

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

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. ; County Agricultural Board ; Independently v.

How many Victory Garden neighborhood meetings did you attend? 0

How many meetings of committeemen and committeewomen of Victory Garden Program have you attended? 0

How many agriculture planning board meetings have been held? 2

How many have you attended? 2

Were you assigned the responsibility for working with definite committees in your County? v. Give names or descriptive titles of committees

How many Victory Gardens have been planted or improved as a result of your efforts?

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			32	16	29	20	22	29	18	24	-	-	101	89
No. Pupils by years of high school enrolled in home economics classes	-	-	-	-	-	22	-	9	-	17	-	-	-	48

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.	-	25	-	12	-	11	-	-	*	*
Total No. hrs. per week given to home economics class instruction	-	5	-	5	-	7½	-	-	-	17½

* 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.

School Leesburg

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
9:05 -- 10:05	Home Economics I	25
10:05 -- 11:05	Home Economics II	12
11:05 -- 11:30	Physical Education	--
11:30 -- 12:15	History IV	29
12:15 -- 1:00	Lunch hour	--
1:00 -- 1:45	Home Economics III	11
1:45 -- 2:30	" "	--
2:30 -- 3:15	Study Hall	7

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 0 Hrs.

Min. _____ (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 47

Total number home visits made during year 84

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

School Leesburg

*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	III			
Consumer buying	III		9	9
Family and social relations (including recreation)	III		16	16
Health and home care of the sick	II, I		6	6
First Aid				
Home improvement (interior or exterior)	III		13	13
Homemaking problems that cut across several areas	II		10	10
Home management				
Joint projects with pupils in agric.				
Joint projects with pupils in distrib- utive education				
Laundering	III		6	6
Personal care and improvement	II, I		8	11
Provision of food for the family	III, II, I		49	49
Selection, care, construction and renovation of clothing	III, II, I		40	40
Home Production:				
Gardens				
Poultry				
Unclassified			1	1

* 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.

School Leesburg

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 148 No. articles furniture refinished 22
 No. garments renovated 65
 No. household article made 137 No. home gardens cultivated 22
 No. jars food canned 432 No. pigs raised 4
 No. meals prepared and served 567 No. chickens raised 144
 No. home nursing or first aid articles made or improvised 12
 Other production activities: 10

How many class periods per week are devoted to work with high school faculty and pupils in developing the core curriculum?..... 5

Are you helping pupils to develop homemaking experiences as a part of the regular units of work in elementary grades?..... No

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

Grades 5; 6; 7

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

Enrollment: Boys ---; Girls ---

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

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

Supervision ✓; Preparation of food by pupils in home economics classes ---;

Home economics pupils assist in lunch room ---; Instruction of lunch room

workers ✓; Planning menus ✓; Buying food ✓; Keeping accounts ✓;

Assist in serving food ---; No. weeks school lunch was served 30; Total hours

given daily to lunch room work 1/2 Hr.; Average number pupils served daily 80;

Number of these pupils receiving free lunches daily 55.

School Leesburg

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

Buying of Equipment.List new pieces of equipment added: Sewing machineCooking utensilsState value of new equipment added: \$60.00

Home economics' reference books as to subject:

	General Foods	Clothing	Child Care	Home Management	Family Relat.	Consumer Education
No. books on hand	18	30	4	11	17	3
No. books added this yr.	3	2	3	2	7	0
No. books needed next yr.	2	0	3	3	0	6

Did your girls have a club this year? Yes; Enrollment 50.Number club meetings held during school year 8Did your club participate in: County Rally? No; District meeting of club representatives? No; Joint banquet with F. F. A? NoHow many girls in your home economics classes are enrolled in 4-H Clubs? 5

School Leesburg

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 herewith 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:
 - 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.

School _____

Leesburg

- 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 Grace H. Jenkins
Teacher

Approved:

O. H. Emerich
Division Superintendent

Date May 18, 1942

2. How can families be well fed?

a. Nature of problem:

1. Approached from standpoint of national malnutrition as discovered by defects of draftees.
2. Also early Virginia state nutritional survey showed that our county nutritional status, though second in rank, was not as high as it should be.
3. Living in an excellent agricultural section it seems that we should be well fed.
4. Increase in cost of living has made us realize the importance of getting the best for our money.

b. Purposes developed by pupils in dealing with the problem:

1. To study our nutritional habits and improve those needed to meet the nutritional yardstick.
2. To improve individual eating habits and to carry over into the home and improve the family's eating habits.
3. To use every opportunity with friends to make them conscious of a distinct need for better nutrition.

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

1. Planned and prepared meals for various income levels at school and used those at home which seemed most likely to fit that particular family. Several reported that they took over the whole process for a meal or one day or several days and they and their families were quite pleased with the effort and results.

d. Results:

1. Reports by individuals of better health, better vision, etc.
2. Reports by individuals of learning to like certain foods heretofore disliked.
3. Gain in weight of few underweights and better figures of one or two overweights due to eating of proper food.
4. Ability to work out better plans for meals developed and practiced.

How can families care for the sick in the home?

a. Nature of problem:

There of course has been keen interest in the community in First Aid. The adult classes proved so successful that the high school pupils asked for courses which for one reason or another had to be postponed for some time. Since interest was aroused it seemed an appropriate time to start a unit in Home Care of the Sick. The cause and prevention of diseases, symptoms, and care, and nutrition proved to be very interesting and First Aid which followed took care of emergencies.

b. Purposes:

1. To understand the causes in order to be able to prevent as much sickness as possible.
2. To be able to take care of emergencies and sickness when and if the occasion arises.
3. To be able to improvise sickroom equipment.
4. To be able to make a sick person as comfortable as possible.

c. Significant work done by pupils in work on the problem at school and at home:

Along with the unit on Home Care of the Sick in Home Ec., each girl also took the standard First Aid course as taught by a certificated American Red Cross instructor. In First Aid emergencies were dealt with while in Home Economics classes the common diseases were dealt with, so that one course supplemented the other.

Several of the girls have since had to put into practice at home some of the knowledge gained in class because of short or longer illnesses of members of their families.

d. Results:

Many of the girls have not had a chance to put into practice all or even a large part of that which they have learned for we don't have sickness at such convenient times. However, it may be that they have done a good job on the preventive side, which is the more important anyway. This was one of the most interesting units taught this year.

4. 6.

I have taught one nutrition class and two courses for the Canteen Corps under the direction of the American Red Cross. Each course was taught twenty hours or the equivalent. The interest of the groups was high and attendance was good. There is evidence of interest in another nutrition course which may or may not get under way before next fall.

h.

The facilities of our homemaking department have been used by the F. S. A. supervisor and Home Demonstration Agent for demonstration work during the year. The nutrition and canteen classes which were taught also used charts, posters and other equipment for instruction purposes.

Home Economics Report

Objectives:

1. To hold a meeting every second Wednesday in the month.
2. To have a program at every meeting.
3. To give at least one assemble program during the year.
4. To have every member participate in one of the programs.
5. To take one of the objectives of the S. C. A. as our project.
6. To help the S. C. A. as much as possible in any other work it carries on.
7. To raise funds to carry on our year's project.
8. To have one social program sometime during the year.

Programs:

October- Short skit and refreshments.

November- Installation services.

December- Play

February- Play

March- Moving pictures on garden vegetables and bugs by a professor at V. P. I.

Achievements:

1. Sold vanilla to raise funds for necessary expenditures.
2. With the money from vanilla we improved the basement, which we took over from the S. C. A. as our project.
3. Had programs related to Home Economics at each meeting.
4. Nearly all the members participated at one time or another in our programs.
5. Held a joint picnic with the F. F. A.'s.

Goals for the development of next year's instructional programs:

1. To again place major emphasis on nutrition food preparation and preservation in all classes.
 2. To place more stress on consumer buying than in the past.
 3. To develop recreational facilities which may be enjoyed at home and without any or little cost.
 4. To take care of and renovate clothing on hand to get best possible wear.
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INVENTORY OF EQUIPMENT IN HOME ECONOMICS DEPARTMENT

School Leesbury

Date May 15, 1942

(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

- 3 Range
- 2 Cabinet
- 1 Sink
- 1 Floor covering
- 1 Table
- 1 Stool
- 1 Garbage pail
- 1 Waste basket
- 1 Towel rack
- Refrigerator
- 2 Refrigerator dishes
- 2 Cabinet for dishes
- 1 Clock
- Chairs

Kitchen utensils

- 11 Mixing bowls
- Biscuit pans
- 4 Cake pan
- 5 Muffin pan
- 5 Egg beater
- 1 Sifter
- 2 Pie pans
- 3 Sauce pan, 3 qt.
- 2 Sauce pan, 2 qt.
- 2 Sauce pan, 1 qt.
- Sauce pan, 1 pt.
- 4 Double boiler
- 2 Can opener
- 2 Meat knife
- 1 Paring knives
- 1 Grater
- 2 Strainer
- 1 Tea kettle
- 3 Vegetable brush
- 4 Measuring cups
- 4 Table spoons
- 5 Teaspoons
- 4 Forks
- 4 Mixing spoons, wooden
- Skillet, iron
- 1 Baking dish
- 2 Dish pan
- 1 Dish drainer
- 13 Fruit jars, qt.
- 4 Fruit jars, pt.
- Jelly glasses
- 2 Preserving kettle

Kitchen utensils cont'd

- Canner
- Food chopper
- Coffee percolator or dripolator
- Tea pot
- Scales
- 1 Quart measure
- Knife sharpener
- Deep fat frying pan and basket
- Ice cream freezer
- 1 Double boiler, 2 qt.
- 4 Baking sheets
- Cake rack
- 1 Collander
- 2 Fruit juice extractor
- Oven thermometer
- 1 Cake pan, angel
- Hammer
- Scissors
- Vegetable cutter
- 1 Roaster
- Electric mixer
- Electric toaster
- Electric waffle iron

Cleaning equipment

- 1 Broom
- 2 Dry mop
- Wet mop
- Scrub bucket
- 1 Dust pan
- Carpet sweeper
- Wall mop
- 1 Radiator brush
- Bowl brush
- Tub brush
- Electric sweeper

Serving unit

- Buffet
- 1 Table
- 6 Chairs
- Serving table
- Rug
- Draperies
- 19 Dinner plates

Serving unit cont'd

- Breakfast plates
- 18 Bread & butter plates
- Salad plates
- 6 Soup plates
- Tea pot
- 18 Fruit saucers
- Cereal bowls
- 2 Platter
- 4 Vegetable dish
- Covered dish
- 2 Sugar bowl
- 2 Cream pitcher
- 18 Cups and saucers
- Tea glasses
- Coasters
- 6 Sherbet glasses
- Compotes
- Water pitcher
- 6 Pickle dishes
- 16 Tumblers
- 12 Dinner knives
- 12 Dinner forks
- Salad forks
- 1 Sugar spoon
- 36 Tea spoons
- 1 Butter knife
- Dessert spoons
- 1 Cold meat fork
- Iced tea spoons

Table linen

- 1 Table cloths
- Silence cloth
- Breakfast napkins
- Dinner napkins
- 1 Table runner
- 6 Doilies
- 6 Luncheon napkins

Inventory - p. #2

Bedroom or sewing room
and home nursing unit

1 Bed
1 Bed pad
1 Pillows
1 Sheets
1 Pillow cases
1 Towels, bath
1 Towels, face
1 Bed spread
1 Blanket
1 Bedside table
1 Chest of drawers
1 Vanity dresser
1 Rugs
4 Curtains
1 Draperies
4 Pictures
3 Sewing machine
1 Mirror
1 Table for cutting
1 Chairs
1 Ironing board
1 Electric iron
2 Pair shears
1 Sewing cabinet

Living room

1 Book shelves
1 Couch
1 Desk
1 Chairs
1 Tables
1 Lamps
1 Pictures
1 Vases
1 Candlesticks
1 Waste basket
1 Rugs
1 Draperies
1 Table runner
1 Curtains
1 Andirons
1 Fire tongs, shovel

Laundry

1 Tubs
1 Wash boiler
1 Wash board
1 Clothes line
1 Clothes pins
1 Clothes basket
1 Clothes wringer
1 Electric washer
1 Curtain stretcher

Medicine cabinet

Home Nursing Equipment

1 Bed pan
1 Hot water bottle
1 Ice bag
1 Thermometer
1 Basin
1 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

List of Library Books:

General Homemaking:

- 4-Fundamentals of Home Economics-Jenson, Jenson, Ziller
- 1-Advanced Course in Home Making-Calvert, Smith
- 1-Every Woman's Complete Guide to Home Making-Harris
- 1-Elementary Home Economics-Matthew
- 1-Housewivery-Balderston
- 1-Practical Problems In Home Life-Talbot and others.

Foods:

- 4-Foods and Home Making-Carlotta C. Greer
- 2-The Family's Food-Lanman, McKay, Zuill
- 1-The Boston Cooking School-Farmer
- 1-Let's Study Foods-Harris, Henderson
- 2-Foods-Harris, Henderson
- 1-Meal Planning and Table Service-Bailey
- 3-Everyday Foods-Harris, Lacey
- 1-Foods and Nutrition-Silver
- 1-Better Homes and Garden Cook Book-Better Homes and Gardens
- 1-Food Products-Sherman
- 1-Feeding the Family-Rose

Clothing:

- 1-Machine Sewing-Singers
- 2-Textile Fibers and Their Use-Hess
- 1-Textile Fibers-Dyer
- 3-Modern Clothing-Latzke
- 1-Clothes with Characters-Craig, Rush
- 4-Art In Home Clothing-Trilling, Williams
- 3-The Mode in Dress and Home-Dulcie, Donovan
- 1-Fabrics and Dress-Rathbone, Tarpley
- 1-From Thimble to Gown-Van Gilder
- 2-Fabrics and Clothing-McBride, McGowan
- 1-Principles of Clothing-Puttrick
- 2-Good Taste in Dress-McFarland
- 1-Clothing-Latzke, Quinlan
- 1-Pattern and Dress Design-Eddy, Wiley
- 1-Modern Dressmaking Made Easy-Picken
- 2-Your Clothes and Personality-Ryan
- 1-Essentials of Design-Winslow

Child Care:

- 1-Happy Childhood-Anderson
- 2-Health and Home Nursing-Douglas
- 1-Child Care and Training-Faegret, Anderson
- 3-Care and Guidance of Children-Goodspeed, Johnson

Consumer Education:

- 1-Your Meals and Your Money-Hambridge

Social Conduct:

- 1-Etiquette-Emily Post
- 2-Behave Yourself-Allen, Briggs
- 1-If You Please-Allen, Briggs
- 1-What Is She Like-Brockman
- 1-Living With Others-Goodrich
- 1-Gentlemen aren't Sissies-Jonathan
- 1-Good Manners-McLean
- 1-It's More Fun When You Know the Rules-Pierce
- 1-Everyday Manners-Taylor

Family Relations:

- 3-The Family Relationship-Groves, Skinner, Swenson
- 3-Everyday Living for Girls-Van Duzer and others.
- 2-The Boy and His Daily Living-Burnhaur, Jones, Redford