

REPORT OF HOMEMAKING EDUCATION PROGRAM

For Session 1947-48

City of County Loudoun School Douglas Teacher (Mrs.) Ruth M. Craven

Date report completed May 12, 1948

IN-SCHOOL PROGRAM

1. Vocational Homemaking Program

	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	23	31	13	17	8	17	14	21			58	86
b. No. pupils by years of high school enrolled in vocational homemaking classes			0	30	0	15					0	45

	H. E. I		H.F. II		H.E. III		H.F. 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 homemaking classes	0	30	0	15					0	45

(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		

2. Exploratory Homemaking Course

a. Are you teaching homemaking in the eighth grade as a part of the five-year high school program? \_\_\_\_\_ No. of pupils \_\_\_\_\_ Length of class period \_\_\_\_\_  
 Length of course \_\_\_\_\_ Frequency of class meeting \_\_\_\_\_ (Do not report these pupils in 1. b. above).

3. Boys' Course in Homemaking

a. Number enrolled in homemaking classes for boys ONLY ✓

4. Exchange Classes

Number pupils enrolled in exchange classes with agricultural education:  
 Boys \_\_\_\_\_ Girls \_\_\_\_\_  
 Number pupils enrolled in exchange classes with trade and industrial education:  
 Boys \_\_\_\_\_ Girls \_\_\_\_\_ No. class meetings \_\_\_\_\_  
 Number pupils enrolled in exchange classes with distributive education:  
 Boys \_\_\_\_\_ Girls \_\_\_\_\_ No. class meetings \_\_\_\_\_

5. Homemaking Education for Elementary Pupils

Are you helping pupils to develop homemaking experiences as a part of the regular work in the elementary school? No No. pupils with whom work was done \_\_\_\_\_  
 Are any over-age elementary pupils being enrolled in regular high school home-making 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:

Curtains \$19.00  
Set of dishes \$11.75  
Silver \$7.85  
Cooking utensils \$45.57  
9 glasses .54

Cannister set \$2.87  
Magazine Rack \$6.00

2. Improvements made in:

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

Home Ec. tables & chairs, small cabinet  
book stand, vegetable bin - repainted \$4.00  
Oilcloth for large table \$1.92

- b. Furniture and furnishings. Indicate furniture repaired or refinished and state value of such improvements.

Tablecloth .15

- 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. Rate these books with reference to suitability for use in instructional program in homemaking. In rating, use term "Excellent," "Good," "Of some use," or "Unsuitable."

One copy of each

Author	Title	Rating
Jensen	Fundamentals of Home Economics	"ex"
Shepard	First Steps in Cooking	"good"
Rhern + Silver	The Way We Wash Our Clothes	"of some use"
Bast	Easy to make Slip Covers	"of some use"
Stevens	The Correct Thing	"good"

e. Give names of films used in teaching homemaking this year. Rate these films with reference to suitability for use in instructional program in homemaking. In rating, use term "Excellent," "Good," "Of some use," or "Unsuitable."

Feeding the Family	
Vitamin Wise	"good"
Vitamin A, B, C, D	"good"
Principles of Cooking	" "
Child Care	
Bathing the Infant	"good"
Feeding the Infant	" "

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 1947-48. (Report only those practices which represent change in the behavior of the pupil or a significant contribution to the solution of a problem).

Area	No. pupils who worked on problem in area	Number home projects*	Number improved practices
Care and guidance of children	32	8	10
Consumer buying			
Family and social relations			
Recreation			
Health and home care of the sick			
First aid			
Home improvement (interior or exterior)	45	18	20
Homemaking problems that cut across several areas			
Home management			
Joint projects with pupils in agriculture			
Joint projects with family members			
Laundering			
Personal care and improvement	45		
Provision of food for the family	45	20	8
Selection, care, construction and renovation of clothing	45	17	10
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 plans 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. 5 Min.     . 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 31

Total number of home visits made during the year 69

B. Production Activities in the In-School Classes in Homemaking (Report only results of the instructional program)

1. Home improvements made

- No. household articles repaired..... 6
- No. household articles made ..... 45
- No. floors refinished .....
- No. pieces furniture refinished .....
- No. repairs made to electrical equipment .....
- No. rooms redecorated (painting, papering) .....

*pillow tops, scarves  
luncheon clothes*

2. Clothing

- No. new garments made .....
- No. garments remodeled .....
- No. garments repaired .....
- No. clothing accessories made or restyled:
  - Bags .....
  - Scarves.....
  - Gloves .....
  - Hats .....
- No. articles made for Red Cross .....

3. Home Nursing

- No. articles for first aid or home nursing made or improvised .....

4. Food production for family use

- a. Gardens
  - No. gardens planned, planted and cultivated .....
- b. Poultry
  - No. chickens produced for broilers .....
  - No. chickens produced for layers .....
  - No. eggs produced .....
- c. Pork
  - No. pigs raised .....
- d. Calves
  - No. calves raised .....
- e. Other livestock raised .....
- f. Small fruits, No. quarts produced .....
- g. Honey, No. pounds produced .....
- h. Sorghum, no. gallons produced .....
- i. Cereal grains
  - Wheat for flour, No. pounds produced .....
  - Corn for meal, No. pounds produced .....

5. Food conservation for family use

	Use fresh lbs.	Canned qts.   pts.	Frozen lbs.	Dehydrated lbs.	Stored bu.
Vegetables					
Fruits					
Meats					

*On separate sheet or back*

C. Illustration of work done on a problem or problems

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

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

Write up on a sheet and attach to the report, using the following outline:

*Nothing to report*

- a. Nature of enterprise engaged in
- b. Number of pupils participating
- c. Amount of money earned by pupils

E. Status of home economics club

A separate form for reporting on the home economics club is attached. (This separate report should be compiled by the president of the home economics club).

F. 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 order \_\_\_\_\_
- f. Buy food regularly for lunch room \_\_\_\_\_
- g. Keep records \_\_\_\_\_
- h. Prepare reports \_\_\_\_\_
- i. Give on-the-job training to workers \_\_\_\_\_ No. 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 \_\_\_\_\_
- o. Hold classes for pupils in school lunchroom service: No. pupils \_\_\_\_\_  
Length course \_\_\_\_\_

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? . 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 lunchroom \_\_\_\_\_
- c. Display posters and other materials in the lunchroom to help pupils get sound nutrition information ✓
- d. Other \_\_\_\_\_

G. 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 home-making or related fields ✓
- c. Conferences with other teachers who work with teachers 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 \_\_\_\_\_

H. 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 \_\_\_\_\_
- 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 \_\_\_\_\_

OUT-OF-SCHOOL PROGRAM

*First Year*

Enrollment data: (Include work done in summer of 1947)

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

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

*Nothing to report*

- Foods \_\_\_\_\_
- Clothing \_\_\_\_\_
- House furnishings \_\_\_\_\_
- Other \_\_\_\_\_

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

How many different individuals have you helped in this way? \_\_\_\_\_

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

Summary: Educational Program in Homemaking for Adults and Out-of-School Youth  
 (Do not report the same group under two columns. If group has had work on several problems, report under 10)

Area	Phase of area worked on (Example: Production & conservation or meal planning & preparation)	Number groups taught	Enrollment		No. meetings held for each group	Total No. hours each group met	If work was done with another agency, name agency
			Men	Women			
1. Foods							
2. Clothing							
3. Housing							
4. Child Care							
5. Family Relationships							
6. Home Nursing							
7. Health							
8. Family Finance							
9. Personal Improvement							
10. Homemaking in which several areas are involved							

*no out of school classes taught*



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

*Nothing to report*

1. Home improvements made

- No. household articles repaired .....
- No. household articles made .....
- No. floors refinished .....
- No. pieces of furniture refinished .....
- No. repairs made to electrical equipment .....
- No. rooms redecorated (painting, papering) .....

2. Clothing

- No. new garments made .....
- No. garments remodeled .....
- No. garments repaired .....
- No. clothing accessories made or restyled: .....

- Bags.....
- Scarves.....
- Gloves.....
- Hats.....

No. articles made for Red Cross .....

3. Home nursing

No. articles for first aid or home nursing made or improvised ..

4. Food production for family use

a. Gardens

No. gardens planned, planted and cultivated .....

b. Poultry

No. chickens produced for broilers.....

No. chickens produced for layers .....

No. eggs produced .....

c. Pork

No. pigs raised .....

d. Calves

No. calves raised .....

e. Other livestock raised .....

f. Small fruits, No. quarts produced .....

g. Honey, No. pounds produced .....

h. Sorghum, No. gallons produced .....

i. Cereal grains

Wheat for flour, No. pounds produced .....

Corn for meal. No. pounds produced .....

Food conservation for family use

	Use fresh	Canned		Frozen	Dehydrated	Stored
	lbs.	Qts.	Pts.	lbs.	lbs.	bu.
Vegetables						
Fruits						
Meats						

Outline on a separate sheet and attach to your report specific improvements in the home economics program suggested as a result of the evaluation of the program. Star (\*) those improvements which are planned for the next school year.

1. Scope of program

What groups are now being reached by instruction in home economics are to be offered this instruction?

What changes are planned in number of pupils to be reached through the homemaking classes in the school?

What cooperative work with other individuals or agencies on problems in home living is planned?

2. Program planning as related to the needs of pupils

What new means will be used in gaining an understanding of pupil needs?

3. Improving techniques used in the instructional program

What particular techniques do you plan to improve, as home visitation, group discussion, others?

What improvements are planned to bring about more effective work of pupils on individual problems?

4. How will evaluation of pupil progress be strengthened?

5. What are the main objectives for improving the home economics club?

6. What improvements of the following resources for instruction, or the use of these resources, are planned?

- Equipment and furnishings
- Books and other printed materials
- Illustrative materials
- Other

(. 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. D. Emeich*  
Division Superintendent

APPROVED *G. Wm. Liverpool*  
Principal

INVENTORY OF EQUIPMENT IN HOME ECONOMICS DEPARTMENT  
(Attach one copy of this inventory to each copy  
of the annual report)

School Douglas High Date May 12, 1948

(Check or indicate number of each article you have in your department. Make three copies of inventory, one to be left in your files, one for the files of the superintendent and one for the principal).

Kitchen equipment

- Range, oil
- " electric
- " gas
- " coal & wood
- 1 Refrigerator, electric
- " gas
- " kerosene
- " iced
- 1 Sink
- 2 Cabinets
- 6 Tables
- Stool
- 1 Towel rack
- 2 Garbage pail
- 1 Floor covering
- Double boiler, 2 qt.
- 4 " " 1 qt.
- Sauce pans, 2 qt.
- 4 " " 3 "
- 4 " " 4 "
- 1 Collander
- 1 Roaster
- 5 Pie pans
- 3 Cake pans
- 2 Tea kettle
- Biscuit pans
- 4 Loaf bread pans
- Muffin pans
- 1 Coffee pot
- 4 Measuring spoons
- 4 Measuring cup
- 1 Tea pot
- Food chopper
- 4 Frying pan, large
- " " medium
- 4 " " small
- 1 Scales
- 2 Dish pans
- Boiling water bath canner
- Pressure cooker
- Preserving kettle
- 4 Glass baking dish
- 14 " custard cup
- " fruit reamer
- 2 " refrigerator dishes

Kitchen equip, cont'd

- 2 Rolling pins
- 2 Flour sifter
- 2 Bread board
- 2 Strainer, large
- 2 Tea strainer
- 1 Dish drainer
- 4 Mixing bowls *(different sizes)*
- Wooden chopping bowl
- 2 Can opener
- Meat knives
- 4 Paring knives
- 5 Spatula
- Kitchen forks, long handle
- 2 Ladles
- 2 Potato masher
- Food chopper
- 5 Egg beater, rotary
- 2 Wooden spoons
- Kitchen " long handle
- Jar funnel
- 6 Dish towels
- 4 Dish cloths

Cleaning equipment

- 4 Brooms
- Dust mop
- 2 Scrub mop
- 1 Dust pan
- 1 Scrub pails
- Wall brush
- Radiator brush
- Bowl "
- Tub
- Carpet sweeper
- Cheese cloth

Laundry equipment

- Laundry tubs
- Bench
- Wash board
- Clothes wringer
- Wash boiler
- 1 Ironing board
- 1 Electric iron

Laundry equipment, cont'd

- Clothes line
- " pins
- Cabinet for storing equipment
- Sewing equipment
- 2 Sewing machines
- 1 Mirror
- 2 Chairs
- Tables *(Tables included under kitchen equipment)*
- 6 Scissors
- Pinking shears
- Cabinets

Bedroom and home nursing equipment

- Bed
- Mattress
- Springs
- Chest of drawers
- Mirror
- Chairs
- Pillows
- Blankets
- Sheets
- Pillow cases
- Bed spreads
- Towels, bath
- " face
- Wash cloths
- Bath mats
- Bed pan
- Bed pad
- Ice bag
- Hot water bottle
- Basin
- Back rest
- Bed table
- Thermometer
- Trays
- Curved basins
- Forceps
- Cabinet for storing

Living room equipment

- \_\_\_ Couch
- \_\_\_ Chairs
- 1 Desk
- \_\_\_ Rug
- \_\_\_ Lamps
- \_\_\_ Tables
- 2 Book case
- \_\_\_ Pictures
- 5 Curtains

Dining room equipment

- \_\_\_ Table
- \_\_\_ Chairs
- \_\_\_ Cupboard
- \_\_\_ Buffet or chest
- \_\_\_ Rug
- 8 Dinner plates
- \_\_\_ Bread and butter plates
- 8 Cereal saucers
- 8 Soup plates
- 8 Cups
- 8 Saucers
- \_\_\_ Bakers
- 2 Platters
- 1 Cream pitcher
- 1 Sugar bowl
- 16 Water glasses
- \_\_\_ Iced tea "
- \_\_\_ Fruit juice "
- \_\_\_ Compotes
- \_\_\_ Salad plates, glass
- 2 Salt shakers
- 2 Pepper "
- 1 Water pitcher
- 16 Dinner knives
- 16 " forks
- 16 Tea spoons
- \_\_\_ Iced tea spoons
- \_\_\_ Salad forks
- \_\_\_ Sugar spoon
- \_\_\_ Butter knife
- 2 Flower vases
- 3 Table linen
- 3 Table cloths
- \_\_\_ Silence cloth
- \_\_\_ Breakfast napkins
- \_\_\_ Luncheon "
- \_\_\_ Dinner "
- \_\_\_ Table runner
- \_\_\_ Doilies

Equipment for class organization, discussions, records, etc.

- 1 Blackboard
- \_\_\_ Filing cabinet
- \_\_\_ Books & bulletins

Medicine cabinet (list contents)

1. Iodine
2. Aspirin
3. Kote
4. Band aids
5. Adhesive tape

Additional equipment (list)

1. Vegetable bin
2. Cammister set
3. sleeve ironing board

ate  
Problem

70



C./ Illustration of a pupils project from the unit. Improving the Home.

Problem: How can I make my room more attractive and comfortable?

- Plan -
1. To make skirt for dressing table (made out of old table)
  2. To make curtains to match dressing table skirt.
  3. To move out all unnecessary articles to permit more room, neater appearance and easier cleaning.
  4. To put up suitable pictures.

Experiences

<u>School</u>	<u>Home</u>	<u>Results</u>
<p>1. Took part in discussions, brought in report on ways to improve rooms.</p> <p>2. Studied magazine article on making curtains, spread and skirt for a young girls room.</p> <p>3. Helped to construct a model bed room using model furniture to demonstrate the effect of harmonizing colors.</p>	<p>1. Made 2 pro. of curtains</p> <p>2. Made skirt for dressing table out of same material as curtains.</p> <p>3. Moved out a extra chair &amp; table that did not match other furniture.</p> <p>4. Washed wood work, windows, floors - waxed &amp; polished.</p> <p>5. Purchased 2 small pictures</p> <p>6. Polished bed &amp; dresser.</p>	<p>The matching dressing table skirt and curtains added a pleasant note to the room, and the removal of odd pieces of furniture gave the room a neater appearance, plus more space for comfort.</p>

- Vl. 1. Scope of Program
- A. Those groups that are now being reached by instruction in home economics are the In School groups- 9th. and 10th. grades.
  - B. The home making classes should be limited to not over fifteen pupils in one period.
  - C. No agencies as Sewing Circle, Flower Clubs or other adult clubs in any community.
2. Program Planning as Related to the Needs of Pupils
- A. The following means will be used in gaining an understanding of pupil needs:
    - \*1. Home visits to each pupils home at beginning of school year.
    2. Discussion of specific needs with parent and pupil.
    3. Observation of student and home conditions in each community.
    4. Records of home life, community, social, personality.
    5. Progress reports.
3. Improving Techniques Used in the Instructional Program.
- A. Techniques planned to improve home visitation will include:
    - \*1. Activities which will familiarize the parents with the vocational set-up. Ex: Open house, Mother and Daughter banquet.
    2. Informal discussions to break down any barriers and inform the parents of the goals for the year.
    3. Encourage pupils to discuss freely all problems with parents. It has been discovered in some cases that the pupils have not discussed problems with parents, thus the parent is unaware of the activities going on in school.
  - B. Group Discussions
    1. Round table discussions
    2. Debates
    3. Informal discussions
  - C. The improvements that are planned to bring about more effective work of pupils on individual problems:
    - \*1. Setting aside one day a week for work on pupils problems.
    2. Providing more and varied materials to work with.
4. Evaluation of Pupil Progress may be Strengthened by:
- \*A. Removal of lunch room from home economics room to eliminate confusion, over-crowdedness, dirt; also to enable the home making classes to have full class periods and use of tables at all times.
  - B. Purchase of a gas or oil range
  - C. Purchase of at least two more sewing machines, electric or treadle, to allow each pupil the proper amount of working time.



4. Evaluation of Pupil Progress may be Strengthened by:
  - D. Limiting classes to 15 pupils.
  - E. Adoption of a home economic text book which covers all phases of home economics needed by pupils.
  - F. Purchase of more than one copy per given subject for reference books.
  - G. Longer class period for home making classes -- 90 minutes.
5. Improvements of Resources for Instruction:
  - A. Equipment for foods classes was purchased by home economics club in April.
  - B. Use of a class text book and obtaining a number of reference books of same title for library.
  - C. A gas or oil stove
  - D. At least two sewing machines
  - E. More Class room space
  - F. Screens for windows
  - G. Free illustrative materials published by various agencies and companies.
6. The Main Objective for Improving the Home Economics Club:
  - \* A. Sponsor projects or drives for improvind personal grooming, health, school building and manners.
  - \* B. Purchase magazines, books and equipment.
  - \* C. Become a member NHA
  - \* D. Present fashion show and bazaar
  - E. Set up definite time for meetings in schedule.



HOMEMAKING EDUCATION PROGRAM  
REPORT OF HOME ECONOMICS CLUB, 1947-48

(This report should be assembled by the President and members of the student organization)

School Douglas High Club President Wendy Hamilton  
Part A

1. Did pupils enrolled in home economics classes have a club this year? Yes
2. How many pupils enrolled in home economics classes are members of the club? ..... All
3. Is the club affiliated with State and National Associations, Future Homemakers of America or New Homemakers of America?..... No
4. How many members of the club are affiliated members of FHA or NHA ? \_\_\_\_\_
5. How many members held office in the club or chapter? ..... \_\_\_\_\_
6. How many members of chapter or club took part in programs? ..... \_\_\_\_\_
7. How many members of chapter or club worked on committees? ..... \_\_\_\_\_
8. How many members participated in other club or chapter activities? all  
Name activities Carnival  
Tea (Sunday Afternoon)
9. How many members of chapter or club attended Federation or district meetings? ..... \_\_\_\_\_
10. How many members participated in Federation programs or activities? \_\_\_\_\_
11. Did your chapter have a chapter mother? ..... \_\_\_\_\_
12. Did your chapter award degrees of achievement? ..... \_\_\_\_\_  
How many Junior Homemaker degrees were awarded? ..... \_\_\_\_\_  
How many members are working on Chapter Homemaker degree?..... \_\_\_\_\_
13. Did your chapter plan its program cooperatively with mothers? ..... \_\_\_\_\_  
With principal?.. ..... \_\_\_\_\_  
With others? ..... \_\_\_\_\_
14. How many members of the chapter plan to attend the State Convention of FHA or NHA in 1948? ..... \_\_\_\_\_
15. How many members of the chapter plan to attend camp during the summer of 1948? ..... \_\_\_\_\_

*Club did not become affiliated with N.H.A. because of leave of absence. Will join beginning of next school year.*

REPORT OF N.H.A. CLUB PROGRAM

GOALS	CHECK GOALS & ACTIVITIES WORKED ON	NO. OF MEMBERS PARTICIPATING
<p>Goal I. To promote a program that provides for the well rounded development of the individual. Suggested ways of achieving goal:</p> <ul style="list-style-type: none"> <li>A. Sponsor a Mother-Daughter banquet.</li> <li>B. Provide for individual participation in chapter meetings.</li> <li>C. Participate in religious and civic activities in the community.</li> <li>D. Provide for the development of good grooming qualities.</li> </ul>		
<p>Goal II. To work for higher ideals in family life. Suggested ways of achieving goal:</p> <ul style="list-style-type: none"> <li>A. Make plans for sharing home responsibilities with family members.</li> <li>B. Respect the rights of others.</li> <li>C. Provide for more sanitary practices in the home, school, and community.</li> <li>D. Provide and plan for family gatherings.</li> <li>E. Plan together, a family financial budget.</li> <li>F. Improve housing conditions to meet the needs of family members.</li> </ul>		
<p>Goal III. To provide wholesome recreation in the home, school, and community. Suggested ways of achieving goal:</p> <ul style="list-style-type: none"> <li>A. Plan picnics and evenings at home with family members.</li> <li>B. Plan and publicize the Home Economics Recreational Activities.</li> <li>C. Take part in youth organizations in the community.</li> <li>D. Present outstanding speakers on special occasions.</li> <li>E. Share and care for recreational equipment.</li> <li>F. Supervise games at school.</li> <li>G. Develop hobbies.</li> <li>H. Sponsor entertainments for the improvement of social behavior; such as parties, dances, hayrides, hunts, hikes, and bicycle rides.</li> <li>I. Establish a reserve fund for recreational project.</li> </ul>		
<p>Goal IV. To interpret the N.H.A. program to the community. Suggested ways of achieving goal:</p> <ul style="list-style-type: none"> <li>A. Sponsor a Home Economics Day in each school annually.</li> <li>B. Present exhibits, fashion shows, assembly programs, and plays.</li> </ul>		



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<p>C. Publish news articles, poems, plays, quizzes, skits, and songs.</p> <p>D. Entertain the P.T.A. and other groups by sponsoring teas, banquets, and luncheons.</p> <p>E. Provide for voice recordings of activities of parents and pupils.</p> <p>F. Present panel discussions before local groups.</p> <p>Goal V. To assume responsibilities for rendering needed service in the home, school, community, State and Nation.</p> <p>Suggested ways of achieving goal:</p> <p>A. Present gifts to school.</p> <p>B. Make articles for the Red Cross and hospitals.</p> <p>C. Make and repair toys for nursery schools and articles for other agencies.</p> <p>D. Aid families in time of need and distress.</p> <p>E. Present gifts to the home economics department.</p> <p>F. Render services in the school; such as sponsoring clean-up programs, canning for the school lunch room, and acting as hostesses in the cafeterias.</p> <p>G. Sharing in national campaigns for needy people of the world; such as food, clothing, and money.</p> <p>Goal VI. To raise funds for purchasing and developing the N.H.A. and N.F.A. Camp.</p> <p>Suggested ways of achieving goal:</p> <p>A. Present programs.</p> <p>B. Present an outstanding artist.</p> <p>C. Sell school boosters; such as: caps, pennants, and school colors.</p> <p>D. Sponsor raffles, treasure hunts, and shows.</p> <p>Goal VII. To contribute to the National project.</p> <p>Suggested ways of achieving goal:</p> <p>A. Sponsor some type of a program and contribute proceeds to National project.</p> <p>B. Secure individual donations.</p>		

Describe on a separate sheet the achievements of one outstanding member of the chapter showing how she has contributed to her home,

Describe on a separate sheet one community project carried out by the chapter.