

School Aldie High

DAILY SCHOOL SCHEDULE

Give full information on your entire school day from the opening hour of the school to dismissal in the afternoon.

Hour	Course taught or Duty performed	Enrollment
9:10-10:40	Home Ec. at Ashburn School	16
10:40-12:05	Travel between school	
11:05-12:30	Home Ec. II and III split period	13
12:30-1:00	Home Lunch	
1:00-2:45	Home Ec. I and II	
2:45-3:15	Physical Education coach basket ball	

Number enrolled in classes for boys alone 0

Number boys enrolled in exchange classes with Agriculture 0

Number boys enrolled in exchange classes with Trades & Industry 0

Total time per week scheduled solely for home project conferences 1 Hrs.

Min. 40 (Do not include supervision after school hours and on Saturdays

and holidays nor time set up in schedule for other purposes such as study hall).

Number individual homes visited for purpose of supervision of home projects 24

Total number home visits made during year 34

Have you visited the home of each pupil enrolled in your classes? Yes ?

Was instruction provided in regular day school classes for out-of-school youth? 5
post graduates

Was out of school youth or adult class held, in cooperation with one of the following?

General school adult program _____; Trades & Industry _____; N. Y. A. x; County Agricultural Board _____; Independently _____.

How many Victory Garden neighborhood meetings did you attend? 2

How many meetings of committeemen and committeewomen of Victory Garden Program have you attended? 1

How many agriculture planning board meetings have been held? 3

How many have you attended? 1

Were you assigned the responsibility for working with definite committees in your County? yes. Give names or descriptive titles of committees I have been appointed co-ordinator of Physical Fitness in Loudoun Co community planning board.

How many Victory Gardens have been planted or improved as a result of your efforts? I have helped with one school Victory Garden

High School Classes and Enrollment:

Number of weeks you were employed 40. Number of Months you were employed 10. Number of weeks school was in session 36.

ENROLLMENT DATA

A.	7th yr.		8th yr.		9th yr.		10th yr.		11th yr.		12th yr.		Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
No. pupils enrolled in entire high school	7	3	14	23	16	15	10	18	9	19			55	78
No. Pupils by years of high school enrolled in home economics classes				8		12	6			2	5	postgraduates		33

B.	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 H.E. by years of H.E. course.									*	*
Total No. hrs. per week given to home economics class instruction			23		4		6			33

* Be certain that these totals correspond. Exactly the same total number of boys/enrolled in H.E. under A should appear as under B. This applies to girls also.

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*Summary of work on problems of homemaking carried on during year 1941-42.

Type Project	Year of H.E. Course	Number		Total Home Problems
		Home Problems*		
		Boys	Girls	
Care and guidance of children				
Consumer buying	II III		10	10
Family and social relations (including recreation)	III		5	5
Health and home care of the sick				
First Aid				
Home improvement (interior or exterior)	II III		8	8
Homemaking problems that cut across several areas				
Home management	II III		11	11
Joint projects with pupils in agric.				
Joint projects with pupils in distributive education				
Laundering	I		18	18
Personal care and improvement	I II		21	21
Provision of food for the family	I II III		29	29
Selection, care, construction and renovation of clothing	III II		4	4
Home Production:			17	17
Gardens	I, II, III			
Poultry	I, II, III		12	12
Unclassified				

* Report as home problems work done at home and at school which has met the following standards:

- (1) Cooperative parent-teacher-pupil selection of problem for work.
- (2) Definite goals set up by the pupil for the solution of the problem.
- (3) Definite plans made for reaching goals.
- (4) Record of progress made in work on goals.
- (5) Evaluation of work done on problem by pupil, teacher, and parent.

Production and income earning activities in homemaking education program: (Include work done at school and at home as a part of the class program)

No. new garments made 71 No. articles furniture refinished 21

No. garments renovated 7

No. household article made 29 No. home gardens cultivated 23

No. jars food canned 2,017 No. pigs raised 21

No. meals prepared and served 398 No. chickens raised 1,684

No. home nursing or first aid articles made or improvised 2

Other production activities: Hospital slippers for the Red Cross

has rug

How many class periods per week are devoted to work with high school faculty and pupils in developing the core curriculum? 1

Are you helping pupils to develop homemaking experiences as a part of the regular units of work in elementary grades? Yes

Check grades in which homemaking experiences are developed with your assistance.

Grades 5, 6, 7, X

Are you teaching separate classes for pupils in the elementary school? no

Enrollments: Boys Girls

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

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

Supervision of preparation of food by pupils in home economics classes X

Home economics pupils assist in lunch room X; Instruction of lunch room workers X; Planning menus X; Buying food X; Keeping accounts X

Assist in serving food X, No. weeks school lunch was served 24; Total hours

given daily to lunch room work 5; Average number pupils served daily 50

Number of these pupils receiving free lunches daily 50

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List ways in which housing and equipment of your home economics department has been improved:

We purchases a new kerosene stove new containers in which to store food
 new rat proof storage closet. Hot water r put in the dept.

List new pieces of equipment added: Kerosene stove , storage container
closet for storage-hot water

State value of new equipment added: One hundred and ten dollars

Home economics reference books as to subject:

	General Foods	Clothing	Child Care	Home Manage- ment	Family Relat.	Consumer Education
No. books on hand	25	10	2	4	3	3
No. books added this yr.	1	0	0	2	0	0
No. books needed next yr.	0	8	10	10	6	10

Did your girls have a club this year? no; Enrollment _____.

Number club meetings held during school year _____

Did your club participate in: County Rally? _____; District meeting of club

representativies? _____; Joint banquet with F. F. A? _____

How many girls in your home economics classes are enrolled in 4-H Clubs? 7

School Aldie High School

PART II. NARRATIVE

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

1. If you are making cumulative records on pupils, attach one or more records (copies) to this report.
2. Describe work done by pupils on the solution of problems related to the present war emergency. Select any two problems from the following areas or others not covered here with which you have dealt in class this year:

How can families be well fed?
How can the family income be used to meet urgent family needs?
How can families care for the sick in the home?
How can family morale be maintained?
How can families be housed adequately?
How can families and communities cooperate to meet emergencies?

Describe work in outline form according to the following steps:

- a. Nature of the problem.
 - b. Purposes developed by pupil or pupils in dealing with the problem.
 - c. Significant work done by pupils in work on the problem, both at home and at school.
 - d. Results.
3. Enclose with this report pupil records of work done on home problems which resulted in significant growth of the girl. Attach a short statement of why you feel this has been of value to the pupil.
 4. If you have participated in one or more of the following types of cooperative work in furthering education for home and family life in the school and community, please include a description of the main features of work done.
 - x a. Work with elementary teachers in development of a program for children in grades.
 - b. Work with core curriculum teachers in development of experiences in homemaking in the eighth grade.
 - c. Work with the agriculture teacher in developing a joint program of home economics and agriculture.
 - d. Work with other teachers in developing a program of adult education.
 - e. Work with some other agency or agencies to develop education for home and family life. Special emphasis should be given to reporting on work with the County Agriculture Board and the local Defense Council.

* Home problem defined on page 4.

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- f. Work with other teachers in school or other agencies in the furthering of education for out-of-school youth.
- g. Describe what you have done to emphasize teacher-pupil-parent cooperation in building the home economics program in your school.
- h. For what purposes have the homemaking facilities in your school been used other than for regular in-school home economics classes?

If you have held one or more adult or out-of-school youth classes this year please state the problems dealt with by the group or groups.

Attach report on home economics club (The report should be made by the girls):

- a. Objectives for year.
- b. Programs.
- c. Achievements.

Outline the goals you have for the development of your instructional program for next year.

Signed

Willie Scott Carter
Teacher

Approved:

O. H. Emerick
Division Superintendent

Date May 18, 1942

INVENTORY OF EQUIPMENT IN HOME ECONOMICS DEPARTMENT

School _____

Date _____

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

Food preparation unit

- 1 Range
- 3 Cabinet
- 1 Sink
- 1 Floor covering
- 4 Table
- no Stool
- 1 Garbage pail
- 1 Waste basket
- 1 Towel rack
- 1 Refrigerator
- 6 Refrigerator dishes
- 1 Cabinet for dishes
- no Clock
- 8 Chairs

Kitchen utensils

- 6 Mixing bowls
- 2 Biscuit pans
- no Cake pan
- 2 Muffin pan
- 1 Egg beater
- 1 Sifter
- 12 Pie pans
- 1 Sauce pan, 3 qt.
- 1 Sauce pan, 2 qt.
- 1 Sauce pan, 1 qt.
- 1 Sauce pan, 1 pt.
- 1 Double boiler
- 1 Can opener
- no Meat knife
- 6 Paring knives
- no Grater
- no Strainer
- no Tea kettle
- no Vegetable brush
- 8 Measuring cups
- 5 Table spoons
- 128 Teaspoons
- 20 Forks
- 3 Mixing spoons, wooden
- 1 Skillet, iron
- no Baking dish
- 2 Dish pan
- no Dish drainer
- 36 Fruit jars, qt.
- 24 Fruit jars, pt.
- 12 Jelly glasses
- no Preserving kettle

Kitchen utensils cont'd

- 2 Canner
- 1 Food chopper
- no Coffee percolator or dripolator
- no Tea pot
- no Scales
- no Quart measure
- 1 Knife sharpener
- no Deep fat frying pan and basket
- no Ice cream freezer
- no Double boiler, 2 qt.
- 2 Baking sheets
- 1 Cake rack
- 1 Collander
- 1 Fruit juice extractor
- 1 Oven thermometer
- no Cake pan, angel
- 1 Hammer
- 3 Scissors
- no Vegetable cutter
- no Roaster
- no Electric mixer
- 1 Electric toaster
- no Electric waffle iron

Cleaning equipment

- 2 Broom
- 1 Dry mop
- 1 Wet mop
- 1 Scrub bucket
- 1 Dust pan
- no Carpet sweeper
- no Wall mop
- no Radiator brush
- no Bowl brush
- no Tub brush
- no Electric sweeper

Serving unit

- no Buffet
- 2 Table
- 8 Chairs
- no Serving table
- no Rug
- 2 Draperies
- 23 Dinner plates

Serving unit cont'd

- no Breakfast plates
- no Bread & butter plates
- no Salad plates
- no Soup plates
- no Tea pot
- 13 Fruit saucers
- no Cereal bowls
- no Platter
- no Vegetable dish
- no Covered dish
- 2 Sugar bowl
- 2 Cream pitcher
- 113 Cups and saucers
- no Tea glasses
- no Coasters
- no Sherbet glasses
- no Compotes
- no Water pitcher
- no Pickle dishes
- no Tumblers
- 97 Dinner knives
- 80 Dinner forks
- no Salad forks
- no Sugar spoon
- 128 Tea spoons
- 1 Butter knife
- no Dessert spoons
- no Cold meat fork
- no Iced tea spoons

Table linen

- no Table cloths
- no Silence cloth
- no Breakfast napkins
- no Dinner napkins
- no Table runner
- no Doilies
- no Luncheon napkins

Inventory - p. #2

Bedroom or sewing room
and home nursing unit

no Bed
no Bed pad
no Pillows
no Sheets
no Pillow cases
no Towels, bath
no Towels, face
no Bed spread
no Blanket
no Bedside table
no Chest of drawers
no Vanity dresser
no Rugs
6 prs Curtains
2 prs Draperies
3 Pictures
3 Sewing machine
no Mirror
1 Table for cutting
5 Chairs
1 Ironing board
1 Electric iron
3 Pair shears
no Sewing cabinet

Living room

2 Book shelves
1 Couch
no Desk
5 Chairs
1 Tables
no Lamps
3 Pictures
3 Vases
2 Candlesticks
1 Waste basket
1 Rugs
2 prs Draperies
no Table runner
6 prs Curtains
no Andirons
no Fire tongs, shovel

Laundry

no Tubs
no Wash boiler
no Wash board
no Clothes line
no Clothes pins
no Clothes basket
no Clothes wringer
no Electric washer
no Curtain stretcher

Medicine cabinet
Home Nursing Equipment

no Bed pan
no Hot water bottle
no Ice bag
no Thermometer
no Basin
no Pitcher

Library, list books

Attach list compiled under the following headings:

General Homemaking
Foods
Clothing
Housing
Child Care
Consumer Education
Social Conduct
Family Relations
Recreation

Library, list books

General Homemaking-

- 2 "Practical Problems for Home Economics for Home Economics" Thrilling, William, Reeves.
4 "Everday Living for Girls"-Can Duzer
"The Boy and His Daily Living"-Redford
"Housekeeping and How to do It"-Balderston

Food

- "Foods its Planning and Preparation"-Wellman
"Foundations of Nutrition"-Rose
4 "Large Cook Books"-Better Homes and Gardens
12 "Small Cook Books"
"The Family's Food"-Lanman, McKay and Zuill
"Nutrition in Health and Disease"-Cooper, Barber and Mitchell
"Foods"-Jystin, Rust and Vail
"C'n Foods Reference, "annual"-American Canning Co.
"Vitamins"-Mead Johnson and Co.
"Table Service and Decorations"-Linin Gunn
"The Book of Table Setting"-Biddle and Blom

Clothing

- "Clothing and Style"-Dooley
"Economics of Clothing and Textiles"-Dooley
"Art and Weaving"-Heath
"Historic Costumes"-Lester
"Paris Frocks at Home"-Butterick
"From Thimble to Gown"-Gilder
"Modern Clothing"-Baxter and Lsyzke
"Story of Rayon"-American Viscose Corporation
"Hand Sewing Lessons"-Education Co.
"Laundering"-Andrew

Child Care

- "Care and Guidance of Children"-Goodspeed and Johnson

Housing

- "Paints"-Pittsburg Paint and Glass Co.
"House and Home"-Gray
"Coloring, Finishing and Painting"-Blinks and Moore

Consumer Education

- "When you Buy"-Pittsburg Thrilling, Ebergart and Nichols
"Behind the Show Windows"-Eaton
"Food Purchasing for the Home"-Blinks and Moore

Social Conduct

- "Behave Yourself"-Allans and Briggs
"The Charms of Fine Manners"-Starrett
"Bookd of Etiquette"-Doubleday
"Teaching Problems of Home Econinice"-Kauffman
"The Charm of a Well Mannered Home"-Starrett

Family Relations

- "The Family and Its Relationship"-Groves, Skinner and Swenson

Cont'

"The Family and Its Relationships"- (Revises)

"Economics and the Family"-Taber and Wardall

Wall Charts, Bulletins, illustrated material

Work done by pupils on the solution of problems related to the present war emergency.

How can families be well fed and the income be used to meet urgent family needs.

- A. The pupils visited the market and stores and compared quality of food and prices before buying for school or home use. They studied methods of protecting foods from dust and flies, studied preserving food by refrigeration, investigated source of food and method and cost of transportation.
- B. The pupils studied the contents and cost of various breads. They discovered that whole-wheat bread is much more wholesome than white bread.
- C. The pupils studied the contents and cost of planning, buying and preparing foods for the school lunch room and for home use to select, plan buy and prepare a balanced meal. The aided grade children in choosing a balanced lunch.
- D. They studied and practiced wise marketing, preparation of food, preserving of food, balanced menus and sanitation. The pupils decided that it was much more economical to buy staple groceries in large quantities provided there was adequate storage space.
- E. The pupils preserved foods for the school luncheon and for home use. The pupils preserved foods in the home and brought them to school to be judged by the class as a whole. The pupils used at home menus work out at school.
- F. The pupils have planted gardens in order to raise ~~as~~ as many foods as possible to be preserved for future use. The pupils seem to realize the necessity of this war more than ever due to the emergency.

Work Done On the Solution of a Family Problem Through Home
And School Experiences.

I. Nature of problem:

1. Planning, purchasing and serving the family meals.

II. Purposes developed by pupils in dealing with the problem.

1. To enable the pupils in dealing with the problem.

2. To enable the pupil to purchase nutritional food at the most economical cost.

3. To enable the pupil to substitute food of cheaper cost for the most expensive, which cut of the same nutritional value.

4. To enable the pupil to judge the characteristic of a good product such as tough and tender cuts of meats, etc.

5. To enable the child to include milk and eggs in the diet in various ways.

6. To enable the child to use as many home canned foods in diet as possible.

III. Significant work done by pupils in work on the problem both at home and at school.

1. Planned, purchased and prepared adequate meals at the most economical time.

2. Include milk and eggs in the diet.

3. Include milk and eggs in diet. Use home canned food, thereby showing how the family can save in actual money by growing and preserving food.

4. Evalued her work in food both at home and at school from her nutritional standpoints.

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Results:

1. The pupils were able to plan adequate meals. They learned the six constituents and in which foods were found. They learned to plan adequate meals.
2. The pupils were able to purchase foods on a limited income and still have an adequate meal. They also learned to read and evaluate advertisements.
3. They learned to serve food more attractively thereby making the food more appetizing.
4. The pupils learned to include milk and eggs in the diet in various ways.
5. The pupils learned to save in actual money by learning to include home canned foods in the diet in numerous ways.
6. The pupils evaluated their work by keeping weight charts, the cost of each meal and charts to show what each of the foods served contained thereby checking to see if the meals served were adequate.

I feel that this has been of value to the pupil because she is from a family of a very limited income who did not serve well-balanced nor properly prepared meals. She planned and prepared meals in class work and then carried this into her home. The mother of the family helps with the farm work and does not devote much time to this problem and it is left to the child.

Name of Problem-----Food Preservation

Why I selected this problem.

Because of the surplus of vegetables. Because of prices of canned goods are rising, due to defense. In case U.S. goes to war more canned food will be needed.

What I expect to accomplish.

To can food so that it doesn't spoil. To make jelly. To learn methods of canning and the advantage of each. To know how and when to can food.

How I expect to Accomplish.

By canning at home and at school. By making jelly. By reading receipts and other instructions about canning, making jelly, pickling, by trying different ways to can, pickle and make jelly and decide which I like best.

Evaluation

This unit has made me become more interested in canning, preserving, and making jelly.

By learning how to can, make jelly, and preserve safety, therefore now I can help at home in canning and help national defense by canning foods for winter and home.

By canning things you can help your home in case of raising prices and smakk income in the family.

Home Ec.

Name of problem; food preservation

Why I selected this problem: Saving of garden vegetables by canning in summer for fall and winter use.

Prices are raising and by canning, you can save.

What I expect to accomplish?: I expect to accomplish the three ways of canning. Also how to save fruits, vegetables and etc.

How will I accomplish this?: By keeping things clean with which I work with. By doing what I can supposed to do such as in canning and cooking.

Evaluation-

I have learned the different methods of canning fruits and vegetables and how to use each method. This will be of value to me in the future because I will know how to save these foods which otherwise would have wasted. I also learned to make different kind of pickles.

Plans for week of Sept. 8th.

Mon. Can tomatoes

1. can perfect, 2 not filled, 1 cracked bottom and tomatoes spoiled

Tues. Judged products

Wed.: can snap beans corn
carrots

Thurs: Judged products

1 can beans perfect, 1 can beans didn't have enough liquid. 1 can corn perfect, 1 can didn't have enough corn and was filled with liquid carrots weren't packed enough. 1 can of beet perfect

Fri.: Judged

Weekly plan for week Sept. 22nd.

Mon. Judged applesauce- all the apple sauce was good

Tues. talked over plans for making jelly

Wed: Talked over plans for juice and jelly making

Thurs: Prepared juice

Fri: Prepared more juice for making jelly and made blackberry jam.

Hellie Hawkins

Work with agencies to develop education for the
Home and Family life.

1-. Work with the county agriculture board. The county was divided
up into communities and I was appointed on one of the community
board.

The duties of the board were:

To visit the people living in the community and urge them to
have bigger and better gardens in order to raise more food and
to preserve more food to meet their needs during the emergency.

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Work with other teachers in school in Furthering of Education
For Out-of-School Youth.

We have 5 graduates students who were unable to attend college and enrolled in the school this year. I have five of these enrolled in my classes. Since they are to be enrolled in this class only one year, they selected problems which they considered most pertinent.

The Problems are as follows:

1. Planning, purchasing and preparing adequate meals.
2. Preserving foods.
3. Clothing construction and the renovation of garments.
4. Care of their own clothing.

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Work done to emphasize teacher-pupil-parent cooperation--

- A- The pupils planned menus in class room and then they prepared these in the home.
- B- The pupils preserved foods in the home and brought products to school to be judged.
- C- The pupils purchased, planned and served a dinner to which the parents were invited.
- D.- Conference with the pupils and parent concerning the problem of the child.

Purpose for which the Homemaking facilities in my school have been used other than for regular in-school home economic classes.

1. Red Cross Nutrition and Canteen Classes.
2. Socially for the Parent -Teacher ~~Assoc-~~ Association .
3. Banquet for the Junior and Senior Classes
4. Lunches served during the Aldie Horse Show
5. Socials for the various churches in the community.

Adult Classes

I taught the American Red Cross Canteen Course this year

The Problem delt with were: Nutrition.

Feeding in Large Quantities and Emergency Feeding.

Report of The Home Economics Class

The Home Economics class of Aldie High School has no club. Since there is no program for clubs in this school, we use our class organization as a substitute.

The following were officers of our organization.

President-----Rose Tribble

Vice President-----Ethel Graun

Secretary-Treasurer-----Flora Mae Poland

The following activities were carried on through out the year.

Knitted for the red cross

Sewed for the red cross

Sold War Stamps

Cleaned the Girls Room

Gave a luncheon

Gave two dinners

Home Ec. Room cleaned daily

Among the articles donated the following are included.

Roaster

Grapefruit Knives

Paring Knives

Hot Water

Potted Plants

Mixing Spoons

With the money we earned we purchased the following articles.

New Stove

Lard Containers

Rat Proof Storage Place

New books

Flour Containers

Honey Containers

Reporter

Hannah Salhan

Sec. Treasurer

Flora Mae Poland

Aldie High School

Goal for Instructional Program for Next Year:

- 1-Send out letter urging parents to take advantage of all free clinics.
- 2-Encourage more home gardens and food preservation.
- 3-Encourage the care of a greater number of malnourished and delinquent children in school.
- 4-Encourage the care of a greater number and better arrangement in the homes so that pupils might have their recreation at home, as the tire and gas ration will necessitate their remaining in the home for a longer period.
- 5-Plan a program where by the pupils might be trained in a wise use of their leisure.
- 6-Encourage the pupils to help their younger brother and sisters to have personal cleanliness.
- 7-Longer periods in which to carry out class activities.
- 8-More space, either two laboratories-one for foods work and one for clothing construction or a cottage. As there is little possibility to have a home atmosphere.
- 9-Co-operate in every way with the National Crisis.

Problem: Food, Preparation, serving food. Diets, Uses to body. The different types of foods and which ones help you to gain weight.

Why I selected this problem:

Because I like the suty of food, the different types, the purposes of each and what the purpose of each and what the purpose of each is. What you should eat in order to gain weight. I want to know how food should be prepared and s rved attractive. . I want to know how you should balance your diet so that you should know whether you are skinny or fat. I don't know what foods should be eaten in order to have good teeth.

What I expect to accomplish:

To learn the different types of foods. To eat food that will help me to gain weight and make my teeth better , to know how to prepare and serve food at home and school and other places. When necessary. to make attractive food pasters and writing reports.

How I expect to accomplish this:

By finding all the material I can in books, magazines and poster. I want to know its uses to the body and the purpose of each. By prepartion and serving food at different places. By eating food that helps me to gain. By drinking more milk to harden my teeth, making reports and posters and whenever possible.

Evaluation of cooking unit:

Since I have been working on this unit I have learned many things . I've learned to prepare and serve a meal. During this study ofthefood constituent I have been more conscious of the foods I eat and of my table manners. When I am serbing a meal at home I remember which side to set theidish on. I have learned to cook certain dishes which befoe this unit of work I coulder cook. At home I now can prepare and serve meals when it is necessary, and not have to have some one to help me cook a meal. This study has been very

worth while to me as I have not only read how to cook and serve meals, but have cooked and served meals at home and at school.

Why I selected this problem:

I selected this problem in which I can learn how to plan serve and cook meals.

I expect to accomplish this by learning to cook and serve and plan meals.

I will accomplish this by cooking planning and serving meals.

Breakfast menu

grapefruit juice, oatmeal top milk scrambled eggs bacon, toast
butter and cocoa

grapefruit juice-here

oatmeal-here

toast

cocoa-Emily

eggs-Betty

butter-Dorothy Young

table cloth-here

napkin-here

flowers-Betty and Emily

Duties

Waitresses-Dorothy Young
Betty Tribble

Helpers-Katie Warren and Edna Hawes

Table setting-Dorothy and Edna

Grapefruit juice and toast-Katie Warren

Cocoa-Betty Tribble

Bacon-Emily Ashby

Oatmeal-Betty Tribble

Butter-Edna Hawes

Plan for the day Nov. 10

12:45 table setting

1:00 fix oatmeal

" fix meat

1:10 grapefruit juice

" butter

1:15 toast and eggs

Results and criticisms of Breakfast

Table was set correctly. The food was all cooked correctly all except the cocoa was not beaten enough. The waitresses served right with the exception of a few mistakes, such as forgetting a service saucer and taking something from the wrong side. A spoon was left of the sugar otherwise the meal was all right.

Food Values: White bread-protein vitamin a, b, phosphorus and iron

oat meal - proteins vitamins b, phosphorus and iron
 eggs; calcium, proteins iron vitamin a, b, and c.
 Ham; calcium, proteins, carbohydrate, phosphorus, iron, vitamin b, and c.
 Grapefruit juice - calcium, proteins, carbohydrates, phosphorus, iron
 & vitamins a, b, and c.

Luncheon Menu

Cream of tomato soup

Meat loaf

Bread muffins

French hot
chocolate

whipped cream

butter

whipped cream and cocktail

Food values:

1. tomato-soup - calcium, proteins, carbohydrates, phosphorus, iron
vitamin a, c, and b.
2. Hamburg - calcium, proteins, carbohydrates, phosphorus, iron and
vitamin c.
3. Bread - calcium, proteins, carbohydrates, phosphorus iron and vitamins

Plan for Friday

11:45 - Six meat loaf

5 to 11 - Put potatoes on

11:35 - Six desserts

12:15 - Six hot chocolate

12:15 - Six potato salad

By Dorothy Young

1. Name of Problem

How to buy and prepare meats:

2-3-Why I selected this problem

1. to learn to buy meats intelligently and not be swindled by the butcher.
2. To learn different cuts of meats.
3. To learn how to prepare meats in order to make them more appetizing, to bring out the flavor and preserve the nutritional value.
4. How to carve meats
5. How to serve meats
6. To learn the different ways to cook meats.
7. To learn the part meat plays in the diet.
8. To learn how to cook meat tender.
9. To learn how to buy meats that are tender and fresh.

4. How will I accomplish this:

1. By experience
2. By study
3. By actually cooking and buying meats
4. By reading books on meats
5. By visiting the butcher shops and examining the cuts of meat.

5. Weekly plans-

Included in following pages

6. Results

Also included in this

7. Evaluation

This course in meats has proven very valuable to me already and will be more so as the years go on. I have learned how to cook meats properly, so as to preserve the flavor, retain

contd.

the food value and make it palatable. I have attempted the art of carving and know a good deal about it. I can now recognize the different kinds of meats and can also discern the freshness of it. I have cooked a tough cut tender and learned how to make plain cuts more appetizing and attractive. A very important thing I have learned is the nutritional value of meats and the part they play in the daily diet.

Weekly Plan

object: To cook a tough cut tender

Subj: Pot roast

Group: Hannah, Edna, Flora Mae, Ethel, Ruth, and Rose.

Duties: Rose and Flora Mae, Prepare the meat for the oven and make the dressing

Ruth and Hannah: make the biscuit ring dumplings

Edna and Ethel: Prepare vegetables such as potatoes onions and carrots

Bring: Rose-sage
Hannah-potatoes
Edna-Onions

Cost in relation to nutrition

Meat is very valuable to the body because it is a complete protein and a natural source of vitamin B. Meat, also contains minerals essential to the growth of the body. Tough cuts such as round steak, chuck roast and rump are very cheap in relation food value. If carefully cooked can be as tender and delicious as rib or loin.

Cooking Technique

The secret of cooking a tough cut tender is to cook it slowly until it is well done. This is the method we used and our result

cont

Aldie High School

was satisfactory as we succeeded in cookin a tough cut tender.

The only criticism is that the meat was rather dry due to infrequent basting. The roast was well browned the flavor and natural juices were preserved by searin and it was tender and well done. Cook roast 30 minutes for each pound. Meat was cooked in a moderate oven in moist heat because high heat makes the cut tough and hard. Results: The roast we cooked was a tough cut cooked tender.

Weekly Plan

Project: Cooking a tender cut of meat

Group: Edna, Flora mae, and Rose

Duties:

Flora mae stuffed the chops

Rosde-Makethe dressing

Edna- cook chops

Bring:

Rose-celery seed

Flora mae-sage

Edna-butter

Program of work: Cook at low heat because meat is a protien and coagulates and gets tough and strin over high heat. Cook in dry heat because a tender cut does not have many tough connective tissues and fibers to break down. Also be careful about cooking the meat too long and making it tough and dry.

Cost in relation to nutrition: Meat has a great nutritional value and is almost an essential to daily diet. However in such cases when the price is very high foods such as cheese and eggs may be substituted. These substitutes eggs can take the place.

Results: The meat was tender and had a good flavor. It was moist and juicy due to cooking without water and in slow oven. The chops and roast were well done and evenly browned. The dressing was

Rose Tribble

Home Ec.

I. Vegetables

1. Name of problem: How to buy and prepare vegetables.
2. Why I selected this problem: So that I will be capable of buying and preparing vegetables and will feel sure of myself.
3. What I expect to accomplish: I expect to learn how to buy goods vegetables and learn new ways to prepare and to consume the vegetables left from another room.
4. How I expect to accomplish this: By studying, buying and preparing different vegetables at school
5. Weekly Plans
6. Evolution

Weekly Plans

Plans	Week of the 20th.	Plans	27 to the 31st.	Results
Mon:	Start unit on vegetables	Mon:	Find rest of food chart.	Finished food chart.
Tues:	Work on unit	Tues:	Get references	
Wed:	Worked on unit	Wed:	" "	Started food constituents
Thurs:	Worked on unit	Thurs:	" "	
Fri:	Worked on unit	Fri:	" "	

Aldie High School

Potato Salad.

Tuesday

Boil the potatoes with the skins on for 25 to 30 minutes. Remove skin, dice add seasoning and dressing.

Monday

We made salad dressing over again.

Wednesday

Planned to boil potatoes with skins on. Cook about 25 to 30 min. Remove skins and add butter.

Weekly Plans

Monday: Arvilla and I made potato salad. We cooked the potatoes in skins, and then we removed the skins and diced, added seasoning and dressing.

Food constituents-potatoes

The salad dressing-potatoes and minerals

Results: The potatoes were cooked a little too much. Therefore they were mealy. Otherwise it was very good.

Tuesday: Went to the football game at Berryville

Wednesday: Cleaned up the Home Ec. room after the Junior had their luncheon.

Thursday: Finish making plans

Friday: Turnips-should be firm, fairly smooth, and free from decay cracks, spots or other blemishes should be removed.

Food value, Minerals and vitamins, a very large percent of water.

Method of cooking: Boil in salt water 30 to 40 min. Remove from heat, beat and add butter and pepper.

Home Ec.

Glazed Carrots

Melt 6 tablespoons of brown sugar and 2 tablespoons butter or saled oil in hot skillet. Add 8 cooked carrots, cut in half lengthwise, simmer turning carrots until evenly glazed.

Results:

They had a good flavor and were cooked just about right.

Spinach: Method of Preparation

Wash thoroughly, cut stem off and cook uncovered, with little or no water, add salt, cook for 15 to 20 min. Remove from stove drain water off, add butter.

Food constituents; minerals.

Weekly Plans

Mon: Buttered carrots and peas.

Tues: Make a left over dish.

Wed: French fried potatoes

Thurs: Stuffed onions

Fri: Scalloped tomatoes

By

Jean Humphrey

Aldie High School

The Menu for Thanksgiving dinner

Cream of tomato soup

barbecued chicken

light rolls

Duchess potatoes

Gingerbread

Stuffed celery

Fruit salad

cocoa

gravey

butter

cream of mushroom
on toast

Caramel sauce

pickles

Plans:

Project: preparing a luncheon

Group: Flora mae, Edna, Hannah, Ethel, Ruth and Rose

Duties: Tuesday

Make gingerbread-Rose and Edna

make yeast bread-Flora mae and Hannah

dress the chicken-Ruth and Ethel

Wednesday

make cocoa-Rose and Edna

barbecue chicken-Ethel and Rose

make caramel sauce-Edna

cream of mushroom on toast-Hannah

cream of tomato on toast -Ruth

make out roll Hannah and Flora mae

set the table: Rose and Flora mae

Duchess potatoes -Rose

Bring: Rose-butter
Hannah-tablecloths
Flora mae "
Rose-1 gallon milk
Edna-Cream

Our Luncheon

1. The cream of tomato soup was very good. It was smooth and had a grand flavor. It was just the right color and consistency.
2. Barbecued chicken was tender and had a good flavor. Chicken was well done and was a delicate brown.
3. Rolls-The rolls were sad and did not brown evenly.
4. Duchess potatoes-were well seasoned had a good flavor and were well browned.
5. Cream of mushroom on toast. Was very good, soup was not lumpy or scortched.
6. Fruit salad was juicy, lettuce as crisp.
7. Gingerbread -was light and well done. It was delicious and had good brown gingerbread color.
8. Cocoa was sweet did not scorch was not lumpy. It was served hot. The service on the whole was very good with just a few mistakes. The food was all well cooked and flavored.

Results

Group:

Hannah

light rools

Flora mae

Edna

toll house cookies

Rose

Ruth

light rolls

Ethel

were very good, were doubled in size when baked. An even golden brown had a good yeast bread taste.

Were fairly good, not quite sweet enough needed a little more salt.

The first half was o. k. but the other had too much flavor and was tough having a hard crust.