

REPORT OF HOME MAKING EDUCATION PROGRAM
For Session 1946-47

City or County Loudoun School Doughlass High Teacher (Mrs) C. S. Branch

Date report completed May 14, 1947

IN-SCHOOL PROGRAM

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	22	26	11	22	15	25	12	17			60	90
b. No. pupils by years of high school enrolled in vocational homemaking classes					1	24	0	20			1	44

	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.F. by years of vocational H. E. course			1	44					1	44

(Be sure 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.)

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	7½		

e. Are you teaching homemaking in the eighth grade as a part of the five-year high school program? NO. No. of pupils _____ Length of class period _____ Length of course _____ Frequency of class meeting _____ (If number of pupils has been reported under b, do not report here).

f. Number enrolled in homemaking classes for boys ONLY

Number pupils enrolled in exchange classes with agricultural education
Boys _____ Girls _____

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

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

g. Work with elementary grades:

Are you helping pupils to develop homemaking experiences as a part of the regular work in the elementary school? Yes No. pupils with whom work was done 5

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 _____

Improvement in equipment and other facilities

1. New equipment and furnishings added. List new equipment and furnishings added and state value of these articles:

Linoleum — \$45.36
white linen Tablecloths — \$9.00

2. Improvements made in:

a. Building. List improvements made in exterior and interior of building; such as, painting, remodeling and the like:

Painting —
Home Economics Chairs & Tables, Teacher's Desk stained

b. Furniture and furnishings. Indicate furniture repaired or refinished.

Bed linen & Blankets
Athletic Equipment

c. Other improvements made:

d. New books added to library: List titles of new books added this year and the number of copies of each:

one copy of each

<u>Author</u>	<u>Title</u>
Ellis	First Steps in Cooking
Droper	Decorating is Fun
Seurica	Decorating the Home
Rush	Home and Family Living
Rush	Our Share in the Home
Williams	Fashion is Our Business
Meyer	The Home Book of Party Games

e. Give names of films used in teaching homemaking: (this year only)

Meat and Romance
Gentle Art of Meat Cookery
Feeding the Infant
Bathing the Infant
Kids Must Eat
Something You Didn't Eat
Let My People Live
Three Counties Against Syphilis
"400 years in 4 minutes" (Cald Making)

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Progress made by pupils enrolled in the in-school homemaking program

A. Summary of work on home problems or projects carried by pupils at home and at school during the year 1946-47.

Area	No. pupils who worked on problem in area	Number home projects*	Number improved practices
Care and guidance of children	44	6	11
Consumer buying		2	6
Family and social relations	20		
Recreation			
Health and home care of the sick			
First aid			
Home improvement (interior or exterior) Homemaking problems that cut across several areas	44	20	9
Home management	24	15	8
Joint projects with pupils in agriculture			
Joint projects with pupils in distributive education			
Laundering	9	9	6
Personal care and improvement	8	8	10
Provision of food for the family	44	6	7
Selection, care, construction and renovation of clothing	45	12	7
Home production:			
Gardens			
Canning			
Poultry			
Pigs			
Other			
Unclassified			

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

- a. Selecting problem or project through cooperative planning of parent-teacher-pupil.
- b. Setting up definite goals by the pupil for the solution of the problem or project
- c. Making definite plan for reaching goals
- d. Recording progress made in work on goals
- e. Evaluating work done on problem or project by pupil, teacher and parent

Total time per week scheduled and used for individual conferences on home problems: 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 33

Total number home visits made during the year 38

B. Production activities in the homemaking education program. (Summarize work done at school and at home only as a part of the homemaking program).

In-School Classes

1. Food production

a. Gardens

No. spring and summer gardens planned, planted and cultivated _____

No. fall and winter gardens planned, planted and cultivated _____

2. Food conservation

a. Food canned

No. quarts vegetables canned _____

No. quarts fruit canned _____

No. pints meat canned _____

b. Food dehydrated, evaporated or dried

No. pounds vegetables _____

No. pounds of fruit _____

c. Food frozen

No. pounds of vegetables _____

No. pounds of fruit _____

No. pounds of meat _____

d. Food stored

No. bushels vegetables stored _____

No. bushels fruit stored _____

e. No. pounds cheese made _____

f. No. pounds lard rendered _____

g. No. pounds butter made _____

3. No. chickens raised _____

4. No. pigs raised _____

5. Clothing

No. new garments made 58

No. garments renovated _____

No. garments repaired 22

No. clothing accessories made or restyled: Bags _____

Scarves _____

Gloves 1

Hats 1

6. No. articles made for the Red Cross 20 skirts

7. Home improvements made
- No. rooms papered and/or painted 3
 - No. pieces furniture refinished 9
 - No. floors refinished 2
 - No. other repairs made 7

8. Miscellaneous
- No. household articles made 27 Repaired..... _____
 - No. home nursing or first aid articles made or improvised 2
 - No. pounds soap made _____
 - Others _____

C. Occupational training in fields related to homemaking which has income earning value

- a. Number of students participating _____
- b. Enterprises engaged in _____
- c. Amount of money earned by pupils _____

D. Status of Home Economics Clubs

Did your girls have a club this year? yes Is the club an affiliated chapter of the State and National Associations of the Future Homemakers of America? no Are all members of the chapter affiliated with the State and National Associations? _____ How many home economics pupils are members of local chapter which is affiliated with State and National Association? _____ Number of members who held office in the chapter _____ Number of members who took part on programs of chapter _____ Number of members who worked on chapter committees _____ Number members who participated in other chapter activities _____ (Classify) _____

Did the chapter participate in a community project which was wholly a chapter project? _____ Form of participation _____ What part did your chapter take in the following national projects:

	<u>No. Boxes</u>	<u>Amt. of Money</u>
World Christmas Festival	_____	_____
Youth United for Famine Relief	_____	_____
Leadership Training Fund	_____	_____

What State Federation project did your club contribute to? _____

(Attach a copy of the program of your F. H. A. chapter showing the accomplishments of the chapter program for the year 1946-47. This report should be prepared by the president or an officer of the chapter).

E. The School Lunch Program

Do you have any responsibility for the school lunch program in your school?
 Yes _____ No ✓ (check)

If you have any responsibility for the lunch program, check the jobs you perform and supply the data requested below:

1. Operation of lunch program and training of workers

- a. Devote a period daily to supervision _____
- b. Give occasional assistance to lunch room workers _____
- c. Plan menus _____
- d. Check menus prepared by workers or committees _____
- e. Make market orders _____
- f. Buy food regularly for lunch room _____
- g. Keep records _____
- h. Prepare reports _____
- i. Give on the job training to workers _____ Number workers trained _____
- j. Hold workshop for school lunch workers _____ No. hours instruction _____
- k. Hold classes for workers _____ No. workers trained in classes _____
No. hours instruction given _____
- l. Plan a lunch food conservation budget _____
- m. Supervise school lunch canning program _____ No. quarts canned _____
- n. Serve on school lunch room committee _____

Total time per day spent on lunchroom work: Hours _____ Min. _____
(Include time spent before, during and after school hours)

2. Nutrition Education

Do you use the pupils' lunchroom experiences as a means of teaching nutrition? yes Check below the means which you use:

- a. Aid pupils in getting basic information to be used in selecting well balanced lunches ✓
- b. Assist pupils in selecting lunches in the lunch room ✓
- c. Display posters and other materials in the lunch room to help pupils get sound nutrition information ✓
- d. Other _____

F. The Guidance Program

Check the ways in which the work in your homemaking education program contributes to the school's guidance program.

- a. Securing a background of information on each pupil which will reveal vocational interests and needs ✓
- b. Personal conferences with each pupil enrolled in homemaking classes to help plan individual work on problems selected for study in homemaking or related fields ✓
- c. Conferences with other teachers who work with pupils enrolled in homemaking in order to broaden understanding of individual needs and interests ✓
- d. Broaden understanding of vocational fields for which home economics is the basic preparation ✓
- e. Keeping individual records revealing data which may be shared with other teachers ✓
- f. Conferences with pupils other than those enrolled in homemaking on personal problems _____

G. Physical and Health Education Program

Do you have any responsibility for assisting with the physical and health education program? Yes No _____ (check)

If you have any responsibility, check its nature below:

- a. Assist with physical inspection of pupils
- b. Assist with clinics Types Screening
- c. Devote a period each day to physical and health education _____
- d. Assist in developing the nutrition education program
- e. Assist in improving diets of mal-nourished pupils
- f. Assist in the improvement of sanitary conditions in the school
- g. Others _____

H. Illustration of work done on a problem

Write up on separate sheet and attach to this report one illustration of work done by a pupil on a problem, giving plan made, experiences carried out at home and at school and results.

OUT-OF-SCHOOL PROGRAM

Enrollment data (Include work done in summer 1946 as well as this present session)

Give the number of homes in which you worked with adult homemakers 6

Give the number of families you have helped carry out a production and conservation program in each of the following areas:

- Foods 2
- Clothing 3
- House furnishings 1
- Other _____

Do you provide opportunities for adults to come to the homemaking department for work on individual problems? yes

How many different individuals have you helped in this way? 12

How many adult classes did you teach? 2 (Include those taught in cooperation with other agencies; such as, general adult education, agricultural education, distributive education, trade and industrial education, and agencies serving the community; such as, Professional Workers Council, Parent-Teacher Association, Health Department, Public Welfare, Red Cross and others. Report each adult class in the area listed on the next page in which the major study was done).

Area	Phase of area worked on (Example: Production & conservation or meal planning & preparation)	Number groups taught	Enrollment		Number meetings held for each group	Total No. hours each group met.	If work was done with another agency, name agency
			Men	Women			
Foods	Meal Planning	1	3	12	10	24	
Clothing	Construction	1	0	11	10	20	
Housing							
Child care							
Family relationships							
Home nursing							
Health							
Family finance							
Personal improvement Homemaking in which several areas are involved							

Production activities in Adult Homemaking Education Program (Report only results of instructional program.)

Out-of-School Classes

	In cooperation with agricultural education	Exclusive of agricultural education	Number improved practides
1. Food production			
a. Gardens			
No. spring and summer gardens planned, planted and cultivated			
No. fall and winter gardens planned, planted and cultivated			
2. Food conservation			
a. Food canned			
No. quarts vegetables canned		15	2
No. quarts fruit canned		23	2
No. pints meat canned		10	8
b. Food dehydrated, evaporated or dried			
No. pounds vegetables			
No. pounds fruit			
c. Food frozen			
No. pounds vegetables			
No. pounds of fruit			
No. pounds meat			
d. Food stored			
No. bushels vegetables stored			
No. bushels fruit stored			
e. No. pounds cheese made			
f. No. pounds lard rendered			
g. No. pounds butter made			
3. No. chickens raised			
4. No. pigs raised			
5. Clothing			
No. new garments made		10	9
No. garments renovated		1	3
No. garments repaired		2	2
No. clothing accessories made or restyled:			
Bags			
Scarves			
Gloves			
Hats			
6. No. articles made for the Red Cross			
7. Home improvements made			
No. rooms papered and/or painted		2	3
No. pieces furniture refinished		4	3
No. floors refinished		1	2
No. other repairs made			
8. Miscellaneous			
No. household articles made			
No. household articles repaired			
No. home nursing or first aid articles made			
No. pounds soap made			
Others			

Recommendations for next year's program

Outline on a separate sheet and attach to this report recommendations which you would make for the development of the homemaking education program for in-school and out-of-school groups, answering the questions indicated below: (Please give this information whether or not you expect to return to this school next year).

In-School Group

- a. How can the needs of pupils be better served through modification of the schedule or modifications of the offerings of the school?
- b. What studies should be made to determine family and individual problems?
- c. What problems should be worked on in homemaking classes?
- d. How can home visiting be made more effective?
- e. What types of records should be kept and how should they be kept?
- f. What improvements in housing and equipment are needed for the homemaking department?
- g. How can the home economics club be improved?

Out-of-School Group

- a. What communities in the service area of the school are in need of help?
Indicate nature of help needed.
- b. What ways do you think will be effective in serving these communities?

Records filed

Check below the records which have been made and are left in the home economics department for use in planning next year:

1. Studies of each pupil enrolled in home economics classes ✓
2. Studies of community
3. Progress report for each pupil showing:
 - a. Problems worked on ✓
 - b. Experiences pupil has had at home working on problems ✓
 - c. Definite improved practices adopted by each pupil ✓
 - d. Year's plan of work ✓
 - e. Yearly report ✓
4. Records of department finances ✓
5. Club records ✓

APPROVED

O. L. Emerick

DIVISION SUPERINTENDENT

APPROVED

G. M. Liverpool

PRINCIPAL

H.A. pupil's project from the unit on Home Improvements.

Problem: How can I provide more storage space in the kitchen?

- Plan:
1. To have storage space put in for dishes.
 2. To cover shelves with oilcloth
 3. To arrange dishes on shelves, and silver and tea towels in drawers neatly and attractively.

Experiences

School	Home	Results
<ol style="list-style-type: none">1. Made Charts showing closets, shelves, garments bags and etc. that may be used in home for storing articles2. Helped in making storage cabinets out of wooden boxes3. Entered into discussion on means of providing storage spaces in the home, and care of these spaces.	<ol style="list-style-type: none">1. Was responsible for new cabinet being put in for dishes.2. Washed cabinet thoroughly.3. Put oil cloths on shelves neatly.4. Washed all dishes and arranged them in cabinet.5. Put oil cloth in drawers, placed knives and forks and spoons separately in drawers.6. Placed tea towels neatly in drawers.7. Painted old cabinet in kitchen for storing other utensils	<p>The addition of a new cabinet and the painting of an old one gave the room itself a better and neater appearance, and afford more room space for dishes and other utensils.</p>

Douglass High School
Leesburg, Va

Recommendation for next year's program.

In School Group

a. The needs of pupils can be better

covered through modification of the

schedule or offerings of the school by

the following means:

(1) The lunch program must be taken

out of the Home Economics Room in

order to carry on an effective home-

-making program. As it is now, the

lunch program is a great handicap

(2) The home-making course should be lectured

and class enrollment should not be over

15 pupils at one period.

(3) Fifty (50) minute periods, if course in lecture

will afford opportunity to have more class

periods per day with the small number

as previously mentioned.

The following studies should be made to

determine family and individual problems:

(1) Studies of economics, social, religious,

and political status of families of various

communities.

(2) Studing of home conditions in communities

of this particular area.

(3) Records of general information and

personality characteristics of each pupil

of home economics

(4) Health standards of the community

In the home economic classes of this school the following problems should be worked on in particular for the next school term: General Problems:

- ① Improving the nutritional habits of families
- ② Caring for children
- ③ Managing the family income
- ④ Housing the family
- ⑤ Clothing the family
- ⑥ Home nursing
- ⑦ Personal improvements

d. Home visiting may be made more effective by first acquainting the parent with the general workings and setup of the vocational plan of home economics. This may be done through a planned program for parents. (A suggestion); ~~is in~~ form of a banquet or musical tea. After this the teacher will find her visits more welcome, and talking and working with the parent will seem easier. The teacher will have made definite plans for the visit and will know her aims and purposes.

C. The following records should be kept in alphabetical order by the home economics teacher in her department in a filing cabinet, preferably a locked, steel cabinet:

- ① year's plan of work
- ② Projects worked on by each girl.
- ③ A record of each girl as to general information on herself, home, and family conditions, health and personality traits

Financial records of the department

(5) Club records

(6) Improved practices adopted by each pupil

(7) Records of work done in adult classes

f. Improvements in housing and equipment needed:

(1) an additional classroom for homemaking

(2) a gas or electric stove for classroom work

(3) Hot running water

(4) At least two sewing machines

(5) ~~Floor covering~~

(6) Filing for records and reports

(7) Large table

(8) Screens for windows and doors

g. Improvements for home economics club:

(1) Improve schedule for regular meetings

(2) Carry on some worthwhile community project

(3) Subscribe to magazines and other needed educational materials for classroom use.

Out of School Groups.

- a. All communities need help in nutrition and family relationships dealing with adolescent problems.
- b. These communities can be best served by offering adult classes. Films will be helpful in the classes.