

*Home Ec*

REPORT OF HOME MAKING EDUCATION PROGRAM  
FOR SESSION 1951-52

City or County Loudoun School Douglass \*Teacher R.M. Craven  
Date report completed \_\_\_\_\_  
Date received by district supervisor \_\_\_\_\_

IN-SCHOOL PROGRAM

1. Homemaking Program - (Grades 8-12) A. Programs and classes

	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	14	19	26	30	6	27	18	19	7	16	71	111
b. No. pupils by years of high school enrolled in home-making classes	**			20		26						46
c. No. pupils by years who have had home economics for one or more years, but are not enrolled in class work 1951-52							19		16			35

\*\*Report pupils enrolled in 8th grade exploratory classes under 2. (6,9,12,18 wks)

d. No. pupils enrolled by years of vocational homemaking classes	H.E. I		H.E. II		H.E. III		H.E. IV		Total***	
	B	G	B	G	B	G	B	G	B	G
		20		26						46

\*\*\*Be sure that the total in b and d correspond. Exactly the same number of boys and girls enrolled in homemaking under b should appear under d.

e. Total time in minutes per week pupils devote each year of the course to class work in homemaking:

Year I Course	Year II Course	Year III Course	Year IV Course
450	450		

2. Homemaking Program (grades 5-8)

a. No. pupils enrolled in grades	5th yr.		6th yr.		7th yr.		8th yr.		Length of class period	Length of course (weeks)	Frequencies of class mtgs.		No. sections Explor. class	
	B	G	B	G	B	G	B	G			7th	8th	7th	8th
							14	19						
b. No. pupils in each grade enrolled in homemaking							16		45 m.	36		5		1

\*Each teacher should make a report. In schools where there are two or more teachers, a combined report should be prepared for items 1-5. Extra copies of page 1 will be supplied for this purpose.

3. No. pupils who have had home economics for as much as one full year but are not enrolled in class work for 1951-52.

8th year	9th year	10th year	11th year	12th year	Total
			19	16	

4. Exchange classes - Pupils from other classes enrolled in homemaking

	Boys	Girls	Total pupils	No. class meetings
Agricultural Education				
Trade & Industrial Education				
Distributive Education				
Other (name)				

Nothing to Report

5. Homemaking education for elementary pupils, grades 1-6

Yes <input type="checkbox"/>	Are you helping pupils to develop homemaking experiences as a part of the regular homemaking program? (check)
No <input type="checkbox"/>	
	Total number of pupils with whom work was done
	Number over-age elementary pupils enrolled in regular high school homemaking classes
Yes <input type="checkbox"/>	Do home projects of pupils enrolled in vocational homemaking classes include joint endeavor with sisters and brothers?
No <input type="checkbox"/>	
	Total number of elementary pupils worked with in above manner
Yes <input type="checkbox"/>	Have special projects of pupils in homemaking classes included work with pupils in elementary classes?
No <input type="checkbox"/>	
	Total number of elementary pupils with whom work was done as above

Nothing to Report

B. Improvement in equipment and other resources for instruction

1. New equipment and furnishings added

a. List new equipment added during 1951-52

Cabinets for storage	Furniture	Electric or other appliances	Small equipment	Other
		1. Singer Floor Model Sewing Machine	1. Pr Pinking Shears	12 Bobbirs & Egg Beaters

b. Approximate value of all equipment added \$147.50

2. Improvements made in building:

Remodeling \_\_\_\_\_

Painting \_\_\_\_\_

Other old linoleum removed from floor

Repair and refinishing of furniture \_\_\_\_\_

Approximate value of all improvements \_\_\_\_\_

3. New books added to the homemaking library:

List titles and copyright date of new books added this year, and give the number of copies of each. Make list alphabetically, as follows:

Baxter, Justin, Rust, SHARING FAMILY LIVING, Lippincott, 1941

Duval, Evelyn Mills, FAMILY LIVING, Macmillan, 1950.

(Attach list, if necessary)

Deming - Careers for Nurses, 1947  
McGraw

4. Give the names of films and film strips used in teaching homemaking this year:

1. "Margarine Makes Good"

2. The Clean Book

3. Spring Chicken

4. Easy as Pie

5. ABC's of Beef

6. Can You Carve?

7. What To Do  
on a Date

5. Give additional materials you have added to the department this year:

1. 14 Tea Towels

2. 8 Dish Cloths

3. Measuring spoons - 4 sets

4. Soup spoons - 8

5. Soup Dishes - 4

6. Plates - 4

7. Measuring cups - 4

C. Progress Made by Pupils Enrolled in the In-School Homemaking Program (Cont'd)

Area	No. of pupils who worked on problem in this area						Total number home projects carried out
	7th	8th	9th	10th	11th	12th	
1. Care and guidance of children			20				13
2. Family and social relations		16		26			
3. Recreation		16					15
4. Individual and family health				26			
5. Home care of the sick			20				
6. Personal care and improvement		16					12
7. Family laundering							25
8. Care of clothes including personal laundering		16					30
9. Clothing: (a) Buying		16					40
(b) Construction			20	26			
(c) Renovation			"	"			
10. Home improvement: (a) Interior							15
(b) Exterior							17
11. Home management: (a) Assuming responsibility for homemaking activities		16	20	26			
(b) Buying household equipment							
12. Provision of food: (a) Production			20	26			
(b) Meal planning & preparation			20	26			19
(c) Conservation			26	26			
(d) Food buying							
13. Homemaking problems that cut across areas			20	26			
14. Other <u>Budgeting</u>							

Report projects which have included the following steps:

- (1) Selection of the problem on the basis of personal and family needs.
- (2) Setting up goals for the solution of problem.
- (3) Making plans for carrying out goals.
- (4) Recording progress in work on problem.
- (5) Evaluating work done on problem.

D. Use of conference periods and home visitation

a. Hrs.	Min.	Total time per week included in teaching schedule for individual conferences on home problems
1 hr.	30	
7		Approximate total time per week used for work on home problems after school hours
b. 45		Total number of home visits made during the year
35		Number of individual homes visited for purpose of discussing the homemaking program and/or planning or guiding pupil's home experiences.

E. Production Activities in the In-School Classes in Homemaking (Report only the results of the instructional program, including home project work).

1. Home improvements made

No. household articles repaired .....	29
No. household articles made .....	74
No. floors refinished .....	20
No. pieces furniture refinished .....	122
No. repairs made to electrical equipment .....	
No. rooms redecorated (painting, papering) .....	15
No. other improvements (indicate nature of other improvements)	17
	Porch floors painted out door furniture

2. Clothing

No. new garments made .....	154
No. garments remodeled .....	13
No. garments repaired .....	28
No. clothing accessories made or restyled:	
Gloves _____ Bags _____ Hats _____	
Scarves _____ Scuffs _____ Others _____	
No. articles made for Red Cross .....	
(Indicate type of article _____)	

3. Home care of sick

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

4. Food production for family use

No. gardens planned, planted, cultivated .....	_____
No. chickens produced .....	_____
No. eggs produced (dozen) .....	_____
No. turkeys raised .....	_____
No. pigs raised .....	_____
No. calves raised .....	_____
Other animals raised .....	_____
Small fruits, No. quarts produced .....	_____
Other products produced by homemaking pupils	
Product _____ Measure _____	

Nothing to Report

5. Food conserved for family use as a result of the instructional program:

	Canned		Frozen			Stored
	Quarts	Pints	Quarts	Pints	Lbs.	
Vegetables						
Fruits						
Meats						

F. Description of work done by individual pupils or class groups. Report one illustration of the work done by a pupil or a group of pupils on a problem. This report should be prepared on separate sheets and may include the following:

- a. Statement of problem
- b. Reason for work on problem
- c. What pupil or group wished to accomplish
- d. Plans made
- e. Experiences carried out at home and at school (Use picture to illustrate if available).
- f. Results or evaluation; How the pupil or pupils view the results of the work done.

G. The School Lunch Program

Do you have any responsibility for the school lunch program? Yes  No

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

- 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 \_\_\_\_\_  
No. workers trained in classes \_\_\_\_\_
- k. Hold classes for workers \_\_\_\_\_. No. workers trained in classes \_\_\_\_\_
- l. Plan a lunch food conservation budget \_\_\_\_\_
- m. Supervise school lunch canning program \_\_\_\_\_. No. quarts canned \_\_\_\_\_
- n. Serve on school lunchroom committee \_\_\_\_\_. No. pupils \_\_\_\_\_
- o. Hold classes for pupils in school lunchroom service: No. pupils \_\_\_\_\_  
Length course \_\_\_\_\_.

Total time per day spent on lunchroom work: Hours \_\_\_\_\_ Minutes \_\_\_\_\_  
(Include time spent before, during and after school hours)

NO  
Hot lunch  
Program

I. Nutrition education (for all homemaking departments)  
Do you use the pupils' school lunch experiences as a means of teaching nutrition? \_\_\_\_\_ List below the means which you use:

J. Guidance Program

a. List ways in which you have worked with the person in charge of guidance in your school:

1. Discuss problems of certain pupils

K. 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 the 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. Member of health council \_\_\_\_\_

OUT-OF-SCHOOL PROGRAM

General

Enrollment data: (Include work done in summer of 1951 as part of this year's work)

I. \*Informal work with adults:

Total number of homes in which you worked with adult homemakers 20

Total number of adults who have come to homemaking department for work on homemaking problems ..... 0

Total number of adults whom you have assisted with homemaking problems in other ways: Over telephone .....

Informal contact in community ..... 20

\*Report work with adults in organized classes in Parts II and III.

Summary: Educational Program in Homemaking for Adults and Out of School Youth

Part II. School-Community Food Preservation Program (with school-community cannery patrons). Give food preservation work with other groups in Part III.

Foods	Food production & conservation	Names of centers	Enrollment		Number meetings held	Total number hrs. held	If done cooperatively with agriculture, check
			Men	Women			
<b>Totals</b>							

Nothing to Report

Part III. Homemaking Program with Adult Groups (other than school-community cannery groups).

Problems worked on	Center in which class was taught. Name center	Enrollment		No. meetings held for each group	Total hrs. 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						
<b>Totals</b>						



Records of the Homemaking Department

Check below the records which are maintained in the homemaking department:

(1) Individual pupil folders including:

- (a)  problems worked on
- (b)  experiences pupil has had at home and at school working on problems
- (c)  definite improved practices which resulted
- (d)  Pupil's summary of evaluation

Teacher's records

copy of the Program of Work for 1951-52

copy of annual report for 1951-52

Records of department finances

budget for the year

summary of department expenditures, showing amount spent for food

Food

other supplies

Home Economics Club - Chapter's Records

Treasurer's report, showing income and expenditures

Secretary's book

Program of work for the year

Inventory of equipment on file in the department

Homemaking education books that are available for use in the department

Other records (list):

(The figures which appear on this report should be the same as those used by the principal in his annual report).

Signed *Kate M. Craven*  
Teacher

Signed \_\_\_\_\_  
Principal

Signed *O. H. Emerich*  
Superintendent

1. Scope of Program

A. All groups are now being reached for instruction in homemaking.

\*B. Adult classes will be organized to work on problems based on needs.

\*(1) Possibility of a 55 minute class being added.

2. Program Planning as related to the needs of Pupils.

A. Means of gaining an understanding of pupil, family, and community needs.

(1) Closer observation of home and community conditions.

\*(2) Conferences with key persons.

(3) Questionnaires.

(4) Individual conferences on problems of pupils and parents.

\*(5) Closer study of information found in accumulative records.

B. The work that will be carried out in June that will contribute to this goal.

(1) Frequent visits to each pupils home for the following purposes:

(a) Supervision of home projects.

(b) Discussion of specific problems with pupil and parent.

(c) Give information and assistance when there is a need.

(d) Observation of needs.

3. Improving techniques to be used in the instructional program.

A. The improvements planned to bring about more effective work of pupils on individual problems.

(1) Informal discussions

(2) Group discussions

\*(3) Provision of more materials to work with.

\*(4) Provision of magazines, films and other illustrative materials that will enable the pupil to see her problems and ways of solving it

B. Work on guided home experiences will be made more effective by:

(1) Helping pupils to select a project based on needs rather than for receiving credit.

\*(2) Conferences with parents and pupils in the home before pupil selects a home experience.

(3) List and discuss the use of materials on hand for carrying out projects.

\*(4) Provide individual booklets for recording projects rather than project sheets.

(5) Collect picture and articles of project carried out by other groups (4-H Homemaking) and display them to create a desire to carry out worthwhile projects.

4. Evaluation of pupil progress will be strengthened by:

A. More classroom space (funds for addition to Douglass High School have been provided - Home Economics department space is included).

B. Limiting Classes

C. Adequate number of machines and stoves.

D. Use of a standard Home Economics Textbook.

E. Units for lab work.

5. The main objectives for improving the Home Economics club.

A. (1) Build stronger relations between club and community.

(2) Present worthwhile projects.

(3) Build stronger leadership abilities.

(4) Present Program to encourage parent participation.

(5) Purchase supplies for department.

(6) Make worthy contributions to the school, home and community.

**B. Representatives will attend the National and State Convention.**

**6. Plans for improving resources for instruction.**

**A. Equipment**

(1) More equipment should be added with additional space.

**B. Books**

(1) Books on Creative Work and Family Relationships will be ordered.

**C. Other teacher materials**

(1) Films

(2) Illustrative materials

(3) Larger number of magazines pertaining to many areas of homemaking will be supplied.

## Illustration of a Pupil's Project

Problem: Improving the appearance of my Bedroom

Reasons for work on Problem:

1. To share in improving the home.
2. To add to the beauty and comfort of a room.
3. To make use of all available space by rearranging furniture.

What Pupil wished to accomplish:

1. A clean and cheerful room.
2. A sense of having a part in carrying for the home.
3. A orderly and well arranged room.

Plans made:

1. A schedule and list of work to be done was made.
2. Colors to be used were decided.
3. How much money would be allowed for project was determined by pupil and parent.

### EXPERIENCES

School	Home	Results
<ol style="list-style-type: none"><li>1. Discussed with teacher plans for decorating room.</li><li>2. Studied magazines for color schemes that could be carried out, using curtains, spread and vanity cover already on hand.</li></ol>	<ol style="list-style-type: none"><li>1. Discussed with parents plans for carrying out project.</li><li>2. Papered walls with fathers assistance.</li><li>3. Washed and painted one wall, doors, woodwork.</li><li>4. Sand papered floor varnished - waxed.</li><li>5. Placed new linoleum.</li><li>6. Rearranged furniture making more space.</li></ol>	<p>The rooms appearance WAS greatly improved by fresh wall paper and paint.</p> <p>The linoleum eliminated the bare look the floor had before.</p> <p>Rearrangement of the furniture made the room seem larger.</p>