <u>4</u> OSY	A <u>12</u> OSY	A <u>24</u> OSY	<u>6</u>	<u>48</u>		

Give the number of adult classes held in cooperation with the following. (It is presumed that the enrollment in these groups is included in the above, if not, give enrollment here).

General adult education program _____

Agricultural education _____

Distributive education _____

Trade and industrial education _____

Other agencies serving the community, such as:

Professional workers council _____

Nutrition committee 3

Parent Teachers Association 3

Office of Civilian Defense _____

Health Department _____

Public Welfare _____

Red Cross 1

Others _____

Production and Income Earning Activities in Adult Homemaking Education Program
 (Work done as a result of your instruction from July 1, 1943 to July 1, 1944).

	In Cooperation with Course 15	Exclusive of Course 15
a. Gardens		
(1) No. spring and summer gardens planned, planted and cultivated.....		
(2) No. winter and fall gardens planned, planted and cultivated.....		
b. No. chickens raised.....		
c. No. pigs raised.....		
d. Conservation of food		
(1) Food canned:		
No. qts. vegetables canned.....		
No. qts. fruits canned.....		
No. pts. of meats canned.....		
(2) Food dehydrated, evaporated, or dried:		
No. pounds of vegetables.....		
No. pounds of fruits.....		
(3) Stored:		
No. bushels of vegetables stored....		
No. bushels fruits stored.....		
e. In how many homes have you worked with adult homemakers during the year?.....		
f. How many families have you helped plan and carry out a production and conservation program?.....		
g. In how many neighborhoods did you develop an educational program?.....	3	
h. Clothing:		
No. new garments made.....		4
No. garments renovated.....		
No. garments repaired.....		6
i. Miscellaneous		
(1) No. household articles made <u>3</u> Repaired.....		
(2) No. home nursing or first aid articles made or improvised...		
(3) Others.....		
j. How many meetings of professional workers have you attended.....		1

PART II. NARRATIVE

This part of the report should be typed on business size stationery. Please write in the name of the school on each separate sheet.

1. List personal and family life problems which were made more acute this year in your community by war conditions and which you reported last fall to work on in your in-school and out-of-school classes:
2. Select one or more of these problems and describe briefly what has been done to help pupils in your high school classes and/or adults in the community to deal with these problems. Use the following outline in making this report:
 - a. Nature of the problem.
 - b. Purposes developed by pupil or pupils in dealing with the problem.
 - c. Significant work done by pupil or pupils in work on the problem both at home and at school.
 - d. Results.
3. Describe briefly the contribution which you and your pupils have made to the following phases of the school's war program either in connection with the Victory Corps organization or otherwise. (Attach any mimeographed material, pictures, newspaper items, etc.) which will give a clearer picture).
 - a. Health and physical fitness.
 - b. Control of the cost of living.
 1. Rationing.
 2. Consumer education.
 - c. Community services, such as:
 1. Sewing for the Red Cross.
 2. Training girls for replacement service in such civilian occupations as require a background of homemaking training.
 3. Recruiting farm labor.
 4. Caring for children of working mothers.
 5. Other types.
 - d. Purchase of stamps and bonds. Give amount purchased by homemaking pupils and any interesting means they took in raising the money needed for purchase of same.
 - e. Other phases of the war program.
4. Outline the program being planned and carried on in production, conservation and processing of food for farm families for the coming months. (Include here work being done in cooperation with the agriculture teacher under Course No. 15, or other work being done with families of a similar nature).
 - a. Tell how adults were reached in the organization of the groups.
 - b. Give plan of work.
 - c. Tell what progress has been made to date in working on plans.

5. If other work has been done with adult groups which has not been reported previously in another part of this narrative report, describe here briefly.
6. Describe briefly the general organization and management of the lunch room in your school. In this description tell what you and your pupils have done, what other teachers and pupils in the school have done, what parents and others in the community have done, and whether or not there is a local sponsoring school lunch committee.
7. Attach a report on the work of the home economics club. (The report should be made by the club officers or a committee of club members).
 - a. Objectives.
 - b. Programs.
 - c. Achievements. (School and community service and service in the war program particularly).
8. Outline recommendations which you would make for the development of the home-making education program for in-school and out-of-school groups. (Please give this information regardless of whether you expect to return to this school next year. This is one of the most important sections of the report).
 - a. In-school group
 1. How the needs of pupils can be better served through increased enrollment, modification of the schedule, or modifications of the offering of the school.
 2. The problems that should be worked on in homemaking classes.
 3. How home visiting may be made more effective.
 4. The type of records that should be kept and how they should be kept.
 5. Improvements in housing and equipment needed for the homemaking department.
 6. How the home economics club may be improved.
 - b. Out-of-school group
 1. Communities in need of service and the type of service needed.
 2. Suggested ways of reaching these groups and rendering service.
 - c. School lunch program
 1. Improvements needed in space and equipment.
 2. Improvements needed in operation and management; such as, labor, procurement of food, and use of time and energy in the preparation and serving of food.
 3. Utilization of the lunch room as a means of enriching the educational experiences of the pupils in the entire school.

1. Personal and family life problems which were made more acute this year in my community by war conditions and worked on in in-school and out-of-school classes:
 1. care, repair, and construction of clothing
 2. Improving nutritional habits
 3. Home canning
 4. Home improvement

2. Because of the shortage of materials and high prices placed upon garments the problem of the care, repair, and construction of clothing has become a very vital one. A problem of this nature promotes thriftiness, a factor we have learned to possess during war time especially. In dealing with this problem the pupils have developed the following purposes:
 - a. To keep clothing in good condition at all times
 - b. To mend all types of tears
 - c. To fix ripped seams
 - d. To sew on fasteners
 - e. To launder garments satisfactorily
 - f. To store clothing satisfactorily
 - g. To dye clothing successfully
 - h. To remove spots and stains
 - i. To renovate old garments to look like new
 - j. To construct new garments satisfactorily

In carrying out this problem each pupil had done the following work:

- a. Renovate old garments that either belonged to them or to some other member of the family
- b. Brought garments to school in order to mend tears, sew on fasteners, and sew ripped seams
- c. Constructed a new garment
- d. Experimented on the removal of common stains from clothing
- e. Carried on home projects in which the pupils laundered, stored away clothing, dyed and repaired clothing at home.

As a result of carrying out this problem, the following facts have been observed:

- a. The pupils wear neater clothing
- b. The pupils have a tendency to check on each others clothing
- c. The pupils' clothing has sufficient fasteners and is well mended
- d. The pupils have developed ability to make new garments and renovate clothing.

3.
 - a. The home economics girls have contributed to the health and physical fitness program by learning how to plan well-balanced meals and selling them for the hot lunch program. They have given an assembly program educating the students along the line of better foods to produce energy which is used in their recreation.
 - b. The girls in home economics save all waste fats. When a sufficient supply is collected they turn it over to the grocer. Some of the girls have had experience in marketing for the lunch program, and using rationing points.
 - c. The pupils in home economics II have contributed to the Red Cross by making card table covers.

4.
 - a. I have recently organized nutrition committees in three communities in Loudoun County. Teachers and leaders in these communities were contacted directly and by mail, who called together members of their local P.T.A. and other leaders. They set their own dates and place for meetings.
 - b. These committees hold meetings for patrons to bring out problems on which they desire help along lines of production, conservation, storage, consumer education, and facts about nutrition. At each meeting one single topic is taken for discussion which is suggested by the members of the group. The patrons have become quite interested in canning with the pressure cooker, even though only two or three know of its operation. The committees plan to raise money to purchase a pressure cooker.
 - c. The committees have had only two meetings so far in which were discussed the importance of food conservation.

6. Our lunch room is run by the home economics club. We purchase our food from a nearby grocer, and the girls take turns in preparing the lunches. During the winter months we served hot plates consisting of two vegetables, a meat or substitute, and bread. Milk, cocoa, punch sandwiches, and simple desserts were also served. Because of the change in weather we are now serving salads, sandwiches, milk, fruit juices, punch, and simple desserts.

We have only one room in which all phases of home economics, along with an academic class, are carried on. The lunch is prepared and served in this room. The period before lunch is devoted to supervision of the lunch program. The receipts received each day go for payment of grocery and fuel oil bills. If any money is left after payment of bills, it goes into the treasury of the home economics club.

7. The work of the Home Economics Club:

At the beginning of the school term we met and set up the following objectives:

- a. To participate in the war effort by saving fats and tin cans, learning how to plan meatless meals, making sugarless desserts, and buying war bonds and stamps.
- b. To make our home economics room more attractive by building closets in which we may store equipment instead of keeping equipment in past board boxes all a round our room.
- c. To sponsor a hot lunch program.
- d. To raise money in order to send delegates to the Virginia State High School Girls Home Economics Conference which is held at Virginia State College each year.

We have given several entertaining programs during the year which have been very successful in bringing funds into our treasury. We also rendered an educational program in assembly on The Foods We Need For The Energy We Use.

Three of our girls attended the conference at Virginia State College on April 28, and one of them, Gloria Mallory, a junior, was elected secretary-treasurer of the Virginia State High School Girls Home Economics Club. We are very proud of her.

It gives us great pleasure to report that we have achieved most of our objectives. We have participated in the war effort in every extent mentioned except for the bonds and stamps. We raised the money to build closets, and our lunch room has been very successful in its operation. We do hope to improve our work next year.

Bernice Sewell

Miss Bernice Sewell, President

8. a. In-school group

1. The needs of pupils can be better served through longer class periods. We only have a 50 minute period for two of the classes. Home Economics II and III are given at the same period in the same room. If these periods were separate, much more could be accomplished. The enrollment will be increased next year. I wish to recommend that the home economics room be used for only home economics and the teacher have only home economics courses.
2. The following problems should be worked on next year:

Home Economic I

1. Good grooming
2. Foods and nutrition
3. Table setting
4. Care of clothing
5. Simple garment construction

Home Economics II

1. Foods and nutrition
2. Clothing construction and renovation

2. Clothing construction and renovation
 3. Home Nursing
 4. Canning
- Home Economics III
1. Canning
 2. Home Planning and Furnishing
 3. Child Care and Development
 4. Home and Family Life

3. Records should be kept of the following:-

1. Home projects records
2. Number of lunches served each day
3. Amount of money received from lunches
4. Money received from entertainments
5. Expenditures

Records should be arranged neatly in a file. If this is not possible they can be kept in separate books i.e., home project records in separate book from lunch program book.

4. Because of increased enrollment for next year the following equipment is needed:

- | | | | |
|-----|----------------------------|-----|-----------------|
| (1) | at least 2 sewing machines | (7) | Pressure Cooker |
| (2) | An electric or gas range | (8) | Knife sharpener |
| (3) | Glasses | (9) | Scissors |
| (4) | Chinaware | | |
| (5) | Silverware | | |
| (6) | Clock | | |

5. The home economics club should do more toward promoting better health programs in the school. The club should give more assembly programs next year in putting this over.

b. Out-of-school group

1. The communities in Loudoun County are all in need of a better understanding of the fundamentals of nutrition.
 - These groups have been reached by calling meetings and having discussions. They are interested in conserving foods and are in need of pressure cookers. Nutrition Committees have been organized and entertainments are to be given in an attempt to raise funds for this purpose.
 - The home economics teacher is to work with the families in helping with their canning problems.

c. School lunch program

1. An electric or gas stove is needed for cooking a separate room is also needed before the program interferes with other classes that are held in the room at the same hour. Glassware, chinaware, and silverware are greatly needed.
2. Help is needed in preparing lunches in our school. The girls lose so much time from other classes when preparing lunch. If one of the patrons of the school is hired to do this, the work will be greatly facilitated. Fresh or canned food donations from the patrons of the school are greatly needed along with the food issued by the schoolboard.
3. The lunch room, as a means of enriching the educational experiences of the pupils, will be a place in which the pupils may receive foods that go to build strong bodies and alert minds. It should have pictures on the bulletin board that illustrate the foods a child should have and why. Pictures make a great impression upon a child.