

REPORT OF HOME MAKING EDUCATION PROGRAM
For Session 1944-1945

City or County Leesburg, Va. School Douglass High Teacher L. Constance Subby

Date report completed May 5, 1945

The narrative part of the report should be typed on business size stationery. Please write in the name of the school on each attached sheet. Number each part of the narrative to correspond with the number on the mimeographed report form. Attach additional sheets securely to the mimeographed report form.

I. The Program:

(Refer to plan of work sent in last fall in making this section of the report)

- A. List the problems worked on by years of the homemaking course. List problems worked on by out-of-school groups. See page 6 of this report. Use table given there for reporting instead of reporting here.
- B. Describe work done by you and your pupils on important personal or family life problems, giving one description of work done with the in-school group and one illustration of work done with O.S.Y. or adults. Include in these two descriptions:
1. Studies which revealed the nature of the problem.
 2. Purposes developed by pupil or pupils in dealing with the problem.
 3. Significant work done by pupil or pupils in work on the problem both at home and at school.
 4. Results.

Attach a copy of any pupil records which helped you and the pupils in discovering and solving the problem described, and in evaluating results achieved.

- C. Outline the program being planned and carried on this spring and summer in production, conservation and processing of food for farm families. (Include here work being done in cooperation with the agriculture teacher under Course 15, or other work being done with families of a similar nature)
1. Tell how adults were reached in the organization of the groups.
 2. Give plan of work.
 3. Tell what progress has been made to date in working on plans.
- D. Outline tentative plans for summer work with pupils and adults other than work on production and conservation of food.
- E. Describe any participation with other teachers in the instructional program of the school of such nature as elementary homemaking or in-school or out-of-school classes for adults taught cooperatively with distributive education, agriculture, trade and industry, and the like. (Do not include food production and conservation work here).

II. Groups Reached in Program:

In-School ProgramEnrollment 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	20	31	19	28	9	30	3	12			51	101
b. No. pupils by years of high school enrolled in vocational homemaking classes				28		16						44

c.	H. E. I		H. E. II		H. E. III		H. E. IV		Total		
	B	G	B	G	B	G	B	G	B	G	
No. enrolled in high school in H. E. by years of vocational H. E. course		28		16							44

*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
7½ hrs.	7½ hrs.		

- e. Number enrolled in homemaking classes for boys ONLY 0

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

No. pupils enrolled in exchange classes with trade and industrial education.....
Boys 0 Girls 0

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

- f. Work with elementary grades:

Are you helping pupils to develop homemaking experiences as a part of the regular work in the elementary school? No Enrollment

Are any over-age elementary pupils being enrolled in regular high school homemaking classes? No Enrollment

Are separate classes organized for elementary pupils? No Enrollment

Out-of-School Program

Report below on the nature of the out-of-school classes taught. (Include classes taught in summer, 1944). Do not report, as a class, groups that held less than 4 meetings. The standard length course is 10 lessons with a total of 20 hours instruction.

Subject of course	No. groups taught. Separate and label A for adult, OSY 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
Production & conservation of food							
Conservation of clothing							
Nutrition							
Canteen							
Controlling the cost of living							
Repair of household equipment							
Home nursing							
First aid							
Home management							
Recreation							
Others							
Totals	A _____ OSY _____	A _____ OSY _____	A _____ OSY _____				

No Out-of-School classes taught were

*Report as OSY classes those organized specifically for the out-of-school youth. When enrollment is mixed with adults, report as an adult class.

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 _____
- Agricultural education _____
- Distributive education _____
- Trade and industrial education _____
- Other agencies serving the community, such as:
 - Professional workers council _____
 - Nutrition committee _____
 - Parent Teachers Association _____
 - Health Department _____
 - Public Welfare _____
 - Red Cross _____
 - Others _____

Minimum Essentials as Recom. by the St. Dept. of Education for a Maximum of 100 Pupils	Equipment on Hand	Condition	Minimum Essentials as Recom. by the St. Dept. of Education for a Maximum of 100 Pupils	Equipment on Hand	Condition
<u>Cleaning equipment cont'd.</u>			<u>Bedroom and home nursing equipment</u>		
1 bowl brush			Ice bag		
1 tub brush			Hot water bottle		
Cabinet space for storing cleaning equip. & supplies			Basin		
1 carpet sweeper			Back rest		
5 yds. cheese cloth for dust cloths			Bed table		
			Thermometer		
			2 Trays		
			2 Curved basins		
			Forceps		
			Cabinet for storing		
<u>Laundry equipment</u>			<u>Living room equipment</u>		
2 movable laundry tubs, med. size			1 Couch		
1 bench for tubs			2 Chairs		
1 wash board			1 Desk		
1 clothes wringer			1 Rug		
1 wash boiler			2-3 lamps		
1 ironing board	1	F	2 small tables		
1 electric iron	1	F	1 Book case		
Clothes line	1	F	Pictures & curtains		
2 doz. clothes pins	1 doz	F			
Cabinet for storing laundry equipment			<u>Dining room equipment</u>		
<u>Sewing equipment</u>			1 Table		
5 sewing machines	2	F	6 or 8 chairs		
1 mirror	1	F	1 Cupboard		
5 tables	5	F	1 Buffet or chest		
16-20 chairs	25	F	1 Rug		
Scissors, 2 pr.			1 Set dishes to serve 6 or 8 people		
1 pr. pinking shears			8 dinner plates	6	Y
Cabinet			8 bread & butter plates	6	Y
			8 cereal saucers	5	Y
			8 soup plates	8	Y
			8 cups & saucers	5	Y
			2 bakers		
			1 platter	3	Y
			1 cream & sugar	1	Y
<u>Bedroom and home nursing equipment</u>			1 Set glassware		
1 bed, single			8 water glasses		
Mattress			8 iced tea glasses		
Springs			8 fruit juice glasses		
1 chest of drawers			8 compotes		
1 mirror			8 glass salad plates		
1 chair			1 salt & pepper shaker	1	Y
2 pillows			1 water pitcher	2	Y
1 pr. blankets			1 Set tableware		
4 sheets			8 dinner knives	8	Y
4 pillow cases			8 dinner forks	8	Y
2 bed spreads					
12 towels, bath and face					
6 wash cloths					
2 bath mats					
Bed pan					
Bed pad					

Minimum Essentials as Recom. by the St. Dept. of Education for a Maximum of 100 Pupils	Equipment on Hand	Condition	Minimum Essentials as Recom. by the St. Dept. of Education for a Maximum of 100 pupils	Equipment on Hand	Condition
<u>Dining room equipment</u>					
Cont'd.					
8 tea spoons	8	G			
8 iced tea spoons					
8 salad forks					
1 sugar spoon					
1 butter knife					
1 set salt & pepper shakers	1 set	G			
Table linens					
Flower vases					
<u>Equipment for class organization, discussions, records, etc.</u>					
1 Blackboard	1	G			
1 Filing cabinet					
Books & bulletins					
<u>Additional equipment</u>					

- B. Attach list of additional equipment needed.
- C. Classification inventory of homemaking books.
 Give number of copies, author, title, publisher, latest copyright date of each book (see reverse side of title page for copyright date). Please consult the librarian in making up this list. Organize this list under the following headings:

- | | |
|-----------------------------|--------------------------------------|
| General books on homemaking | Personality development |
| Health of the family | Recreation for the family |
| Feeding the family | Vocations |
| Home care of the sick | Consumer education |
| Housing the family | Books for the home economics teacher |
| Clothing the family | Others |
| Child care and training | |
| Social relations | |

Do you or your librarian maintain a well organized pamphlet file under the above headings? No.

- D. Describe or list the improvements you and your girls have made in the home-making department this year.

IV. Evidences of Progress Made by Individuals Enrolled in the Homemaking Program:

- A. Give the following information for each year of the high school homemaking course and for the O.S.Y. and adult groups. Label each page accordingly as 1st year home economics, 2nd year home economics, etc., and O.S.Y. and Adult. Refer to "Report of the Committee on a Guide for Teachers in Developing a Three Year Course of Study for Vocational Homemaking."

Problems Worked On	No. Weeks Given to Work on Problem	List of Most Significant Improved Practices With Number of Individuals Adopting Same
<u>Example:</u> How can I help plan my family's meals to meet the daily nutritional needs of its members?	<u>Example:</u> 8	<u>Example:</u> Drink 1 pt. milk daily (10), eat three meals a day regularly (8), eat whole wheat bread (7), eat some yellow vegetables every day (7), etc.

Note: You are requested to make a sufficient number of copies of this form to meet your needs for making reports on each year of homemaking in the in-school program and in the adult and out-of-school program.

B. Home projects

Summary of work on home problems or projects carried by pupils at home and at school during the year 1944-1945.

Home Projects	Number		Total
	Boys	Girls	
Care and guidance of children			
Consumer buying			
Family and social relations (Including recreation)			
Health and home care of the sick			
First aid			
Home improvement (interior or exterior) Homemaking problems that cut across several areas		23	
Home management		3	
Joint projects with pupils in agriculture			
Joint projects with pupils in dis- tributive education			
Laundering		2	

(CONTINUED ON NEXT PAGE)

B. Home projects (Cont'd.)

Home Projects	Number		Total
	Boys	Girls	
Personal care and improvement		8	
Provision of food for the family			
Selection, care, construction and renovation of clothing		10	
Home Production:			
Gardens		4	
Canning			
Poultry		1	
Pigs			
Other			
Unclassified			

Total time per week scheduled solely for home project conferences....Hrs. 3
 Min. 45 (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).

Number individual homes visited for the purpose of supervision of home problems or projects 21

Total number home visits made during year 27

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

C. Production and income earning activities in the homemaking education program. (Summarize work done at school and at home as a part of the home-making program from July 1, 1944 to May 1, 1945, 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..... _____

C. Production and income earning activities (Cont'd,)

- (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..... 49
 - No. garments renovated..... 4
 - No. garments repaired..... 12
- f. No. articles made for the Red Cross,.....
- g. Miscellaneous
 - (1) No. household articles made _____ Repaired.....
 - (2) No. home nursing or first aid articles made or improvised.....
 - (3) Others _____

D. Production and Income Earning Activities in Adult Homemaking Education Program (Work done as a result of your instruction from July 1, 1944 to May 1, 1945).

	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. Production and Income Earning Activities in Adult Homemaking (Cont'd.)

	In Cooperation With Course 15	Exclusive of Course 15
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 conser- vation program?.....		
g. In how many neighborhoods did you develop an educational program?.....		
h. Clothing:		
No. new garments made.....		
No. garments renovated.....		
No. garments repaired.....		
i. Miscellaneous		
No. household articles made _____ Repaired.....		
No. home nursing or first aid articles made or improvised....		
Others _____		

V. Status of the Future Homemaker's Club

Did your girls have a club this year? Yes Enrollment 44 Percent of pupils
in home economics clubs who are club members 100% 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
the summer of 1945? _____ *Did your club contribute to the camp fund? _____

* To be reported by white teachers only.

How much? _____ Has each club member participated in a club program this year? No

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 in the war program particularly).

VI. Other school and community services:

A. The school lunch program:

Check ways in which you have assisted with the school lunch program:

Did you have the responsibility for supervising the lunch room in your school? Yes Did you plan the menus? Never Did you buy the food? No
 Did you keep the accounts? Yes Did you train the lunch room workers? No
 Did you work out a food conservation budget for the lunch room? No
 Did you assist in planning a production program for the foods used in the lunch room? No Did you supervise the canning program for the lunch room? No How many quarts of food were canned for the lunch room? (with or without your help) _____ How many pounds of food were dried or stored for the lunch room? (with or without your help) _____
 Was there a garden for the lunch room - spring months? No summer months? No winter months? No Number weeks lunch was served 33
 Average number pupils served daily 80 Number pupils served free lunches daily 8.

B. Physical and health education program:

No. class periods other than those given to homemaking classes devoted to work with high school faculty and pupils in developing this program _____.

C. The guidance program:

No. class periods other than those given to homemaking classes devoted to work with high school faculty and pupils in developing this program _____.

D. Other services: _____

E. Describe that school or community service which was to you and your pupils the most satisfying experience _____

VII. Recommendations for next year's program:

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 modification of the offerings 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.

VIII. Records Filed:

The following records have been made and are left in the home economics department for use in program planning next year:

- (1) Studies of each pupil enrolled in home economics classes (yes) _____ (no) No
- (2) Studies of community (yes) _____ (no) No
- (3) Progress reports for each pupil showing:
 - a. Problems worked on (yes) Yes (no) _____
 - b. Experiences pupil has had at school and at home in working on problem (yes) _____ (no) No
 - c. Definite improved practices adopted by each pupil (yes) _____ (no) No
 - d. Year's plan of work (yes) Yes (no) _____
 - e. Yearly report (yes) Yes (no) _____

APPROVED: _____

O. E. Emerich

Division Superintendent

APPROVED: _____

Principal

REPORT OF HOMEMAKING EDUCATION PROGRAM
For Session 1944-1945

City or County Leesburg, Va. School Douglass High Teacher L. C. SULLY

I. The Program:

- A. 1. Problems worked on in Home Economics I.
2. Personal Grooming
b. Clothing the Family
c. Feeding the Family
2. Problems worked on in Home Economics II.
a. Feeding the Family
b. Housing the Family
c. Clothing the Family
d. Food Preservation
- B. 1. A unit on clothing was introduced to all classes in home economics. Because of scarcity of materials to make new garments in order to learn the principles of Clothing Construction, we decided to see how many articles could be made from feed sacks, flour bags and unbleached muslin.
2. Purposes developed by pupils in dealing with the problem:
a. To make use of materials already on hand.
b. To find out what useful articles of clothing and household articles can be made from the cheapest type of materials.
c. To learn simple stitches; fundamentals of clothing construction.
3. Work done:
a. Bags and unbleached muslin were purchased or gathered
b. Lists were made of useful articles that could be made from them.
c. From the list, the actual articles were made:
aprons
kitchen curtains
chair covers
dressing scarfs
vanity scarfs
pot holders
table cloths
8 piece table set
broom stick skirts
a sun dress
4. Results:
a. The articles were really well made.
b. They were placed on an exhibit
c. The pupils gained much from the experience.
Only in-school groups were reached
- C. No work has been done here.
D. No plans have been made.
E. No work was done here.

III. B. All the equipment that we have on hand is checked in III A. Only one room is used for home economics courses. A list of additional equipment was asked for. You can see from the number of blank spaces the additional equipment that we need.

C. Classification inventory of homemaking books:

General books on homemaking

1. Harris and Huston___ The New Home Ec. Causibus
Little, Brown and Company___ 1942
2. Laiton and Miller___ Experiences in Homemaking
Ginn and Company___ 1941
3. Trilling and Nicholas___ The Girl and Her Home
Houghton Mifflin Company___ 1940
4. Hunter___ The Girl Today The Woman Tomorrow
Allyn and Bacon___ 1941
5. Greer___ Your Home and You
Allyn and Bacon___ 1943

Health of the Family:

1. Winslow___ Healthy Living
Charles E. Merril Company___ 1920
2. Ritchie___ Primer of Sanitation
World Book Company___ 1925

Feeding the Family:

1. Silver, Fern___ Foods and Nutrition
D. Appleton___ Century Company___ 1941
2. Harris and Lacey___ Everyday Foods
Houghton Mifflin Company___ 1941
3. Hill, Janet___ Canning, Preserving and Jelly Making
Little, Brown and Company___ 1943
4. Bailly and Russo___ Meal Planning And Table Service
The Manual Arts Press___ 1943
5. Bogart___ Nutrition and Physical Fitness
W.B. Saunders Company___ 1942
6. Stone___ The Meaning of Nutrition
Little, Brown and Company___ 1943

Home Care of the Sick:

None

Housing the Family:

1. Matthews___ The House and Its Care
Little, Brown and Company___ 1941
2. Matschat___ Planning The Home Grounds
Houghton Mifflin Company___ 1937
3. Balderston___ Housewifery
J. B. Lippincott Company___ 1928

Clothing the Family:

1. Matthews___ Clothing Selection and Care
Little, Brown and Company___ 1936
2. Rathbone and Tarpley___ Fabrics and Dress
Houghton Mifflin Company___ 1937

Child Care and Trainings:

1. Rand, Sweeny and Vincent___ Growth and Development of the
Young Child
U. B. Saunders Company___ 1940

Social Relation:

1. Goodrich___ Living With Others
American Book Company___ 1939

Personality Development:

1. Hann___ Good Grooming
Little, Brown and Company___ 1942
2. Skinner___ Good Manners for Young Americans
Beckley___ Gandy Company___ 1932
3. Brockman___ What Is She Like?
Charles Scribners Sons___ 1943

Recreation for the Family:

None

Vocations:

1. Ferris and Moore___ Girls Who Did
E. P. Dutton and Company___ 1927
2. Smith and Blough___ Planning A Career
American Book Company___ 1936

Consumer Education:

None

Books for the Home Ec. teachers:

Personal

1. Williamson and Lyle___ Homemaking Ed. In the High School
D. Appleton___ Century Company___ 1943
2. Sweetman___ Food Selection and Preparation
John Wiley and Sons, Inc. Company___ 1943

Magazines: Practical Home Economics

D. Improvements Made in homemaking department this year:

1. Repainted Wall and Ceiling
2. Repainted Chairs
3. Addition Small book shelf.

Problems Worked On	No. Weeks Given to Work on Problem	List of most Significant Improved Practices With Number of Individuals adopting Same
<p>1. How can I improve my daily habits so that I may become a well groomed and charming person?</p>	3	<p>Take daily bath, sponge or tub (21) Use deoderants(20) Brush teeth (29) Daily brushing of hair(17) Clean underclothes and socks(26) Airing of sweaters, woollens(14) Be courteous, and manerable on all occasions(29) Be a good conversationalist and listener(21) Follow Rules of health(24)</p>
<p>2. How can I select Use and Repair Sewing Equipment and How Can I Provide For My Clothing needs Through the Development of abilities in designing, Constructing and Remodeling Clothes</p>	15	<p>Keep well equipped sewing box (26) Repair most any machine trouble (10) Select material suitable for all types of garments(21) Test and alter patterns for fitness(27) Cut out garment properly economically(22) Fit garments properly(19) Use suitable Sewing Processes in constructing garments(25) Press garments properly(18) Remodel old garments to make them look like new(6)</p>
<p>3. How can I Help Plan My Family Meals to meet the daily nutritend needs of its Members and How Can I prepare Foods For my Family's Meals so as to Preserve The Nutritive Value of the foods and add to the Palatability and attractiveness of the Meal</p>	12	<p>Know what foods constitute an adequate diet(27) Improve her diet(15) Improves diet for members of family(17) Plan low cost meals for family from avilable foods(13) Apply basic cockery principles skillfully in the preparation of available foods(18) Prepare and serve common foods in a greater variety of ways(16)</p>

HOUSEWORK II

Problems Worked On	No. Weeks Given to Work on Problem	List of Most Significant Improved Practices with Number of Individuals Adopting Same
<p>1. How Can I help plan My Family's Meals to meet the Daily Nutrition needs of its members. How Can I Prepare foods for my Family's Meals so as to Preserve the Nutritive value of the foods.</p>	12	<p>Plan low cost meals for family from available foods(18) Improve diet of members of the family(8) Improve her diet(9) Apply basic cookery principles skillfully in the preparation of available foods(12) Prepare and serve common foods in a greater variety of ways(10)</p>
<p>2. Housing the Family: How Can I make my Home a safe and Healthy place in which to live? How Can I clean House? How Can I improve old pieces of furniture? How Can I make our kitchen more Convenient, Comfortable, and attractive?</p>	5	<p>Store articles in safe manner(6) Make repairs in furniture steps and porches(4) Care for cleaning equipment properly(10) Make cut and follow plans for cleaning(5) Refinish furniture satisfactory arrange kitchen equipment to save time, energy, and steps(7) Improve kitchen equipment at home(4) Improve kitchen equipment at school(3)</p>
<p>3. Clothing the Family: How Can I Select, Use, and Repair Sewing Equipment and How Can I Provide For my Clothing needs through the Development of Abilities in Designing, constructing, and Remodeling clothes.</p>	12	<p>Keep well equipped sewing box(12) Repair most any machine trouble(11) Select material suitable for all types of garments(21) Test and alter patterns for fitness(27) Cut out garment properly economically(28) Fit garments properly(19) Use suitable Sewing Processes in constructing garments(28) Press garments properly(19) Remodel old garments to make them look like new(8)</p>
<p>4. How Can The Improve our Nutrition through the Preservation of Canned and Farm Product.</p>	6	<p>Select and use right method for canning foods(12) Select and use equipment best suited for each product canned(11) Use good judgment and skill in selecting and preparing vegetables, fruits and meats for canning(12)</p>

V. Home Economics Club:

A home economics club was organized and objectives were drawn up, however only a very few meetings were held.

Programs:

1. The club presented a Nutrition Skit and a Discussion on the Rules of Health during National Negro Health week which was very instructional.
2. The club also presented a fashion show at an evening entertainment at the school, showing clothing that the teen-age girl should wear. Each garment modeled was made by the wearer.

VII. a. In-school group

- (1) Increased enrollment would call for increase of space for the teaching of home economics. As the situation is now the enrollment is satisfactory for the space. However, the needs of the pupils can be better served with an additional room or rooms, and two teachers of home economics. The classroom periods are satisfactory as 90 minutes.
- (2) In our situation, I think the following problems should be worked on in the homemaking classes:
 - (a) Feeding the family
 - (b) Clothing the family
 - (c) Developing and Maintaining the Health of the family
 - (d) Caring for children
 - (e) Housing the family
 - (f) Making a Happy Home and a Place for ourselves in the World in Which We Live
- (3) Home visiting may be made more effective by first bringing the parents together in some form of an entertainment to get acquainted. For instance, at a mother and daughter banquet. When a visit is made to the home you will have met the parent and talking with her and working with her will become easier. The teacher will have made definite plans for the visit and will know her aims and purposes of the visit.
- (4) Records should be kept of all of the girls in the department in a filing cabinet. The following records should be kept:
 - (a) Home Condition of each girl
 - (b) The duties of each girl in the home
 - (c) A Personality Record of each girl
 - (d) Projects worked on by each girl
 - (e) Years' plan of work
 - (f) Yearly report
- (5) Improvements in Housing and equipment needed:
 - (a) Another room is needed
 - (b) A stove (gas or electric) is needed for classroom work very badly
 - (c) More sewing machines are needed. There are only

two machines (Kenmore) in the department.

(d) Other equipment needed:

- | | |
|-------------------|---------------------------|
| 1. Files | 4. Cooking Spoons + Forks |
| 2. Floor Covering | 5. Dish Cloths + Towels |
| 3. Cooking Pans | 6. Large Table |

(e) Improvements for home economics club:

1. Schedule should be made for regular meetings
2. Print a special column in the school's paper, pertaining to the eating or health habits of the students
3. Print or make special posters for benefit of entire school body, pertaining to eating habits, good grooming, manners, clothing, or the like.
4. Give more assembly programs
5. Carry on some worth while community project.

b. Out-of-school group

(1) All of the communities are in need of service along the following lines:

- (a) Nutrition
- (b) Production and Conservation of Food
- (c) Conservation of Clothing

(2) Committees should be organized in at least the 4 leading communities, Leesburg, Middleburg, Fursellville, and Willisville. The adults could come together at least once a week, however, it would be too big a job for one home economics instructor to hold 4 classes a week. She can probably visit each community every other week. These meetings can be held during the entire school year.

c. School lunch Program:

(1) Our lunch room is wanting in space more than anything else. It now shares one corner of our home economics room.

Among needed equipment most are:

- (a) Stove
- (b) Large table
- (c) Large cooking pots

(2) No suggestions

(3) The lunch room is a means of enriching the educational experiences of the pupils, by:

- (a) Serving well-balanced lunches
- (b) Displaying posters giving the nutritional value of food
- (c) Having pupils choose their foods, making a well-balanced lunch.