Home Economics Workbook for Seventh and Eighth Grades

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HOME ECONOMICS WORKBOOK
FOR
SEVENTH AND EIGHTH GRADES
HOME ECONOMICS WORKBOOK
FOR
SEVENTH AND EIGHTH GRADES
by
RUTH BERND EMHARDT

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Science
College Of Education

Division of Graduate Instruction
Butler University
Indianapolis
1941
PREFACE TO BUTLER EDITION

Home Economics is so new in the field of education compared with other subjects that it is only now being woven into a definite place in the Public School curriculum for the elementary grades. For this reason the development of textbooks and teaching helps has not kept pace with many of the other subjects. In entering the educational fields through the higher schools we find numerous texts written on high school and college levels but it is only in the last few years that we have had any selection for seventh and eighth grades. The market is still practically barren for additional teaching helps such as are found for other subjects.

With our present organization of classes and newer methods of teaching it is vitally necessary to have Workbooks or Study Guides to help the pupil work independently of the teacher at times. Numerous booklets, sheets etc. are on the market for the various grades in other subjects but very little has been produced for Home Economics. A careful survey of twenty-five publishing companies specializing in teaching materials including study guides and workbooks was made. It was found that only three carried workbooks for Home Economics, all of which were designed for High School. Two of the three were adaptable to use with any recent text while the third could only be used with a particular one. Nothing was found for the seventh and eighth grades. Thus a practical Home Economics Workbook is needed for these grades and this study is concerned with producing one based on the Indianapolis plan.

The writer wishes to acknowledge the interest, advice and suggestions of Dr. W. L. Richardson of Butler University and the inspiration received from Miss Louise Braxton, Supervisor of Home Economics in the Indianapolis Public Schools.

R.B.E.

Indianapolis, 1941
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Today, like all of the past todays, is thought of in terms of changes from yesterday to meet the needs of tomorrow. In yesterday's history of the school curriculum we find Home Economics education a mere infant but today it is changing much to develop for the needs of tomorrow. It is first finding a real place in the school curriculum. Educators are looking to Home Economics with a more intelligent perspective and recognition. Home Economics was rated first in promoting the seven cardinal principles of education as set forth in the United States Bureau of Education Bulletin No. 35 for the year 1918 by all fourteen classes of men and women supervisors and advanced students in a course of extr-curricular activities when rating six school subjects and six extra-curricular activities.¹ We are told that home economics was first introduced into the

curriculum about 1870.\(^2\)

By 1908 sewing and cooking were listed as special subjects. Neither the principal, the regular teacher, nor the superintendent were ordinarily prepared to give instruction in these subjects so the work was placed in the hands of specialists and the subjects came to be known as special subjects. The special teacher became a sort of traveling teacher and was more closely related to the central office than to the local school.\(^3\)

Today home economics is a definite part of the curriculum in our public schools. Classes meet every day and are instructed by a regular full time teacher at each building. The Home Economics teacher holds the same credentials as any other teacher for seventh and eighth grades or high school with specialization in her particular field. She is expected to perform all the duties the other teachers perform; to participate in all building and community activities. In other words the Home Economics teacher is a regular teacher in the building.

Marion Talbot calls Mrs. Abel's little volume, *Practical Sanitary And Economics Cooking Adapted To Persons Of Moderate And Small Means*, published in 1888 "... the lamp in the wilderness showing the way through the darkness in the movement which was later called Home Economics."\(^4\) Today Home Economics has wandered out of the wilderness and is on the great highway of education.


\(^3\)Ibid, pp. 27-28.

Curriculum. — Throughout the field of education arises the term "curriculum" which we must understand before dealing with educational problems.

Curriculum is derived from Latin meaning race-course. . . . . Applied to education it is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; to be in all respects what adults should be. Curriculum is first the entire range of experiences, directed and undirected concerned in unfolding the abilities of the individual. Second, a series of consciously directed training experiences that schools use for completing and perfecting the unfoldment. 5

Curriculum . . . effective participation in future living by providing a present life of first hand experience.

Curriculum should not include material merely because it is interesting to children, but whatever is included should be related to their interests as definitely as possible, and they should be made to feel the need for doing things which are desirable. 6

Today educators everywhere are promoting constant revisions of the curriculum to better meet the needs in unfolding and perfecting the abilities of the pupils and provide them with first hand experience. Baitt says that a distinctive feature of home economics is, " . . . that it applies to situations which each individual meets literally from birth to death . . . ." 7

Methods of Teaching. — To understand the development and use of the Work-book and to evaluate it, it is necessary to have an idea of the methods


that stand out foremost in the Author's vision of teaching. When analyzing methods of teaching we are at once inclined to make a list of the various methods; the terms and values of which do not mean the same to every teacher, as they are translated according to her technique and ability to use the method. Then the list subdivides into those methods most adaptable to traditional teaching, or fact teaching, or old-fashioned teaching, and those methods promoting progressive teaching or modern teaching or facts, the terminology differing according to the ideals of the teacher.

This piece of work is based on the theories of a progressive or modern teacher whose aim is so well stated by Maguire, "... not at learning, but at learning how to learn, ... not so much in knowing as in knowing how; not so much in the content as in the ability." The Author also believes as Thurra Graymar, "... that the young must be given something to think about...," with a background of information to think with and that they "... should be taught the dignity and satisfaction of work...".

This workbook is based on the newer progressive methods of teaching, mainly the project method which came into use from the manual and vocational training activities. Since this method is not universally understood quotations have been taken from several authors.


10Ibid.
A project is a problematic act carried to completion in its natural setting.

By a project I mean any unit of purposeful experience, any instance of purposeful activity, when the dominating purpose is an inner urge which fixes aim of action, guides its processes, furnishes its drive, its inner motivation.

The project method is sometimes falsely called the problem method. The project method and the problem method are not the same and should therefore not be used interchangeably. The project method is the solution of problems in a real plane of activity but problems exist in various planes many of which are not adaptable to project method. The problem method attempts to make children think. Facts are given as a means of finding the answer to why or the study of cause and effect. Thus the problem method becomes a project when it deals with a problem in a real plane of activity but otherwise not.

The project method is sometimes called the activity method and has been called by some teachers and patrons the play program. Project and activity methods can be used interchangeably as the definitions for both run parallel. Both require a problem to be conducted as nearly and completely to life situations as the school room will permit with the major attention directed to the antecedent performance rather than the finished or objective performance. Both methods are based on the idea that learning and growth come through doing, thus emphasis is placed on pupils


planning and performing the activity as independently as possible with the teacher guiding in the background. The project or activity method like all others has been misinterpreted and misdirected by some, resulting into the idea of a play program. If teachers refer to it as a play program it is clear to see either that they do not understand it or they lack ability in guiding.

With a glimpse of the early history of Home Economics and an understanding of curriculum and methods of teaching involved, we are now ready to face the problem.
CHAPTER II

THE PROBLEM

The problem of this thesis is to produce a practical Home Economics Workbook based on the Indianapolis Course Of Study published in 1940. It is to meet the needs of the Home Economics classes of Indianapolis and is, therefore, designed according to their problems. The problem is not concerned in establishing modern techniques or improving them, nor to set up a course of study but it whole heartily accepts and adopts that of Indianapolis. In fulfilling the Indianapolis needs the Workbook should be helpful in any seventh or eighth grade Home Economics class.

The Proposed Workbook Is Needed For The Indianapolis Plan

Regular program.—In the seventh and eighth grades Home Economics is a required subject. In the regular program, each Home Economics class meets four periods per week during the entire school year. Periods are approximately fifty-five minutes long. Foods Units are taught during the fall semester and clothing during the spring semester. In a few buildings there is a modification of the number of times each class meets per week.

Rotating program.—In some buildings the plan known as the Rotating Program is used. This plan is the same as the regular program differing only in the organization of the class and the arrangement of the program. In this
plan the semester is divided into three cycles usually coinciding with the report card dates. Two regular educational groups of about forty members each, totalling eighty are enrolled as one class. The boys and girls are then separated and each divided into three sections known as A, B, and C. During the first cycle the girls' sections A and B take Home Economics while the boys' sections take Manual Training. Both the boys' and girls' section C go to Art. The program is as follows:

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In the rotating plan classes meet five periods per week for twelve weeks totalling sixty lessons a semester as compared with the regular program meeting four periods per week for eighteen weeks totalling seventy-two lessons for the semester. Thus the teacher must shorten the Units of work or eliminate Units, according to the time allotted and the pupil needs. In the rotating program the teacher confronts another problem. During the second cycle one section is taking the last half of the work while the other half is starting. A teacher on this plan especially needs a workbook. Combined grades.—In some schools it becomes necessary for the teacher to take a class consisting of pupils in both seventh and eighth grade which have different courses of study. Here again the Workbook would be of great
Laboratory equipment.—Today the laboratory is arranged as home units representing the kitchen and pantry and where it is possible, dining room, living room and bedroom. The kitchen is a series of unit kitchens and not a series of work tables. Color schemes such as are used in kitchens at home have taken the place of the institutional white. These unit kitchens are equipped with utensils suitable for homes in size, style and color instead of the little individual ones. Utensils and dishes are arranged in an orderly, systematic home fashion instead of an individual drawer of tools for each pupil. In other words the equipment represents a real home situation. It also sets up home problems. Again the Workbook would be a help.

Course of study.—The course of Study today for the seventh and eighth grade girls has placed them in their natural role, as mother's helper and a worthy home member. It is so designed to function and carry the training into the home, and to solve every day problems of the girl. It fulfills its part in carrying on the school curriculum. The lessons are worked out on the unit plan. The pupils learn to prepare meals instead of a number of cereals, then a few beverages, etc. They work in family size groups and prepare family size portions. Here again the home situation is represented. Since the work is carried on by groups and each group does its own planning, again a work book could be helpful.

The general objectives of the course follow:

1. To solve some of her problems in every day living at home and in the community
2. To gain such enrichment of experience as will culminate in wholesome home and community living
3. To develop interest, willingness, and ability to share in home activities.
4. To develop an appreciation of the importance of food, clothing, and sanitation in relation to health.
5. To secure such information and to gain such experience as will develop standards in habits of living.
6. To develop attitudes and to acquire information which will lead to the practice of thrift in the use of time, materials and money.

Laboratory Library.--Each Home Economics laboratory has a small library consisting of seven or eight different textbooks with from three to eleven copies of each. No text is bought by the pupils. This library is financed by rental fee system that supplies all the books used in the seventh and eighth grades. They are purchased by the Central Office. Books are used in the classrooms and laboratories and are not taken home except by special permission. Whenever books are used it is necessary to use the various texts because of the limited number and then too, it represents a real study situation. Here again guide sheets for study directed by the Workbook have been found helpful.

The Proposed Workbook Is Valuable

The proposed Workbook is not only a need for the Indianapolis plan but also of great value in the Home Economics Class as a teaching aid. Today education aims not at learning, but at learning how to learn. Life is not concerned with mere ideas but in putting ideas to work, not in supervision of the work but work well done by a confident and independent workman. Thus the pupil must be trained to study independently and work systematically. The use of mimeographed copies of various parts of the Workbook have proven to be a real help.

---Course Of Study In Home Economics; Foreword. Junior High School Division Secondary Schools, Indianapolis Public Schools, 1940
This past year an intensive program was carried on in the elementary school for the purpose of evaluating pupils' reading ability. It was concluded that they were decidedly handicapped because they lacked comprehension. High school and college teachers have said that elementary children have not learned to study when perhaps it is better said that they have not learned to comprehend what they read. When given a direct question based on material from a particular text book the author found that many elementary pupils willingly copied paragraphs word for word from the book but they could not give a summary in their own words of what they read, nor could they put together information gathered from various sources. Again after using mimeographed sheets of various parts of the Workbook, improvement was noted.

It is hoped this Workbook will also guide the pupil to solve problems and develop standards. An attempt has been made to provide for the fixing of facts needed by the pupil as a foundation to solving problems and includes reviews of the facts and exercises requiring utilization of them. The Workbook provides forms for reporting participation in home activities which are based on the teaching material presented at school. Trial sheets were found to stimulate interest and better attitudes toward home participation of not only the pupil but also the parent. Thus a Workbook can be an aid to learning.

Besides helping the pupil, a Workbook can also serve the teacher. It gives her time for individual or group guidance as it is needed without sacrificing the time of the remainder of the class. It will also solve the problem of the oversize class and make it possible to teach various units
of work at one time as is now necessary in the rotating plan or combined grades. A Workbook will also be helpful in handling the problem caused by the slow and faster learners, by the new pupil, or the return of an absentee, or a special handicapped child. Each of these cases require individual help which they would have to wait for until the teacher had time to guide them through. A teacher just doesn't have time to present all these lessons in one period and waiting causes a loss of interest on the part of the pupil. Loss of interest and free time provokes discipline problems. A Workbook makes it possible for a child to help herself to a higher degree.

Elementary children do not appreciate learning for its own sake nor have they formulated any particular goal or desires for preparing themselves for the future. Thus it is necessary to constantly set up problems for them to solve and also to check on their progress. If the teacher has no means of checking on their reading they do not read. Then also if the teacher has no check on their reading she is not aware of their difficulties. What do they not understand? Who does not understand? The essay method of answering questions requires too much time for writing in a study lesson and too much time for checking after it is written. Thus a Workbook with guide sheets for study is an aid.

The Workbook is needed today and the present points toward a greater need tomorrow because a new plan of rotating the units of work is being tried in some school systems and is apparently going to continue. In this new plan the class is divided into small groups, each working on a different unit such as: housekeeping, entertaining, preparing meals, caring for little children and sewing. At frequent intervals the units rotate. By the
end of the term each group has studied all the Units.

The rotating plan has proven itself to be economical because it requires equipment for small groups only and utilizes it constantly, whereas, the present plan requires equipment for the entire class and uses it only part of the time. For example, all the equipment for sewing is stored while the foods units are taught and vice versa. Rotating units plan is not only desirable for economical reasons as stated above, but it also creates a more natural home situation because sewing, cooking, housekeeping etc. go on together. This is ideal according to our curriculum. It also requires independent study and systematic work which is in keeping with our present method of teaching. When this plan is in progress it is very difficult, in fact the author from her own experience would like to say impossible, for the teacher to adequately teach each unit and supervise each group without the aid of a Workbook. This rotating unit plan is progressing into more school systems thus creating a greater need of a Workbook tomorrow.

Problems Confronted In Workbook Preparation

In preparing the Workbook some very definite problems arise which must be dealt with constantly.

First,—Home Economics as a study is new to the seventh grade and must be taught in a primary fashion. As Marcia Turner says, "... they are not far advanced beyond the mud pie method of doing work." 2

Second,—A vocabulary must be used that the children can interpret. Since no one book is used as text, and the various books vary in terminology it is necessary to build up a general understanding of terms. For example: foodstuffs, food families, food elements, are used by the various

Marcia E. Turner, "Filling The Gap Between Knowing And Doing". Practical Home Economics May 1935
texts for the same thing.

Third,—Work provided should be simple enough for every class member to accomplish with a reasonable amount of success and satisfaction, yet full enough to keep the entire class busy.

Fourth,—The Workbook should contain enough variety in form and work that it does not become monotonous to teacher or to pupil.

Fifth,—The lessons should be broad enough not to supplant the work of the teacher, but to aid her.

Sixth,—Lesson sheets should provide work that stimulates and develops ingenuity.

Seventh,—It is also necessary to remember that learning takes place through repetition.

Eighth,—The pupil should be inspired to practise in her every day living the knowledge gained in class.

Ninth,—Forms used to present materials, such as bibliography, reviews, etc., must be in a style which appeals to seventh and eighth grade pupils.

Tenth,—It is desired that this Workbook contain such information that will make it valuable to the pupil for future use and not only be a form of exercise.

Conclusions And Recommendations

The proposed Workbook can be of real value for seventh and eighth grade classes in Home Economics to both the teacher and the Pupil.

It is hoped that this Workbook can be used and improved and in time be put in an attractive printed form including suitable but simple pen sketches and bits of color which will make it more appealing to the seventh and eighth grade pupil.
CHAPTER III

OUTWARD FORM OF THE WORKBOOK

The Workbook is planned to be printed on paper size (10 1/2" x 8") in a form to fit the standard loose-leaf note book carrying paper of the same size. The pages should also be easy to remove, to hand in to the teacher for grading or checking, then to be fitted in the note book.

The copy in this thesis need only have the four outside margins cut one-fourth inch to be transferred to the other size paper.

Throughout the actual Workbook the author has taken the liberty to purposely lay aside the uniform standards set forth for approved thesis writing if necessary to get a more desirable effect for the Workbook. The following outstanding deviations have been made:

1. Margins.—Margins are being cut to give as much working space as possible because children in the seventh and eighth grades still write large. Top and bottom margins, each one inch as presented or three-quarters of an inch on proposed paper size. The right side margin is three-quarters of an inch as presented or one-half when cut down. The left hand margin is one and one-half inch, an extra width allowed for binding and space for the holes to fit in note book rings or one and one-quarter inch when cut down.

2. Pagination.—All pages are numbered at the bottom of the page two spaces
below marginal line. This change is made because it is believed they will stand out more clearly to the pupil since the lessons are numbered near the top of the page. The pages of the Workbook are tentatively numbered consecutively with those of the introductory chapters.

3. **Spacing.**—Changes are made to allow as much writing space as possible and to give the best balanced page.

4. **Bibliographical form.**—Revision has been made to best suit the seventh or eighth grade pupil.

   Effort has been made to make these pages as effective in appearance as is possible in type written form. The printed page would be far more effective with the various styles and size print.
ANOTATED BIBLIOGRAPHY OF THESIS PROPER

Barr, A. S., and Burton, Wm. H. The Supervision Of Instruction. New York: D. Appleton & Co., 1926. The purpose of this volume is to present the general problems, principles, and procedures of supervision.


Graymar, Thurra. The School At The Crossroads. New York: Funk & Wagnalls Co., 1937. This book is an appraisal of some of the recent theory and activity of the public school system as observed and experienced by a way-faring teacher written in a most fascinating style.

Greer, Carlotta C. Foods And Home Making. Norwood, Mass.: Allyn and Bacon, 1931. The purpose of this book is to stimulate boys and girls to participate in the activities at home.


Maguire, Edward R. *The Group Study Plan*. New York: Charles Scribner's Sons., 1928. This is a study of how to teach by the group study plan.

Matthews, Mary Lockwood. *The New Elementary Home Economics*. Boston: Little, Brown, & Co., 1930. This book was written to interest boys and girls in home making and was intended for use in beginning Home Economics classes.


Turner, Marcia E. "Filling The Gap Between Knowing And Doing", *Practical Home Economics*. May 1933. This article is based on the teacher directing good thinking and doing to a successful end.

Todd, Elizabeth. *Clothes For Girls*. Boston: Little, Brown & Co., 1939. This is a book written for the junior-high-school girl on clothing.
FOREWORD TO WORKBOOK

This Workbook is designed for the seventh and eighth grade classes in Home Economics and is based on the Indianapolis Public School Course Of Study. Its purpose is two-fold, first, to guide the pupils in securing independently such information as needed to solve their problems and develop standards for every day living; second, to stimulate interest and develop proper attitudes for participation in home activities. The activities are centered around the girl as a member of the family and a helper in the home.

The lessons in this Workbook are not planned around any single text and can therefore be used with any recent home economics text of seventh and eighth grade reading level. Page references are given for those books included in the Indianapolis Home Economics Laboratory Library. All the material and methods presented have been used in the regular classes and found to be practicable. The lessons have proven to be especially helpful to the teacher conducting various units of work in a class at the same time. It is not intended that the book shall supplant the work of the teacher or oral recitation but should aid the teacher in her presentation; nor is the suggested Library to discourage the use of additional reference material.

SUGGESTED LIBRARY

Friend and Shults, Junior Home Economics. New York: D. Appleton and Company, 1933
Greer, Foods And Home Making. Norwood, Massachusetts: Allyn and Bacon, 1951
Todd, Clothes For Girls! Boston: Little, Brown and Company. 1939

R.B.E.

Indianapolis, 1941
TO THE TEACHER

A successful teacher of Home Economics must have an understanding of the girl in general and her problems and be alert to individual differences. She must also study the community in which the school is located and then adopt the teaching materials and methods to best fit the individual needs of her classes.

This Workbook is built around Units requiring from several days to twelve weeks to cover. Each Unit is broken into a series of lessons some requiring more than a regular class period to complete. There are more activities and materials represented than can be covered in the allotted time. Thus the activities and materials should be selected and the order of presentation chosen to fit the needs of the class. The fall semester Units for seventh and eighth grades are based on Foods and the spring semester on Clothing.

In order to make this Workbook an aid to teaching it is necessary to teach the pupil how to study and how to use the Workbook. They should be taught how to use the Contents and Index of a book, the Dictionary and any other reference material available. Both Whipple\(^1\) and McMurry\(^2\) have written books that are helpful in teaching how to study.

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The teacher should always be alert for additional reading material, charts, pictures etc. to enrich the lessons. She may also give additional topics for study to be credited as extra work.

Laboratory work can best be handled by organizing the class into family or working groups of four to six girls each. In some schools the groups are working on different Units at the same time. Laboratory work is planned by the group and is developed as a complete meal. Girls no longer practice on individual servings nor serve one dish at a time, for that is not the normal situation. The study lesson can also be carried out by the group under a chairman if the teacher sees fit. Teachers not familiar with group teaching will find Maguire's book entitled The Group Study Plan helpful.

The study lessons were designed to bring out the facts needed to build the activity. The Extra Work is planned for those interested and capable of doing more work and obtaining additional credit. At the end of each Unit is a place for the girl to record her home activity based on her work at school. The use of stickers such as stars, colored dots etc. for extra merit work was found to stimulate the pupil's effort. Reviews are designed which may be used as tests and have been found to be sufficiently difficult to test the brighter pupil. The teacher should evaluate the scores made if used as tests. For example, if the highest score made is seventy out of a possible eighty-five, then seventy should be considered superior work. When pupils understand this method of grading it has been found to be a challenge to them.

---

TO THE PUPIL

This Workbook is planned to serve you as a tool for learning. Like all tools, the workman must learn how to use the book. To use this tool successfully, follow these directions:

1. You should have a (10 1/2" x 8") loose leaf note book to use with your Workbook.
2. Put your name on your work sheet.
3. Read the problem of the lesson carefully.
4. Read your lesson sheet through and get an idea of the material needed.
5. Read one of the references given and then reread the lesson sheet filling in as much information as you can.
6. Read as many references as possible and complete your lesson sheet.
7. The extra work found in each lesson should be worked out on note book paper during any extra time or at home. Be sure and put your name and class on your paper before handing it in for credit.

Your book can be made more interesting and much more helpful if you do extra work on loose leaf paper and fit it into your book. You might, for example, collect recipes and mount or draw pictures illustrating your work. Where pictures are used, a written explanation of the point you are illustrating should be included so as to make the picture meaningful.
At the end of each Unit is a Home Report Sheet to record your activities at home with a place for your mother's signature which will make it possible for the teacher to give you credit. Keep this record up to date.
UNIT I

THE GIRL AND HER DAY

AIM: To develop some interest in using time to the best advantage

DESIRED OUTCOMES

1. An understanding that carefully planned days release time for recreation

2. An interest in improving the way to spend time

When school begins in the fall, the girl is filled with the freedom of her summer vacation. This unit is to help in the transition from a care-free program to one of routine.

The teacher gains an insight into the home and social life of the girl through this unit. By having this understanding of her life outside of school, the teacher is better equipped to plan a home economics program which will carry over into everyday living.

The idea of time planning should be carried over into life situations. In this unit, it must be remembered that the girl is interested in her increased accomplishments rather than in a detailed time schedule.

Course Of Study In Home Economics, Junior High School Division, Indianapolis Public Schools: (1940) p.2
**Lesson 1**

**THE GIRL AND HER DAY**

"Do not delay, the golden moments fly"

**PROBLEM:** To use time to the best advantage.

**BOOKS FOR STUDY**
- THE NEW FIRST COURSE IN HOMEMAKING by Calvert. pp. 11-21
- FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 376-377
- JUNIOR HOME PROBLEMS, Revised by Kinyon, Hopkins. pp. 23-40
- NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 52-56

1. Keep a record of how you spend your twenty-four hours of an average school day. Then figure how much time you spend for each activity listed below. Record time in the column headed "My Day".

<table>
<thead>
<tr>
<th></th>
<th>My Day</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td></td>
<td></td>
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<tr>
<td>Dress and body care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping with work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In School</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recreation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play, entertainment, clubs</td>
<td></td>
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</tr>
</tbody>
</table>

Teacher and pupils work out the time for the Average girl from the individual findings.

How does your Day differ from the Average girl in class?

<p>| |</p>
<table>
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</tbody>
</table>

25
Read the references given and write out the answers below.

2. What is a habit?

3. How are habits formed?

4. Underline which is easier to do:
   - Form a new habit.
   - Correct a bad habit.

5. List some habits you have found helpful.

6. What habit would you like to change?

Be ready to discuss in class and tell some experience you have had.

We can improve our day by:
   a) Having the proper attitude toward the work on hand.
   b) Plan work before starting (order, time, equipment).
   c) By forming good habits.
   d) Cooperating with others.
   e) Doing work well the first time.

EXTRA WORK

1. Make a collection of suitable quotations, proverbs etc. that are suitable for this lesson.

2. Choose a habit you would like to work on. Report results on "Home Report Sheet".
I have tried to improve my use of time in the following ways:

Results:

_____________________________  _______________________
Girl's Name                     Class

_____________________________
Parent or Guardian's Approval

Comments:
UNIT II

HELPING WITH THE HOUSEKEEPING

AIM: To interest the girl in sharing household responsibilities

DESIRED OUTCOMES

1. Habits of personal cleanliness
2. Some ability to make and to use a simple work plan
3. Some ability to select and to use the proper tools and materials for cleaning
4. An understanding of ways to help at home
5. Some appreciation of the value of orderly housekeeping

There is pleasure in housekeeping when one learns to select and use the correct tools for a job and to plan definite procedures of work. Routine activities may be accomplished with little effort if thought is given to planning and to motion studies.

The Junior high school girl is already an enthusiastic helper in the school laboratory and it is important that this enthusiasm and the joy of doing be carried over into the home.

Household activities vary with the location of the home, the type of family, standards of living, and the employment of family members. Teachers, therefore, must adapt this unit to the household needs of the homes in the school community.

Housekeeping standards set up in this unit are to be practiced throughout the course.
Helping With The Housekeeping - Lesson 1

PERSONAL CLEANLINESS IN THE KITCHEN

PROBLEM: To dress appropriately in the kitchen and develop habits of personal cleanliness.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert p. 143
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 4-5

1. Teacher and pupils plan the personal equipment to be provided by each girl.

<table>
<thead>
<tr>
<th>EQUIPMENT NEEDED</th>
<th>HOW TO SELECT THEM</th>
</tr>
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<tbody>
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</tbody>
</table>

HABITS OF PERSONAL CLEANLINESS TO BE PRACTICED

Care of Hair
Care of Hands
Care of Nails
Jewelry
Handkerchief
Tasting Food
Helping With the Housekeeping - Lesson 2

LEARNING TO WASH DISHES
"A good housekeeper believes every part of her work is worth doing well"

PROBLEM: To learn to wash dishes in the best and quickest way.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert. pp. 154-155
FOOD AND HOME MAKING by Cree. pp. 160-170
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 155-154
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 23-28

1. What makes dishwashing an unpleasant, long-drawn-out job for some housekeepers and helpers?

2. It is the __________ used in the washing and the __________ water in the rinsing that makes dishes sanitary.

3. List equipment needed to wash dishes well and quickly.

4. Arrange the following in the best order for clearing table: Brush off crumbs, Remove left-over foods, Gather silverware, Gather clean dishes, Gather glasses, Gather used dishes.

   a) __________
   b) __________
   c) __________
   d) __________
   e) __________
   f) __________
5. What is the correct order for washing the following: Silverware, Small Dishes, Greasy Pans, Glassware, Large Dishes, the Cleaner Pots and Pans.

a) ___________________________  d) ___________________________
b) ___________________________  e) ___________________________
c) ___________________________  f) ___________________________

6. Dishes are more quickly washed if they are well__________________________

before stacking them.

7. Dishes and utensils which contained eggs, starchy foods or milk should be soaked in ________________ water and those containing sugar or fat in ________________ water.

8. Kitchen knives, forks and cooking utensils require_________________________

  to keep them bright.

9. Draw a diagram of the best arrangement for a right handed dishwasher showing stacked soiled dishes, soap dish, stacked clean dishes, dish water, rinsing pan. Consider the saving of time and energy.

  left

  right

EXTRA WORK

1. Make a dishwashing plan for your working group to use in the school kitchen. Use the form on the following page.

2. Wash dishes at home and score your results using the checking guide on the following page.

3. Read the Home Report Sheet carefully for suggestions of ways you can be helpful.
## GROUP PLAN FOR WASHING DISHES

### GIRL I

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### GIRL II

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### GIRL III

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### GIRL IV

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### CHECKING GUIDE FOR WASHING DISHES

<table>
<thead>
<tr>
<th>STEPS TO WATCH</th>
<th>Well done</th>
<th>Improvement needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dishes and equipment are arranged to save time and motions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Dishes are scraped, sorted and stacked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Cooking utensils are soaked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Dishes are washed in hot suds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Dishes are rinsed with boiling water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Knives, pots and pans are bright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Floor is kept dry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Dishes, utensils and equipment are properly put away</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Equipment clean and left in order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Work cheerfully and systematically done</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOME REPORT

HELPING WITH THE HOUSEKEEPING

The parent or guardian should sign their name under each activity in which the girl has shown marked improvement at home.

1. Puts clothes, books and toys away promptly.
2. Keeps closet, dresser drawers and cabinets in order.
3. Improved in dusting.
4. Rinses basin, tub and sink each time after using.
5. Improved in making bed.
6. Improved in scouring basin, tub, or sink.
7. Hangs towels straight and in place.
8. Improved in sweeping.
9. Improved in washing dishes.
10. Improved in putting dishes, utensils and equipment away orderly.
11. Improved in clearing table.
12. Comes promptly for meals.
13. Improved in time required for helping.

Pupil's Name ___________________________ Class ________
UNIT II - DISHWASHING REVIEW

1. Dishes should be washed in hot suds and rinsed in (hot, Boiling, warm) water to make them sanitary._____________________

2. Dishes should be well ________________ before stacking.

3. The stacked dishes are best placed (left or right) of the pan of suds to save motions._____________________

4. The rinsing pan is best placed at the (left or right) of the dish pan._____________________

5. The clean, dry dishes are best stacked (left or right) of the rinsing pan to save motions._____________________

6. Greasy or sugary dishes and pans should be soaked in______________ water.

7. Dishes and pans not containing sugary or fat foods are better soaked in______________ water.

8. Kitchen knives, forks and cooking utensils can be kept bright by ________________.

9. Arrange these in the best order for clearing table: Silver, Glassware, Left-over Foods, Crumbs, Clean Dishes, Dishes.
   a)______________________  b)______________________  c)______________________
   d)______________________  e)______________________  f)______________________

10. Arrange in the proper order for washing: Greasy Pans, Small Dishes, Glassware, Silver, Large Dishes, Cleanest Pans.
    a)______________________  b)______________________  c)______________________
    d)______________________  e)______________________  f)______________________
UNIT III

HELPING WITH THE FAMILY MEALS
SUBUNIT A—BREAKFAST

AIM: To develop an interest in being a cheerful helper with the preparation and serving of the family meals

DESIRED OUTCOMES

1. An understanding of the importance of breakfast for keeping well
2. The practice of eating a nourishing breakfast every morning
3. The ability to help mother care for milk, fruits, and other foods at breakfast time
4. The ability to prepare a simple breakfast
5. Courteous and cheerful attitude toward family members at breakfast

This unit is to give an understanding that a nourishing breakfast helps to keep one well. Other factors to stress are the careful handling of equipment, accurate measuring, careful preparation of food and the attractive serving.
PROBLEM: To know how to follow a recipe successfully.

Books for Study

THE NEW FIRST COURSE IN HOME MAKING by Calvert. pp. 144-146
FOOD AND HOME MAKING by Greer. pp. 23, 42, 597
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, and Ziller. pp. 116-117
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 8-9

Recipe Books

1 Success in cooking is not a matter of luck but the result of accurate measuring, proper mixing and correct temperature.

2 What do the following abbreviations stand for?

Standard Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Standard Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsp. or t.</td>
<td>c.</td>
</tr>
<tr>
<td>tbsp. or T.</td>
<td>pt.</td>
</tr>
<tr>
<td>spk.</td>
<td>gal.</td>
</tr>
<tr>
<td>pkg.</td>
<td>qt.</td>
</tr>
<tr>
<td>min.</td>
<td>oz.</td>
</tr>
<tr>
<td>hr.</td>
<td>lb.</td>
</tr>
<tr>
<td>doz.</td>
<td>bu.</td>
</tr>
</tbody>
</table>

3 Memorize these measurements. You will need to know them.

Standard Measurements

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 tsp.</td>
<td>equals 1 tbsp.</td>
</tr>
<tr>
<td>16 tbsp.</td>
<td>equals 1 c.</td>
</tr>
<tr>
<td>2 c.</td>
<td>equals 1 pt.</td>
</tr>
<tr>
<td>2 pts.</td>
<td>equal 1 qt.</td>
</tr>
<tr>
<td>4 qts.</td>
<td>equal 1 gal.</td>
</tr>
<tr>
<td>16 oz.</td>
<td>equal 1 lb.</td>
</tr>
</tbody>
</table>
4. Read carefully and practice using them whenever you measure.

GENERAL DIRECTIONS FOR MEASURING

1. Use standard measures or weights.
2. Level all measurements with the dull straight-edge of a knife or spatula.
3. Measure dry ingredients before liquids or fats.
4. Half a spoonful is measured full then divided lengthwise from handle to tip.
5. Fourth spoonful is a half spoonful divided crosswise a little above center toward handle end.
6. For measuring liquids set measure on level surface.
7. For dry ingredients fill lightly being careful not to pack by pressing.
8. A speck is measured on the tip of the knife.

5. List the utensils used for standard measurements:

6. Practice measuring the following:
   1 tablespoon flour 1 teaspoon sugar 1 tablespoon water
   1/2 tablespoon flour 1/2 tablespoon sugar 1 cup water
   1/4 tablespoon flour 1/3 cup sugar 1/2 cup water

7. Divide and fill in with line to show the measurements

8. First read recipe and check on the ingredients. Do you have what it calls for? Second read until you thoroughly understand how to do it. Now read the recipe and follow it as you go, step by step.

   All recipes give us two kinds of information. The first part tells what ________________________ and the second part tells how ________
PROBLEM: To understand the importance of eating breakfast for keeping well and doing good work.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert. p. 105
JUNIOR HOME ECONOMICS by Friené, Shultz
FOOD AND HOME MAKING by Greer. pp. 1-6
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 14-16, 112-113
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins. pp. 3-6, 39-43
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 96-97.
PICTURES TO STUDY
Kinyon, Hopkins. pp. 81-85

1. What does the food we eat do for the body?

2. According to the picture the food we eat affects the body in the following ways:

3. What would you expect to find if comparing the appearance, work and disposition of girls who:

EAT GOOD BREAKFAST

EAT NO BREAKFAST
4. Which people require the most food, those doing muscular work or those doing office work? Why?

5. Calvert gives us three rules for starting the day right, which are:

6. List several good habits to maintain health.

EXTRA WORK

1. Make a poster which illustrates a good health habit.

2. Correct or form a habit that will improve your health.
   Record your results on Home Report.

3. Write up something you read of special interest or value to you.
Breakfast - Lesson 3

PLANNING THE MENU

PROBLEM: To plan suitable breakfast menus for the members of your family.

BOOKS TO READ
THE NEW FIRST COURSE IN HOME MAKING by Calvert. p. 69
JUNIOR HOME ECONOMICS by Friend, Shultz.
FOOD AND HOME MAKING by Greer. pp. 2-6
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 14-16, 112-113
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 96-98

1. In planning a breakfast we must consider:

2. How many hours between your meals at home?
   - Eat breakfast _____ o'clock
   - Between breakfast and noon _____ hours.
   - Eat at noon _____ o'clock
   - Between noon and evening _____ hours.
   - Eat in evening _____ o'clock
   - Between evening, breakfast _____ hours.
   - If you go without breakfast your body machine must work _____ hours
     without fuel?

3. How will going without breakfast affect your health and work?
4. Foods served for breakfast are:

5. Study pages 5 and 105 in GREEN carefully and follow the directions in writing the menus below.

**BREAKFAST MENUS**

- Light Breakfast  
- Medium Breakfast  
- Heavy Breakfast

**EXTRA WORK**

1. Plan breakfast for a junior-High school girl on a hot summer day and a cold winter day, and explain why they differ. This can be made more interesting by adding mounted pictures of food.

2. Plan Breakfast Menus for your family for one week and explain why you chose them.
Breakfast - Lesson 4

FRUITS FOR BREAKFAST

PROBLEM: To help mother care for fruits and prepare them for breakfast.

BOOKS TO READ
THE NEW FIRST COURSE IN HOME MAKING by Calvert. pp. 163-164
JUNIOR HOME ECONOMICS by Friend, Shultz. p. 23
FOOD AND HOME MAKING by Greer. pp. 16-17; and 113
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 8-9, 114-115
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 106-111, and 201

RECIPES TO STUDY
Matthews p. 110 Greer p. 16 Friend, Shultz

1. Read some printed breakfast Menus. What kind of food do they start with?

2. How does fruit help the body?

3. FRUITS FOR BREAKFAST
   - Served Raw
   - Served Cooked
   - Served Canned
   - Served Dried
4. All fruits should be carefully washed thoroughly in several cold waters and inspect.  
   It is important to ensure they are clean and free from debris or dirt. 
5. Write directions in your notebook for serving a fresh fruit attractively for breakfast. 
6. Find a recipe for preparing a cooked fresh fruit in season. 
7. Study directions for preparing dried fruits. 
   1. Wash thoroughly in several cold waters and inspect. 
   2. Soak in boiling water at least two hours with lid on. 
   3. Cook in water in which they soaked, boiling gently with lid on until tender. 
   4. Add sugar and cook for a few minutes longer. 
      Sugar added in the beginning retards tenderizing. 

   **Note:** Do not soak apples because they turn dark.

**EXTRA WORK**

1. Write a report on "How To Buy Fruit." 
2. Compare the cost of serving various fresh fruits, canned fruits, and dried fruits for the family breakfast. Which are least expensive? 
3. Collect recipes and pictures for serving fruit attractively for breakfast. 
4. Prepare and serve fruits at home for the family breakfast and record on Home Report.
Breakfast - Lesson 5

FRUIT--TOAST--BEVERAGE

(Group Work Sheet)

PROBLEM: To plan, prepare and serve a light breakfast for the table group.

<table>
<thead>
<tr>
<th>MENU</th>
<th>DIAGRAM FOR COVER</th>
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<table>
<thead>
<tr>
<th>DISTRIBUTION OF WORK</th>
</tr>
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<tbody>
<tr>
<td>Girl 1</td>
</tr>
<tr>
<td>Girl 2</td>
</tr>
<tr>
<td>Girl 3</td>
</tr>
<tr>
<td>Girl 4</td>
</tr>
<tr>
<td>Girl 5</td>
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<tr>
<td>Girl 6</td>
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</table>

GROCERY ORDER

Make out a complete order for your group and hand to teacher.

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<th>TIME SCHEDULE</th>
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</table>
INDIVIDUAL PLAN

1. Each girl must be prepared to do her part of the work. Put information you will need in your note-book.
   
   a. Do you have the recipes you need in the correct proportions for your group?
   
   b. Do you have a copy of the method for preparation?
   
   c. Have you listed the utensils you will need?
   
   d. Do you know how to serve these foods attractively?

EVALUATION OF GROUP WORK

2. After your group serves and finishes the work together, check the Score Card.

SCORE CARD

1. Was your menu a pleasing combination? Yes No

2. Was your table neat and attractive?  

3. Was each food well prepared and served?  

4. Did each girl do her part independently?  

5. Was your table in order as you worked?  

6. Were the girls polite to one another?  

How could you have improved your work? Write out and hand in to teacher.
CEREALS FOR BREAKFAST

PROBLEM: To prepare and serve breakfast cereals and to learn how to use a double boiler.

BOOKS TO READ
THE NEW FIRST COURSE IN HOME MAKING by Calvert. pp. 166, 167
FOOD AND HOME MAKING by Greer. pp. 49-54
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. p. 116
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins. pp. 95-97, 226
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 116-119

1. Cereals are the ________ of certain grasses.

2. Grains commonly used for cereals are:

3. Why are whole grain cereals better than others?

4. What cereals do you know that are sold?

<table>
<thead>
<tr>
<th>Uncooked</th>
<th>Partially cooked</th>
<th>Ready-to-serve</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
5. Cereals are very dry and taste flat because they contain so much starch. Foods rich in starch are cooked in a _______ _______ _______ amount of boiling _______ _______ water.

THE DOUBLE BOILER

If you do not know what a double boiler looks like see Greer p. 52. Find the double boiler at your table and examine it carefully. Because it cooks over indirect heat the temperature is lower, which prevents cereals from lumping and sticking.

6. Fill bottom of double boiler about _______ _______ _______ full of water and heat to _______ _______.

7. The ingredients called for in the recipe are put into the _______ _______ part.

8. When cooking cereal in a double boiler it is not necessary to _______ _______ it constantly.

9. Cereal should be added slowly while _______ _______ _______ to the boiling salt water to prevent lumping.

10. Plan the recipe and method for cooking a cereal for your group.

11. What new words did you learn in this lesson?

EXTRA WORK

1. Prepare cereal for your family and record on the Home Report Sheet.

2. Collect pictures of cereals and how to serve them.

3. List cereals you have seen on the Grocer's shelf or advertised and tell from what grain they are made.

4. Write a paper or give a report on how cereals are used by people living in the southern states and other countries.

5. Compare cost of serving the unprepared cereals and those prepared ready-to-serve. Which are most economical?
Breakfast - Lesson 7

FRUIT—CEREAL—BEVERAGE
(Group Work Sheet)

PROBLEM: To plan, prepare and serve a light breakfast for the group.

MENU

DIAGRAM FOR COVER

DISTRIBUTION OF WORK

Girl 1

Girl 2

Girl 3

Girl 4

Girl 5

Girl 6

GROCERY ORDER
Make out a complete order for your
group and hand to teacher

TIME SCHEDULE
INDIVIDUAL PLAN

1. Each girl must be prepared to do her part of the work. Put any information needed in your note-book.
   a. Do you have the recipes you need in the correct proportions for your group?
   b. Do you have a copy of the method for preparation?
   c. Have you listed the utensils you will need?
   d. Do you know how to serve these foods attractively?

EVALUATE YOUR RESULTS

2. After your group serves and finishes the work together check the Score Card.

CEREAL SCORE CARD

Texture: smooth, not lumpy
Consistency: not too thick or too thin
Seasoning: not too salty or flat
Temperature

Write These Answers in Note-Book

3. Check your work with the last breakfast. How did your group improve?
4. How can you still improve your work?
5. Make a list of good Table Manners. You can find help in the books.
EGGS AND BACON FOR BREAKFAST

PROBLEM: To prepare and serve eggs and bacon for breakfast.

BOOKS TO READ
THE NEW FIRST COURSE IN HOME MAKING by Calvert. pp. 167, 135
FOOD AND HOME MAKING by Greer. pp. 32-38
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 127-128
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins. pp. 102-107
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 129-133.
RECIPE BOOKS

1. List kinds are used as food in this country.

2. What is meant by fresh eggs and storage eggs?

3. How can you tell fresh eggs from storage eggs?

4. What causes eggs to spoil?
5. How should eggs be kept in your home?

6. When is it best to wash eggs to prevent them from spoiling?

7. Why should eggs be soft cooked rather than soft boiled?

8. Examine eggs found on supply table. Are they fresh?


Eggs have a mild flavor so bacon is often served with them. Bacon has a pronounced flavor and is easily digested.


EXTRA WORK

1. When eggs are served often it is helpful to know a variety of ways to serve them. Make a collection of egg recipes.

Breakfast - Lesson 9

FRUIT—BACON—EGGS—BREAD—BEVERAGE
(Unit Work Sheet)

PROBLEM: To plan, prepare and serve a heavier breakfast for the group.

MENU

DISTRIBUTION OF WORK

Girl 1

Girl 2

Girl 3

Girl 4

Girl 5

Girl 6

GROCERY ORDER

Make out a complete order for your group and hand to teacher.

TIME SCHEDULE
INDIVIDUAL PLAN

1. Each girl must be prepared to do her part of the work. Put information you will need in your note-book.
   
a. Do you have the recipes you need in the correct proportions for your group?
   b. Do you have a copy of the method for preparation?
   c. Have you listed the utensils you will need?
   d. Do you know how to serve these foods attractively?

TABLE MANNERS

2. Make a list of table manners the class should especially work on.
HOME REPORT

BREAKFAST

1. I know the importance of eating breakfast to maintain health and to do good work and now eat it regularly.

(Pupil's Signature)

(Parent or Guardian)

2. My table setting at home has improved in the following ways:

(Pupil's Signature)

(Parent or Guardian)

3. I have improved my table manners.

(Pupil's Signature)

(Parent or Guardian)

4. The family has found me to be more cheerful and courteous to them.

(Pupil's Signature)

(Parent or Guardian)
5. I have prepared the following outside of class:

<table>
<thead>
<tr>
<th>Beverages</th>
<th>Date</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fresh Fruits</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Cooked Fresh Fruits</th>
<th>Date</th>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stewed Dried Fruit</th>
<th>Date</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Cereals</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Eggs</th>
<th>Date</th>
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</tbody>
</table>

(Pupil's Signature)

(Parent or Guardian)
1. In what order should the following ingredients be measured if a
tablespoon is to be used for all?

5 each
Fat----flour----milk
Water--sugar--cocoa

2. Write the abbreviations for the following:

2 each
cup:              teaspoon:              
pint:             tablespoon:             
speck:            minute:                
quarter:          pound:                 
one:              package:               

3. Fill in the following:

4 each
tablespoons equal 1 cup
ounces equal 1 pound
teaspoons equal 1 tablespoon
cups equal 1 pint
cups equal 1 quart

4. What measurement do the following equal?

5 each
4 tablespoons                    1/3 tablespoon
8 tablespoons                    2 cups

5. If a recipe called for 1 quart milk and you did not have a measure for
a quart or a pint how would you measure it?

6. Underline the correct answer. When using a printed recip read it
through carefully (one, time, three times, two times, until you under-
stand it.)

7. What are the three things you must follow carefully for success in
cooking?

100 Points

TOTAL
UNIT III—BREAKFAST
Review A

Directions: Draw a line under the word or phrase that completes the statement and in the answer column write the letter found before it (a, b, or c).

1. It is important to eat breakfast because (a) it has become a habit; (b) the body needs food at that time; (c) the family is all at home.

2. The heaviest breakfast is required by (a) a teacher; (b) a farmer; (c) a stenographer.

3. A suitable breakfast menu for a junior high school girl is (a) coffee, doughnuts; (b) fruit, cereal, toast, cocoa; (c) fruit, fried potatoes, ham and eggs, bread, coffee.

4. When stewing fruit, sugar is best added (a) before cooking; (b) after fruit begins to boil; (c) after the fruit is tender.

5. Fruits should be served for breakfast because (a) they do not require much preparation; (b) they give one an appetite; (c) they give variety.

6. Dried fruit becomes juicier if soaked in (a) cold water; (b) boiling water; (c) warm water.

7. Cereals made of (a) the whole grain; (b) the outer part of the grain; (c) the inner part of the grain, contain the most variety of food value.

8. When the boiling point is reached there are (a) tiny bubbles on the bottom of the pan; (b) bubbles around the side of the pan; (c) rolling bubbles on top.

9. Eggs are most digestible if (a) soft boiled; (b) soft cooked; (c) fried.

10. The (a) knife, fork, and spoon; (b) knife, spoon and glass; (c) fork, spoon, and napkin; are placed at the right of the plate.
UNIT III—BREAKFAST
Review B

1. All fruits should be washed in ___________ water before eating or cooking.

2. After cooking foods containing sugar soak pan in ___________ water.

3. When using a double boiler fill bottom about ___________ full of water and heat to ___________.

4. Cereal contains a large amount of ___________.

5. Cereal is cooked in ___________ water.

6. Cereal should be added ___________ while ___________ to the boiling water to prevent lumping.

7. When cooking cereal over direct heat it is necessary to ___________ constantly to prevent lumping and sticking.

8. After cooking food containing starch soak pan in ___________ water.

9. Eggs contain a large amount of ___________.

10. They are most digestible cooked at a ___________ temperature.
To develop an interest in being a cheerful helper with the preparation and serving of the family meals

DESIRED OUTCOMES

1. An understanding of the relationship of foods to growth and health
2. A knowledge that food for the day should include milk, vegetables and fruit
3. Some appreciation of food combinations, pleasing in color, texture, and temperature
4. An ability to help efficiently in preparing and serving the luncheon

In this unit emphasis is placed on the fact that food is important for keeping us well and when properly prepared and attractively served, it tempts the appetite. Therefore, in the preparation of fruit, vegetable and milk dishes, the quality of the finished product and the attractiveness of its serving are stressed in the laboratory and in home practice.
THE KEY TO FOOD STUDY

Chemically all foods can be divided into seven classes called Food-stuffs or Food Families according to their chemical make up. In many foods several or all the foodstuffs are found. Foods are put in the family in which they are most important or richest.

When foods are divided according to how they help the body there are only three classes. When speaking of how the food helps the body it is spoken of as the Food Value.

The chart below can be a big help to you if you study it and learn to understand it.

<table>
<thead>
<tr>
<th>BODY NEEDS</th>
<th>SOURCE</th>
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<tbody>
<tr>
<td>FOOD VALUES</td>
<td>FOODSTUFFS</td>
</tr>
<tr>
<td>FUEL (heat and energy)</td>
<td>Fat</td>
</tr>
<tr>
<td>BUILDERS (growth and repair)</td>
<td>Carbohydrates</td>
</tr>
<tr>
<td>REGULATORS (regulates and protects)</td>
<td>Minerals</td>
</tr>
<tr>
<td></td>
<td>Vitamins</td>
</tr>
<tr>
<td></td>
<td>Water</td>
</tr>
<tr>
<td></td>
<td>Roughage or cellulose</td>
</tr>
</tbody>
</table>
CLASSIFYING FOODS ACCORDING TO FOODSTUFFS

Some of the foods will require study before you can classify them according to Foodstuffs. As you study add the new foods to the proper list.

Many foods can be classified by their taste, appearance or feeling. Fill in as many as you are sure of now.

1. Foods rich in sugar taste sweet.
2. Foods rich in fat are greasy.
3. Foods rich in starch are white and chalky looking.
4. Foods rich in cellulose contain a stringy, chewy substance.

<table>
<thead>
<tr>
<th>SUGAR</th>
<th>STARCH</th>
<th>FAT</th>
</tr>
</thead>
<tbody>
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<thead>
<tr>
<th>PROTEIN</th>
<th>MINERAL</th>
<th>VITAMIN</th>
<th>CELLULOSE</th>
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61
Luncheon - Lesson 2

PLANNING THE MENU

PROBLEM: To know how to plan simple luncheon menus.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 57-70
FOODS AND HOME MAKING by Greer pp. 327-336
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 15, 16-31
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 130-149
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 62-67, 71

1. What are some good food habits to follow for health? Put a cross in front of any you need to work on.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What effects would you expect to result from poor food habits?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How near normal is your weight? Check on a chart.
   Greer p. 598  Kinyon, Hopkins p. 63  Matthews p. 67
   Your heigh't by inches ___________________________ Your age by years _______________________
   Your weight _______________________ Normal weight _______________________

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4. List the foods that should be included in a whole day's meals. These foods should be used and as many more added as you desire.

5. Foods served for luncheons are:

Put a cross in front of those you would like to learn to make in class.

6. A well planned luncheon should have all the Foodstuffs represented, furnish contrast in flavor, variety in texture, and have color.

With these things in mind plan the following luncheons.

```
LUNCHEON MENUS

Light Luncheon   Heavy Luncheon
```

EXTRA WORK

1. Keep a record of the food you eat for one day. Did you have the required foods?

2. Plan the menus for a whole day for your family following the plan in point 4. in the lesson.
Luncheon - Lesson 3

MILK AS A FOOD

PROBLEM: To know the value of milk and how to use it in the diet.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert. pp. 67, 134
FOODS AND HOME MAKING by Greer. pp. 65-71
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 118-119
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins. pp. 90-95
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 111-115

1. Milk is more than something to drink, it is also a ___________ so it should be taken slowly to aid digestion.

2. Every growing boy or girl should get at least ___________ each day.

3. Cream is greasy because it is rich in ___________ which furnishes ___________ to the body.

4. Butter is made of ___________ so it is also rich in ___________.

5. Milk is especially rich in protein which ___________ the body.
   It is also important for the mineral it contains which ___________ and ___________ the body.
   Milk is also a valuable source of ___________ which ___________ the body.

6. If we use enough milk in a meal we do not need ___________.

7. After cooking foods rich in protein soak pans in ___________ water.

8. Milk carries bacteria easily so it must be kept clean and cool. It also absorbs odors so it should be kept tightly ___________.

9. Milk costs ___________ a quart. It has as much food value as:
   3 eggs which cost ___________ 2 lbs. of chicken which cost ___________.
   3/4 lb beefsteak ___________ 5 lbs. of fish ___________.

Milk is an (expensive or inexpensive) food compared to other foods?

64
10. Cheese is made of milk so it belongs to the ____________ Food Family and is a body ____________.

11. Skim milk differs in food value from whole milk in ____________.

12. List the different milk dishes and drinks that may be served for luncheon:

EXTRA WORK

1. Write out the explanation of:

   Skim milk

   Whole milk

   Pasteurized milk

   Certified Milk

   Butter milk

   Clabber milk

   Evaporated or Condensed milk

   Dried milk

   Homogenized milk
Luncheon - Lesson 4

MILK IN THE MAIN DISH

PROBLEM: To prepare and serve suitable dishes for luncheon using milk.

Cream Sauce or White Sauce is used in so many ways that every girl should know how to make it.

CREAM SAUCE or WHITE SAUCE

<table>
<thead>
<tr>
<th>Ingredients used</th>
<th>Thin</th>
<th>Medium</th>
<th>Thick</th>
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</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1 cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Flour</td>
<td>1 tbsp.</td>
<td>2 tbsp.</td>
<td>5 tbsp.</td>
</tr>
<tr>
<td>Fat</td>
<td>1 tbsp.</td>
<td>2 tbsp.</td>
<td>3 tbsp.</td>
</tr>
<tr>
<td>Salt</td>
<td>to taste</td>
<td>to taste</td>
<td>to taste</td>
</tr>
</tbody>
</table>

Uses: Cream soups, vegetables, meats, sauces, gravy, souffles, croquettes

METHOD
1. Melt fat slowly in frying pan or stew pan.
2. Remove pan from fire.
3. Add flour and salt and mix to a smooth paste.
4. Add milk, a little at a time, stirring constantly until smooth.
5. Cook at low temperature while stirring until smooth and the correct thickness.

NOTE: Milk is a protein food and must be kept below boiling. All foods rich in protein should be cooked at low temperature.

SUGGESTED CREAM DISHES TO SERVE AS MAIN DISH

Creamed Dried Beef
Creamed Tuna Fish
Creamed Salmon

Creamed Egg
Creamed Asparagus on Toast
Egg a la Goldenrod

SUGGESTED CREAM SOUPS FOR THE MAIN DISH

Cream of Potato Soup
Cream of Tomato Soup
Cream of Asparagus Soup

Cream Of Pea Soup
Cream of Corn Soup
Cream Of Celery Soup

VARIATIONS OF WHITE SAUCE SERVED ON TOAST

Creamed Toast
Cheese Sauce on Toast

Red Bunny
Welsh Harbit

EXTRA WORK
1. Collect recipes for creamed dishes, creamed soups and sauces.
2. Make the sauce for creamed dishes at home.

66
Luncheon - Lesson 5

CREAMED DISH--BREAD--FRUIT DESSERT

(Group Work Sheet)

PROBLEM: To plan, prepare and serve a light luncheon for the Table Group.

MENU

FOODSTUFF AND FOOD VALUE

DISTRIBUTION OF WORK

Girl 1

Girl 2

Girl 3

Girl 4

Girl 5

Girl 6

GROCERY ORDER

TIME SCHEDULE
INDIVIDUAL PLAN

1. Each girl must be prepared to do her part of the work. Put information you need in your notebook.
   a. Do you have the recipes you need in the correct proportions for your group?
   b. Do you have a copy of the method for preparation?
   c. Have you listed the utensils you will need?
   d. Do you know how to serve these foods attractively?

EVALUATION OF GROUP WORK

2. After your group serves and finishes the work together check the score card.

SCORE CARD

1. Was your menu a pleasing combination? Yes No
2. Was your table neat and attractive? ___________ ___________
3. Was each food well prepared and served? ___________ ___________
4. Did each girl do her part alone? ___________ ___________
5. Was your table in order as you worked? ___________ ___________
6. Were the girls polite to one another? ___________ ___________

How could you have improved your work?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

68
Luncheon - Lesson 6

CREAMED SOUP--BREAD--FRUIT DESSERT

(Group Work Sheet)

PROBLEM: To plan, prepare and serve a light luncheon for the table group.

<table>
<thead>
<tr>
<th>MENU</th>
<th>FOODSTUFF AND FOOD VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

DISTRIBUTION OF WORK

Girl 1

Girl 2

Girl 3

Girl 4

Girl 5

Girl 6

GROCERY ORDER

TIME SCHEDULE

---
INDIVIDUAL PLAN

1. Each girl must be prepared to do her part of the work. Put information needed in your note-book.
   a. Do you have the recipes you need in the correct proportions for your group?
   b. Do you have a copy of the method for preparation?
   c. Have you listed the utensils you will need?
   d. Do you know how to serve these foods attractively?

EVALUATE YOUR RESULTS

2. After your group serves and finishes the work check the score card.

CREAM SOUP SCORE CARD

<table>
<thead>
<tr>
<th>Texture: smooth, not lumpy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
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<tr>
<td>------</td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistency: not too thick nor too thin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
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<td>------</td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Seasoning: not too salty or flat</th>
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</thead>
<tbody>
<tr>
<td>Good</td>
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<td>------</td>
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<table>
<thead>
<tr>
<th>Temperature</th>
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<tbody>
<tr>
<td>Good</td>
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</table>

Check your work with the last luncheon. How did your group improve?

How can you still improve your work?
Luncheon – Lesson 7

VEGETABLES

PROBLEM: To prepare and serve vegetables attractively

BOOKS FOR STUDY

THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 68, 84–85, 107, 169–170, 466
FOODS AND HOME MAKING by Greer pp. 264–286
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 7–8, 163–164, 174–176
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 41, 154–157, 222
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 252–263

1. How many vegetables should be included in your meals every day?

2. List the vegetables you know.

<table>
<thead>
<tr>
<th>VEGETABLES SERVED RAW</th>
<th>VEGETABLES SERVED COOKED</th>
</tr>
</thead>
</table>

3. How has your mother found to be the best way to take care of green vegetables?
4. When classifying vegetables according to food value they are not all important for the same Foodstuffs. It is well to remember that all the fresh vegetables do contain mineral, vitamin and cellulose.

5. For cooking purposes vegetables are classified as to flavor and are cooked accordingly.

<table>
<thead>
<tr>
<th>STRONG FLAVORED</th>
<th>MILD FLAVORED</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabbage</td>
<td>carrots</td>
</tr>
<tr>
<td>cauliflower</td>
<td>celery</td>
</tr>
<tr>
<td>brussel sprouts</td>
<td>asparagus</td>
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<tr>
<td>onion</td>
<td>green beans</td>
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<tr>
<td>turnips</td>
<td>spinach</td>
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<tr>
<td></td>
<td>peas</td>
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</tbody>
</table>

6. Why are vegetables cooked?

7. The Irish potato is rich in _______ and furnishes _______ to the body.

8. Sweet potatoes taste sweet. They are rich in _______.

9. What is meant by old and new potatoes?
GENERAL DIRECTIONS FOR COOKING

1. Wash all vegetables in cold water using a brush if necessary.
2. Soak in cold water to freshen if withered.
3. Select same size or cut same size for cooking.
4. Cook in boiling salt water (1 tsp. salt to 4 c. water).
5. Cook at rolling boil as short a time as possible without lid. Too long cooking spoils the flavor and appearance.
6. Mild flavored vegetables should be cooked in just enough water to prevent burning.
7. Strong flavored vegetables should be cooked in a large amount of water to improve (weaken) the flavor.
8. Vegetables rich in starch are cooked in large amount of water with a lid.
9. Season to taste--drain off water:
   Buttered: 1 tbsp butter to 1 c. cooked vegetable
   Creamed: 1 c. Medium White Sauce to 2 c. cooked vegetable

Write out directions and try cooking the following vegetables:

Potatoes: baked, boiled in jackets, boiled without jackets, mashed.
Cabbage: or Turnips: buttered or creamed
Carrots: buttered or creamed
Canned vegetables: corn, peas, string beans.

EXTRA WORK

1. Make a list of all the fresh vegetables that can be purchased now.
   Make a list of all the canned vegetables that can be purchased now.
2. Taste all the vegetable dishes you can and try to learn to like them.
Luncheon - Lesson 8

VEGETABLE PLATE--BREAD--MILK DESSERT

PROBLEM: To plan, prepare and serve a vegetable plate luncheon

<table>
<thead>
<tr>
<th>MENU</th>
<th>FOODSTUFF and FOOD VALUE</th>
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<thead>
<tr>
<th>DISTRIBUTION OF WORK</th>
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<tbody>
<tr>
<td>Girl 1</td>
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| Girl 2                     |
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| Girl 3                     |
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| Girl 4                     |
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| Girl 5                     |
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| Girl 6                     |
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GROCERY ORDER

Make out a complete order for your group on separate paper and hand to teacher.

TIME SCHEDULE
INDIVIDUAL PLAN

1. Each girl must be prepared to do her part of the work. Put information needed in your note-book.
   a. Do you have the recipes you need in the correct proportions for your group?
   b. Do you have a copy of the method for preparation?
   c. Have you listed the utensils you will need?
   d. Do you know how to serve the food attractively?

EVALUATE YOUR RESULTS

2. After your group serves and finishes the work check this.
   Were all the Foodstuffs represented?
   Did you have contrast in flavor?
   Did you have variety in texture?
   Was your luncheon colorful?

3. What suggestion for improvement can you make for next lesson?
Luncheon - Lesson 9

VEGETABLE PLATE—BREAD—FRUIT—MILK BEVERAGE

PROBLEM: To plan, prepare and serve a vegetable plate luncheon

<table>
<thead>
<tr>
<th>MENU</th>
<th>FOODSTUFF and FOOD VALUE</th>
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DISTRIBUTION OF WORK

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<th>Girl 5</th>
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INDIVIDUAL PLAN

1. Each girl must be prepared to do her part of the work. Put information you will need in your note-book.
   a. Do you have the recipes you need in the correct proportions for the group?
   b. Do you have a copy of the method for preparation?
   c. Have you listed the utensils you will need?
   d. Do you know how to serve these foods attractively?

EVALUATION OF GROUP WORK

2. After your group serves and finishes the work together check the results.

SCORE CARD

  a. Was your menu a pleasing combination? __________________________
  b. Was your table neat and attractive? __________________________
  c. Was each food well prepared? __________________________
  d. Did each girl do her part? __________________________

3. How could you have improved your work?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

77
I have learned to like the following vegetables:

I have prepared the following dishes outside of class:

<table>
<thead>
<tr>
<th>MILK DISHES</th>
<th>DATE</th>
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<tbody>
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<table>
<thead>
<tr>
<th>VEGETABLE DISHES</th>
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<table>
<thead>
<tr>
<th>DESSERTS</th>
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</table>

I have improved in helping at home by:

(Pupil’s Signature)

(Parent of Guardian)
MILK REVIEW

Underline the correct work or words in each choice, or fill in the blanks.

1. Milk is classified chiefly in the (fat, protein, carbohydrate) family.
2. It is also important for (sugar, mineral, fat, vitamin, cellulose).
3. Milk is chiefly a body (builder, fuel).
4. Growing boys and girls should have at least ________ of milk each day.
5. Foods rich in protein should be cooked at a (low, high) temperature.
6. After cooking protein foods soak the pan in ________ water.
7. Cream is rich in (fat, protein, mineral, starch).
8. Cream is a body (builder, regulator, fuel).
9. Milk is (expensive or inexpensive) compared to other foods.
10. Whole milk is richer in (protein, fat, mineral, vitamin) than skim milk.
VEGETABLE REVIEW

Select the word in the answer column that correctly completes the sentence. Write the word in the blank. Check the word on the list as you use it. Use words in Group I for sentences in Group I etc.

<table>
<thead>
<tr>
<th>GROUP I</th>
<th>GROUP II</th>
</tr>
</thead>
<tbody>
<tr>
<td>mineral</td>
<td>flavor</td>
</tr>
<tr>
<td>regulator</td>
<td>small</td>
</tr>
<tr>
<td>cold</td>
<td>medium</td>
</tr>
<tr>
<td>starch</td>
<td>cabbage</td>
</tr>
<tr>
<td>cellulose</td>
<td>appearance</td>
</tr>
<tr>
<td>vitamin</td>
<td>large</td>
</tr>
<tr>
<td>salt</td>
<td>carrot</td>
</tr>
<tr>
<td>food value</td>
<td>onion</td>
</tr>
<tr>
<td>boiling</td>
<td>spinach</td>
</tr>
<tr>
<td>flavor</td>
<td></td>
</tr>
</tbody>
</table>

1. Irish potatoes are rich in ________.
2. Green vegetables are most important for ________.
3. They are mainly body ________.
4. All vegetables should be washed in ________ water.
5. Cook vegetables in ________ water.
6. Cooking vegetables in too large amount of water causes a loss of ________ and ________.

7. When vegetables are cooked too long it spoils the ________ and ________.
8. Strong flavored vegetables are best cooked in a ________ amount of water to improve the flavor.
9. Mild flavored vegetables are best cooked in a ________ amount of water to save the food value.
10. For creaming vegetables use a ________ white sauce.
11. These are strong flavored vegetables:
    ___________________________
12. These are mild flavored vegetables:
    ___________________________
UNIT IV

GOOD TIMES TOGETHER

AIM: To stimulate interest in planning good times for the family

DESIRED OUTCOMES

1. A realization that the family can have inexpensive good times
2. A desire to make holidays and anniversaries pleasant occasions
3. Some ability to plan and prepare suitable entertainment for the family

Family members may have good times playing games, picnicking, and celebrating birthdays and holidays. It is not necessary for outsiders to be present in order to have a party.

This unit is to suggest ways for inexpensive fun for the family. It can be taught any time during the year when the occasion arises or it may be correlated with Unit III, "Helping With The Family Meals."

AUTHOR'S NOTE

Since this unit varies so in its possibilities, the teacher and pupils will have to develop it. A Workbook cannot be of help.
AIM: To develop an interest in knowing how to sew, to give some experiences through which girls may learn the simpler sewing processes and to create a desire to make and to keep one's clothes attractive.

DESIRED OUTCOMES

1. Some appreciation of the value of learning to sew
2. Ability to use and care for sewing equipment
3. Ability to make the plain sewing stitches with a reasonable degree of speed and accuracy—uneven basting, even basting, hemming, running, and overcasting stitches
4. Some ability to sew on the sewing machine
5. Some understanding of how cloth is made
6. Ability to recognize a few staple cotton materials—muslin, print, dimity, and gingham
7. An understanding of terms used in sewing—selvedge, torn and cut edges, warp, woof, lengthwise, crosswise, and bias
8. Ability to make a plain seam and a hem
9. Some ability to recognize good standards of workmanship
10. The practice of good sewing habits

This unit has been planned to give the girl experience in the fundamentals of sewing. Although the seventh grade girl will not become skilled, she should develop an interest and ability in sewing that will prepare her for more difficult work.

Good tools are essential for good workmanship. A study of sewing equipment will help the girl decide what tools she needs in her work box or sewing basket.

The selection of articles to be made is one of the first major problems. Here, the teacher needs to guide the pupil in choosing articles that will help her to learn the fundamental processes of sewing. The girl will be more interested if she has a part in selecting what she makes.
Lesson - 1

LEARNING TO SEW

PROBLEM: To become interested in sewing

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 268-269
JUNIOR HOME ECONOMICS, CLOTHING by Friend, Shultz pp. 121-137
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 395

1. Give as many reasons as you can find why a girl should learn to sew.

2. What are some of the things you expect to learn in sewing?
3. Choose something you would like to make first by hand, something usable, something easy enough for a beginner, something that will not require too long a time, something that will give you a variety of experience in making and using hand stitches. It is better to make several smaller things first than to select something requiring too long a time for completion.

SUGGESTED PROJECTS

- Pincushion
- Needle book
- First Choice
- Dish towels
- Guest towels
- Second Choice
- Luncheon cloth
- Quilt blocks
- Third Choice

EXTRA WORK TO DO

1. Find out the cost of alterations of ready-made garments.
2. Bring in things you or your mother made for pleasure or recreation.
3. Bring in something that is a made-over.
THE SEWING KIT
"Good tools are essential for good workmanship"

PROBLEM: To select, use and care for sewing equipment

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 270-271
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 202-271
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 395-401

1. Tools needed in Kit: How to select them
   
   
   
   
   
   
   
   
   

2. Teacher and class decide what equipment is to be purchased by each pupil and how it is to be cared for at school. Plan a way for putting name on personal equipment.
   
   
   
   
   
   
   
   
   

3. Make a gauge for the Sewing-Kit including 1 inch, 1/2 inch, 3/8 inch, 1/4 inch.

Several measurement are used so frequently for folds or seam allowance that it saves much time to make a gauge including these and keep it in the Sewing-Kit. Others are best made as needed.

Study the tape measure or ruler you are to use.

How many inches long is it? ________________

The smallest divisions equal what part of an inch? ________________

1 inch equals _________ of these sections; 1/4 inch ________________

1/2 inch equals _________ of these sections; 3/8 inch ________________

DIRECTIONS

Use a piece of cardboard approximately 3" x 1 1/2".

Write name through center.

Measure down 1" from top end of cardboard and mark accurately with straight line extending in from edge about 1/4".

Cut on line and cut out a notch downward.

Do likewise on each corner making 1/2", 1/4", 3/8".

Watch: Each measurement must be marked by straight line and the notch taken out downward from line.

EXTRA WORK

1. Make an attractive and useful Sewing-Kit or Sewing-Basket for home use.

Bring it to class for exhibit and approval.
STUDYING TO SEW
"Habits are formed by constant use"

PROBLEM: To practice good sewing habits

GOOD HABITS FOR GOOD WORK

1) Hands: clean and soft, finger nails clean and smooth.
2) Position: Sit erect with hips against chair, feet on the floor.
3) Light: best coming over left shoulder.
4) Pins: keep in a pin box or pincushion.
5) Needles: select correct needle for work and carefully put it away after using in package or needle book. Lost needles are dangerous.
6) Thimble: place on middle finger of hand holding the needle and use it whenever you sew by hand.
7) Thread: measure arm's length and cut from spool. Fasten cut end through the little groove on top of spool when putting thread away.
8) Holding material: so the bulk of it falls into your lap and so the work edge is at the top.
9) Sewing direction: start at the right and work toward the left if right-handed or start at top and work toward you.
10) Sewing material: handle carefully while working and put away neatly.
11) Sewing equipment: use properly and keep orderly.

EXERCISES

a) Are your hands ready for sewing?
b) Arrange table top and get correct position for sewing.
c) Put on thimble.
d) Measure and cut thread correctly. Thread your needle.
e) Can you make a knot at the end of the thread?
PINCUSHION FOR SEWING-KIT
(Suggested Hand Problem)

Top is Stuffed

MATERIAL NEEDED
Cardboard (6" x 3")
Cloth (10" x 6")
Wool or cotton that
does not ravel badly.
Kapok or Cotton

STITCHES USED
Uneven Basting
Hemming Stitch
Running Stitch
Overhanding

1. Hem straight edge of pocket.
   (1/8" fold-press or crease—1/2" fold-pin-baste with Uneven Basting
   Hemming Stitch—remove basting).


3. Make a running stitch around back piece about 1/8" from edge using
double thread.

4. Fit over one piece of cardboard and draw up tight.

5. Make firm by sewing criss-cross, across back.

6. Remove basting.

7. Put running stitch around Top piece about 1/8" from edge with double
   thread.

8. Stuff and fit over second cardboard. Finish like the back piece.

9. Fit covered cardboards together, pin.

10. Overhand edges together.

11. Check finished pincushion.
    a) Are all knots concealed?
    b) Are bastings out?
    c) Are all ends fastened?
    d) Is it a good pincushion?
PIN CUSHION PATTERN

Cutting Instructions

Cut out pattern piece carefully following lines. Without lifting material from table pin pattern in place. Cut with shears. Put pattern pieces in an envelope if you want to save them for future use.

Top - Cut one

Cut two of Cardboard

Pocket - Cut one

Back - Cut one
LEARNING TO SEW—LESSON 4

HAND STITCHES

PROBLEM: To learn to make and use the constructive stitches needed for simple projects.

NOTE TO TEACHER:
A practice piece of each stitch is best made as the stitch is needed for the construction of a project. It is helpful to select the project to be made first, then plan with the pupils the stitches needed for the construction.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 273-275
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 208-209, 255-256, 264
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 400-401, 405, 410, 424
CLOTHES FOR GIRLS by Todd pp. 33-45

A practice piece of each stitch is to be made, judged and mounted. Use bleached or unbleached muslin pieces (4" x 4") and colored thread so stitches can be plainly seen. A gauge is to be used for measuring all folds and seam allowances. Pins are best placed perpendicular to the edge or fold.

Read directions given for each stitch carefully.

WATCH: Placing of knots, size and evenness of stitch, fastening of the thread. Know when to use each stitch.

SAMPLERS TO BE MADE

1. Uneven Basting on a 1/2" fold
2. Even Basting on a 1/2" fold
3. Hemming Stitch on a 1/2" hem
4. Running Stitch 1/2" from edge on a creased line
5. Overhanding Stitch holding two folded edges together. Directions p. 96
6. Back Stitch a 1/2" seam
7. Overcasting Stitch on edge of Back-Stitched seam

Directions on p. 91
Directions on p. 92
Directions on p. 93, 94
Directions on p. 95
Directions on p. 96
Directions on p. 98
Directions on p. 97
UNEVEN BASTING

Use: Basting is used to hold material in place temporarily; therefore, it should be easily removed and yet hold until we are ready to take it out. On the working side the stitches are long and close together and on the other side reversed, short and far apart.

1. Keep work flat on table with working edge of material at the top. The left hand is slipped under the edge.

2. Pin material together placing them perpendicular with head extending out beyond edge.

3. Start with knot in thread.

4. Insert the needle into the material, starting at the right-hand edge and take a short stitch about 1/8" long.

5. Skip about 1/2" and take another 1/8" stitch.

6. Continue working toward left with 1/8" stitch then 1/2" skip.

7. End thread with three stitches taken in same place and long enough so tip of scissors can be slipped under them to clip when ready to remove.

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**EVALUATION GUIDE**

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<tbody>
<tr>
<td>1.</td>
<td>Holds material in place ready for stitching</td>
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<tr>
<td>2.</td>
<td>Knot on top of work</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Stitches straight and even</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Short stitch 1/4 as big as long one</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Thread end secure and long enough to clip</td>
<td>15</td>
</tr>
</tbody>
</table>

TOTAL...100
REMOVING BASTING STITCH

1. Clip off knot.
2. Clip end fastening and every 8 to 10 stitches. For curved edges or delicate fabric clip every couple stitches.
3. Pull thread out gently.

EVEN BASTING STITCH

Use: This holds firmer than uneven basting and is used around curves or where there will be some strain in fitting. This stitch looks the same on both sides of the material.

1. All directions are the same as for Uneven Basting except the size of stitches. (See page 91)
2. Stitch and space between stitches are both the same length and usually about 1/4" long.

EVALUATION GUIDE

| 1. Holds material in place well | 30 |
| 2. Stitching straight and even | 30 |
| 3. Stitches uniform size | 20 |
| 4. Knot on top of work | 15 |
| 5. Thread end secure and long enough to clip | 15 |

TOTAL... 100
A HEM

Use: A hem is used to finish a raw edge.

1. Work with edge to be hemmed on top of table with the wrong side of the material up.

2. Fold raw edge of material 1/8" to 1/4" toward you.

3. Crease firmly or baste depending on the type of material.

4. Make a second fold the desired width using a gauge and hold by placing pins perpendicular to edge. If hem is wide it is sometimes necessary to use a double row of pins.

5. Baste close to first folded edge.

6. Finish hem by hand with hemming stitch or by machine.

7. Remove basting.
HEMSTITCHING

USE: This stitch is used to hold hems and other finishes in place when you do not want machine stitching to show. It is used often. Hemming is a small slanting stitch made through cloth and fold.

1. Hold edge to be hemmed over the finger next to the thumb of the left hand keeping work in place with the thumb and middle finger so that the hem is up and down in front of you. Work from top down.

2. Hide the knot in the thread under the folded edge.

3. Slightly bend wrist so that the needle points toward the left shoulder. It is almost parallel to the fold of the hem.

4. Take a tiny stitch catching a few threads just next to the fold and a few threads of the fold.

5. Skip a small space between each stitch varying according to the coarseness of the material and the use.

6. Four or five stitches can be made before pulling the thread through, then pulling tight enough to make firm stitches but not puckering the cloth.

7. Fasten thread by taking three stitches one over the other through just the fold.

EVALUATION GUIDE

1. Firm stitch—no puckering 40
2. Stitches have uniform slant 20
3. Spaces between stitches uniform 20
4. Knot concealed 10
5. Thread end fastened concealed from other side 10

TOTAL: 100
RUNNING STITCH

USE: For making seams by hand, for gathering, for hand made tucks. This is a tiny even stitch.

1. Begin with knot and place the needle in the material parallel with the edge.

2. Make tiny stitches of 1/8" to 1/16" long and a series of them at a time. It can be made without removing needle from cloth until whole line is finished.

Hold cloth firmly between the thumb and first finger of each hand, with hands about 1/2" apart. Work the needle, with the thimble pushing against the end, in and out of the material with a slight up and down motion. When the needle is full of stitches push material back onto thread.

3. Fasten thread with three small stitches in place except for gathering. In that case make a knot.

---

EVALUATION GUIDE

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tiny stitches</td>
<td>50</td>
</tr>
<tr>
<td>2. Stitches uniform size</td>
<td>20</td>
</tr>
<tr>
<td>3. Stitching straight</td>
<td>20</td>
</tr>
<tr>
<td>4. Thread end fastened</td>
<td>10</td>
</tr>
</tbody>
</table>

TOTAL... 100
OVERHANDING STITCH

Use: This stitch is used to hold folded or finished edges in place when a flat invisible finish is desired as in linens or sewing on lace. It is a small stitch slanting on one side and straight on the other.

1. Hold material between the thumb and first finger of the left hand with the edge to be finished toward the top. Work from right sewing toward left.

2. Start without a knot leaving about 1/2" end of thread which is to be sewed over as you work.

3. Take very shallow stitches pointing needle toward you and catching a few threads of both edges to be joined.

4. Stitches should be close together and a uniform depth.

5. Fasten thread by turning work around and overhanding back four or five stitches.

EVALUATION GUIDE

1. Flat finish 30
2. Firm but no puckering 30
3. Small uniform stitch 15
4. Stitches close together with uniform spacing 15
5. Thread ends fastened 10

TOTAL...... 100
OVERCASTING STITCH

Use: This is a slanting stitch used to keep raw edges from fraying.

1. Trim frayed edges. Be careful not to accidentally cut something else.
2. Hold edge of material in left hand between the thumb and finger. Work from right to left.
3. Conceal knot. If double edge place it between the material.
4. Bring needle, pointing it toward left shoulder, from underside of material and throw thread over top edge, then back up for next stitch.
5. The space between stitches should be twice the depth. Generally stitches are 1/8" deep and 1/4" apart but vary according to the texture of the material.
6. End with three small stitches below the last stitch.

Note: If the edge is bias work with it and not against it.

---

EVALUATION GUIDE

1. Firm but not puckering 30
2. Raveled edge trimmed evenly 10
3. Stitches slant evenly 10
4. Stitches same distance apart 10
5. Stitches same depth 10
6. Knots concealed 15
7. Thread ends neat and secure 15

TOTAL: 100
BACKSTITCH

Use: This stitch is the strongest hand stitch, resembling machine stitching and is used where strength is necessary.

1. Conceal Knot.

2. Take a small stitch starting at right hand end.

3. Then insert the needle in the hole at the beginning of the first stitch and pass needle under material twice that space on the wrong side before bringing it through to right side.

4. Repeat going back to end of last stitch each time so there is a continuous line of stitching and bringing needle up a stitch length ahead of last stitching.

5. Fasten thread with a double stitch.


\[
\begin{array}{cccc}
1. & \text{Stitch holds securely} & 30 \\
2. & \text{Continuous line of stitches on working side} & 20 \\
3. & \text{Stitches even} & 15 \\
4. & \text{Stitches uniform} & 15 \\
5. & \text{Knots concealed} & 10 \\
6. & \text{Threads ends fastened} & 10 \\
\end{array}
\]

**TOTAL** ...... 100
Learning To Sew—Lesson 5

HOW CLOTH IS MADE

PROBLEM: To understand the construction of cloth so as to use it wisely to get the best result.

BOOKS FOR STUDY
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 444-449
THE NEW FIRST COURSE IN HOME ECONOMICS by Calvert pp. 282-285
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 45-47

1. Write the meaning of the following terms as used in the manufacturing of cloth. Learn to spell them.
   
   Fabric
   Warp
   Woof
   Selvedge or Selvage
   Nap
   Fibers
   Weaving
   Spinning

2. Name the fibers used for making cloth.
3. Selvedge edge should be clipped or removed from wash material because

Mount sample of selvedge 3" x 2"

Torn edge

Mount sample showing cut edge and torn edge (3" x 2")

4. Material is best for a straight edge.

Cut edge

5. Examine a piece of plain weave cotton material.
   a. Pull out some warp and woof threads and try to break them.
   b. Look at them with an enlarging glass or microscope if possible.

Which set of threads is the strongest?

NOTE TO TEACHER

For lessons requiring samples the teacher will find it helpful to keep a box of scrap material for children who can't get it at home.

EXTRA WORK.

1. Report on some process in the manufacture of cloth. (Written or oral)
2. Report on Rayon or Synthetic material.
3. Mount samples of materials in your note-book and tell from which fiber they were made.
COTTON FABRICS YOU SHOULD KNOW

PROBLEM: To identify and help select suitable cotton materials for the things you make.

BOOKS FOR STUDY
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 446-453
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 43-47
SOCIAL SCIENCE and Reference Books

1. Where is cotton grown chiefly?

2. United States ranks ______ in the production of cotton but ______ in the manufacturing of cotton materials.

3. Why are cotton materials cheaper than those made of other fibers in our country?

4. What is meant by adulterating or weighting cotton cloth?

5. When selecting cotton material how can you test it for quality?
6. Samples showing a good quality material and a poor quality

Good Quality

7. Mount samples of the following materials:

UNBLEACHED MUSLIN

BLEACHED MUSLIN

PRINT

Poor Quality

Cream colored

Clear white

Firm, closely woven

Not so well finished

Nicely finished

Printed after it is woven. Has right and wrong side.

DIMITY

GINGHAM

Heavy thread woven in forming rib lengthwise.

Plain weave

Thread dyed before weaving—same on both sides

EXTRA WORK

1. Demonstrate ways of testing material for weighting.
Learning To Sew—Lesson 7

THE SEWING MACHINE

PROBLEM: To learn to operate the sewing machine.

NOTE TO TEACHER

When starting work on the sewing machine, short practice periods are much better than long ones. Since it will take some time to complete the exercises it is well to start this lesson while the children are still working on hand stitches or a hand work project.

BOOKS FOR STUDY

DIRECTION BOOKS by Sewing Machine Company
THE NEW FIRST COURSE IN HOME MAKING by Calvert p. 272
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 203-208
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 53-54
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 401-403
CLOTHES FOR GIRLS by Todd pp. 17-52

1. Remember a machine does only what you make it do. Study the following rules carefully and follow them at all times.

SAFETY RULES

1. Position at machine: Sit squarely in front of machine with feet flat on treadle and hips against back of chair.

2. Keep fingers a safe distance from needle.

3. Keep feet off of treadle except when operating machine.

4. Never operate machine if some one is waiting at machine or talking to you.

5. Never lift eyes from the needle while machine is in motion.

6. Stop machine when making adjustments.

7. Proper Light is best coming over left shoulder; adjust shades if necessary. Sun should not be in your eyes.

2. Learn to locate the following parts of the machine as you learn to use them. Check the list with a pencil mark in front of the name as you learn them. Charts locating the parts can be found in the Instruction Book for that machine.

<table>
<thead>
<tr>
<th>Table</th>
<th>Stop motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Plate</td>
</tr>
<tr>
<td>Hand wheel</td>
<td>Bobbin case</td>
</tr>
<tr>
<td>Band wheel</td>
<td>Bobbin</td>
</tr>
<tr>
<td>Belt or band</td>
<td>Presser foot</td>
</tr>
<tr>
<td>Treadle</td>
<td>Presser foot lever</td>
</tr>
<tr>
<td>Dress guard</td>
<td>Needle bar</td>
</tr>
</tbody>
</table>

Feed
Spool pin
Tension
Stitch regulator
Take up
Thread cutter
Bobbin winder
IMPORTANT NOTE TO PUPILS

You are now ready to start practicing various exercises on the sewing machine. Since there are a number of different kinds and models on the market and each kind operates a little differently it is impossible to give directions for every step. Machine operation is like driving an automobile in as much that if you can operate one kind it is not difficult to change to another if you know how they differ. Always find out the difference before trying to operate the machine either from some one who knows or from the Direction Book. It is best to practice first on only one kind until you can operate it smoothly.

Learning to use the home machine is also important but do not touch it without consent from home. Find out how it differs from the one at school before starting.

Before attempting the following exercises wait until the teacher demonstrates and definitely tells you to do them.

3. Did you read the above note carefully?

EXERCISES

1. Open and close machine
   a) Raise top or table
   b) Lift machine head
   c) Place the belt on the band wheel
   d) Release the belt from the band wheel
   e) Lower head and top

2. Take correct position at machine
   a) Sit squarely in front of machine
   b) Hips back against back of chair
   c) Feet flat on treadle

3. Practice treadling
   a) Open machine but do not put the belt on the band wheel.
   b) Place both feet on the treadle and operate it until you can keep it going steadily and smoothly
   c) Close machine

4. Practice starting and stopping
   a) Get machine ready
      No thread on machine
      Put belt on band wheel
      Release stop motion so needle will not move
      Raise presser foot by lifting presser foot lever
   b) Get started by using hand wheel
   c) Start treadling without jerking or going backward
   d) Stop by slowing up then placing hand on hand wheel
      Continue starting and stopping until you learn how to do it.

5. Teacher demonstrate how feed works.
6. Practice guiding on paper (Use page 106)
   a) Raise presser foot
   b) Raise needle
   c) Place needle on beginning of first line and try to stay on line.
   d) Lower presser foot
   e) Stitch to end but do not run off
   f) Raise needle and presser foot
   g) Slip paper off in back of presser foot.

7. Practice turning square corners and retracing (Use page 107)
   a) Stitch until you get to the corner then stop with needle down
   b) Raise presser foot and turn paper
   c) Lower presser foot and continue.
   To retrace means to go over the stitches in the exact line of first stitching. This is done just like turning corners only you turn paper around farther.

8. Learn to thread a machine.

9. Practice stitching on a piece of cloth folded double.
   Start
   a) Raise presser foot and needle
   b) Place both threads toward back of machine through the toes of presser foot
   c) Place material, lower needle and presser foot
   d) Sew to the end but do not run off of material
   Removing work
   a) Raise needle and presser foot
   b) Pull material toward back of machine with thread running under and between the presser foot toes allowing about six inches of thread
   c) Cut thread on thread cutter

10. Learn to fasten thread ends
    Pull both threads through to the wrong side, tie securely and cut off extra
    For a very secure fastening retrace several stitches before tying.

11. Learn to fill bobbin

12. Make a sampler: 1/2" hem stitched by machine. Use same material and size as for others. See page 93. Mount with your other hem.

13. Class with teacher's help plan next project—The Pot Holder—and decide what seams are to be used. What material will be needed?
    EXTRA WORK

1. Hem towels or dust cloth for school or home.
GUIDING PRACTICE SHEET

NOTE: Be sure there is no thread on the machine before starting this.
Do just one section at a time.

FIRST PRACTICE

SECOND PRACTICE

THIRD PRACTICE
TURNING CORNERS AND RETRACING

NOTE: Be sure there is no thread on machine. Stitch this entire exercise without taking sheet out from under the needle until finished.
LEARNING TO SEW—LESSON 8

SEAMS

PROBLEM: To learn to make and use the plain, French, felled seams.

BOOKS FOR STUDY

THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 275-276
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller p. 242, 220, 212
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 424-425, 459
CLOTHES FOR GIRLS by Todd pp. 80-81, 385, 389, 392

NOTE TO TEACHER

Samplers of these seams may be made as machine stitching practice or as any seam is needed for the construction of a project.

1. A sampler of each of these seams is to be made, judged and mounted in your book. Use bleached or unbleached muslin pieces (4" x 4") and colored thread so stitching can be plainly seen. Allow 1/2" for the seam. Measure, using your gauge, as you baste.

Read directions given for each seam and follow them step by step. It is also important to know when to use the different seams.

SAMPLERS

1. Plain seam with edges overcast together (1/2" seam allowance) page 109
   Directions for Overcasting on page 97
2. French seam (1/2" seam allowance) page 110
3. Felled seam (1/2" seam allowance) page 111
**A Plain Seam**

**Use:** A seam is the joining of pieces of material. The plain seam is used mainly on materials that do not fray, on heavier materials or where a soft finish is desired.

1. Place right sides of material together with edges even.
2. Pin, placing them perpendicular to the edges.
3. Baste required seam allowance from edge using gauge.
4. Sew by hand or machine just next to basting.
5. Fasten threads
6. Remove basting
7. Trim and finish edges as needed

<table>
<thead>
<tr>
<th>EVALUATION CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Edges even</td>
</tr>
<tr>
<td>2. Seam even width</td>
</tr>
<tr>
<td>3. Line of stitching straight</td>
</tr>
<tr>
<td>4. No bunches of thread</td>
</tr>
<tr>
<td>5. Basting removed</td>
</tr>
<tr>
<td>6. Threads fastened</td>
</tr>
</tbody>
</table>

**TOTAL**..... 100
FRENCH SEAM

Use: This is a seam within a seam. It is a stronger seam than the plain seam. It is used on pajamas, shorts, and slips mostly, or on dresses made of thin sheer material.

1. Place wrong sides of material together with edges even. Right sides are out.

2. Pin, placing the pins perpendicular to the edge.

3. Baste required seam allowance from edge using gauge.

4. Stitch 1/4" outside of basting using the outer edge of the large toe of the presser foot as guide.

5. Fasten threads.

6. Remove basting.

7. Trim raw edges to 1/8" from stitching and free of ravelings.

8. Open and crease well along stitching.

9. Turn seam so raw edges are inside and stitching is exactly on top.

10. Baste just below the edge.

11. Stitch about 1/4" from edge.

12. Fasten threads and remove basting.

NOTE: For fine work this seam is often made less than 1/4" wide.

---

EVALUATION GUIDE

1. Raw edges covered 20

2. Line of stitching on edge of fold 15

3. Seam desired width (1/4") 15

4. Seam even width 10

5. Bastings removed 10

6. No bunches of thread or broken stitches 10

7. Threads all fastened 20

TOTAL...... 100

110
FELLED SEAM

USE: This is the strongest seam and gives a smooth, flat finish on both sides of material. It is used where a flat finish is desired or strength is needed. We find this seam used on pajamas, shorts, and shirts mostly.

1. Place wrong sides of material together with edges even. Right sides are out.
2. Pin, placing pins perpendicular to edge.
3. Baste required seam allowance from edge using gauge.
4. Stitch just below the basting.
5. Fasten threads.
6. Remove Basting.
7. Open seam and crease well along stitching.
8. Trim one edge of seam to 1/8" from stitching.
9. Fold other edge in to 1/2 its width, crease well, then fold over flat to cover the trimmed edge and pin. Watch that wrong side isn’t puckered.
11. Stitch on edge.
12. Fasten thread and remove basting

EVALUATION GUIDE

1. Raw edges covered 10
2. Seam flat on wrong side 20
3. Seam desired width (1/4") 10
4. Seam even width 10
5. Second stitching on edge 10
6. Basting removed 10
7. No bunches of thread or broken stitches 10
8. Threads all fastened 20

TOTAL.......100

EXTRA WORK

1. Make samplers showing different ways of finishing the edges of a plain seam.
POT HOLDER
(Hand and Machine Problem)

**Material Needed**

Cover
- Gingham, print or similar weave cotton cloth (7"x15")

Pad
- Outing flannel or similar material (6"x13")

**Stitches and Construction**

- Uneven basting
- Hemming stitch
- Overcasting
- Machine stitching
- Seam and Hem

**DIRECTIONS FOR COVER**

1. Make a 1/2" hem on both 7" ends of material.
   (1/4" fold—press—1/2" fold—pin—baste—hemming stitch—remove basting)

2. Pin hemmed ends together to find center and press.

3. Lap hemmed edges 1" with wrong side of material out by placing the hemming stitch line of each hem along the center crease of cover. Pin. Press.

4. Make 1/2" plain seam on raw edges by machine.
   (Pin—baste—stitch retracing three stitches at end—tie threads—remove basting)

5. Trim raw edges and overcast.

6. Grade using Score Card on page 115
### SCORE CARD

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hem</td>
<td></td>
</tr>
<tr>
<td>Even width (1/2&quot;)</td>
<td>12 1/2</td>
</tr>
<tr>
<td>Hemming stitch or machine stitching</td>
<td>12 1/2</td>
</tr>
<tr>
<td>Seam</td>
<td></td>
</tr>
<tr>
<td>Straight 1/2&quot; from edge</td>
<td>12 1/2</td>
</tr>
<tr>
<td>Overcasting</td>
<td>12 1/2</td>
</tr>
<tr>
<td>Are all ends fastened?</td>
<td>20</td>
</tr>
<tr>
<td>Are bastings out?</td>
<td>10</td>
</tr>
<tr>
<td>Is it a good Pot-Holder Cover?</td>
<td>20</td>
</tr>
</tbody>
</table>

**FINAL GRADE ..... 100**

### DIRECTIONS FOR PADDING

1. Make pattern for pad 6" x 6". Be sure this fits your cover.
   - Draw lines for stitching 1/2" from edge.
   - Make design for quilting just using straight lines.
2. Fold material for three thicknesses (6" x 6").
3. Pin flannels and pattern together, edge to edge, corner to corner.
4. Baste pattern to flannels about 1/4" from edge.
5. Stitch by machine following lines on pattern.
6. Tie threads on wrong side.
7. Tear off paper carefully.
8. Trim and overcast edges.
9. See that all bastings are out and threads are fastened.
10. Grade your work as good, fair or poor and check grade with teacher.

### SCORING

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine stitching</td>
<td>20</td>
</tr>
<tr>
<td>Overcasting on edges</td>
<td>20</td>
</tr>
<tr>
<td>Knots concealed</td>
<td>20</td>
</tr>
<tr>
<td>Threads fastened</td>
<td>20</td>
</tr>
<tr>
<td>Neat design</td>
<td>FINISHED GRADE 100</td>
</tr>
</tbody>
</table>
HOW CLOTH IS MADE
(Review)

Select the word in the column that completes the sentence and write it in the blank. Check the work on the list as you use it. Not all the words in the column are needed.

Fibers
Woof
Selvedge
Warp
Spinning
Lengthwise
Weaving
Crosswise
Teist
Starch
Weighting
Second
First

1. The lengthwise thread in cloth is called the ____________.

2. The crosswise threads are called the ____________.

3. The finished lengthwise edges on cloth that doesn't ravel is the ____________.

4. Yarn or thread is spun from a substance called ____________.

5. The twisting of fibers to form thread is called ____________.

6. The process of interlacing the warp and the woof threads is ____________.

7. The strongest threads in material run ____________.

8. The substance used to make cotton materials seem heavier is ____________.

9. The process of making materials seem heavier is called ____________.

10. United States ranks ____________ in the production of cotton.

Score__________ Class__________
Select the work in the answer column that completes the sentence and write it in the blank. Check the work on the list as you use it. Not all the words in the column are needed.

Dress guard

Feed

Spool pin

Back

Hand wheel

Left

Presser foot

Right

Front

Stop motion

Treadle

Bobbin

1. When threading the machine place the spool of thread on the _____________.

2. The metal spool on which the thread is wound is called a _____________.

3. The material is held in place by the ________ when stitching on the machine.

4. Before stitching pull both threads from under the presser foot toward ________ of machine.

5. To start the machine, turn the ________.

6. The tooth part that carries the material under the presser foot is called the _____________.

7. Turn the ________ to stop the needle from operating when you treadle.

8. The platform on which the foot rests is called the _____________.

9. The shield in front of the hand wheel is called the _____________.

10. When stitching on the machine the light is best coming from the _____________.

Score __________________

Name ____________________________________________

Class ______________________
Unit II

GETTING READY FOR THE NEXT SEASON

AIM: To create an interest in getting ready for the next season by putting one's clothes in order, or by adding new touches to the home

DESIRED OUTCOMES

1. Interest in sewing
2. Some ability to add new accessories to last year's garments
3. Some ability to mend
4. Interest in repairing or making articles for the home

This unit gives the girl an opportunity to sew for herself, to put her clothes in order, to mend, or to cooperate with her mother in some household project.

Household improvements such as painting furniture, planning porch boxes, and making household accessories are interesting activities for the girl who does not care particularly for sewing.

NOTE TO TEACHER

It will not be possible or necessary to take all the lessons in this unit. The pupils guided by the teacher should decide which lessons will be most helpful and practical to the individual or to the class.

Course Of Study In Home Economics, Junior High School Division, Indianapolis, Public Schools: 1940 p.22
Getting Ready for the Next Season--Lesson 1.

PUTTING ONE'S CLOTHES IN ORDER
"A stitch in time saves nine"

PROBLEM: To improve your last year's garments

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 299-310
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 102-122
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 32-52
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 552-564
CLOTHES FOR GIRLS BY Todd pp. 101-131

1. Make a list of things a Junior High School Girl can do to put her clothes in order.

2. Check the following points you would like help with:
   - Laundering
   - Patching
   - Sewing on Fasteners
   - Pressing
   - Darning
   - Changing hem

3. Repair a torn or ripped garment.

4. Sew on hooks, eyes, snaps and buttons.

5. Lengthen or shorten a dress or slip.

6. Darn a pair of hose or a garment. (See directions p. 118)

7. Make a hemmed patch sample and mount in note book. (See directions p. 119.)
DARNING

Use: This is replacing worn threads by weaving in new ones to fill in a hole or strengthen a worn place. It is especially good for mending stockings and all kinds of knit material.

A darning egg is a convenience but not a necessity.

1. Select thread that matches the garment in color and kind. Do not use a knot in the end.

2. Trim away the ragged edges and ravelings around the hole.

3. Work on right side and begin about 1/4" from the hole. Put in rows of little stitches running parallel to lengthwise thread of material.

4. When hole is reached, weave in and out below the hole, carry thread smoothly to opposite side and continue to weave a few more stitches. Keep rows close together. Bring thread from right side, then wrong side, alternating at the edge of hole to avoid a raw edge on either side.

5. Continue weaving beyond the edge of the hole about 1/4"

6. Now fill in crosswise threads weaving in and out of the lengthwise threads and working about 1/4" beyond the hole or weak part.

---

EVALUATION GUIDE

1. Thread matches material in color and kind 15
2. Darn covers entire weak place 15
3. Darning threads are parallel to lengthwise and crosswise threads of material 15
4. Stitches are very small 10
5. Rows of stitches are close together 10
6. No ravelings, loops or puckering 10
7. Darning is smooth on both sides 15
8. No knots or thread ends. 10

TOTAL... 100
Use: This is covering a hole with another piece of material. The warp and woof threads of the patch should match those of the garment.

1. Trim hole neatly in the form of a square or a rectangle following warp and woof threads.

2. Cut into each corner diagonally just deep enough to turn edges under 1/8".

3. Turn edges under to wrong side, baste and press.

4. Cut the patch 1" larger than the square or rectangle to be covered on the straight of the material matching stripes or figures if necessary.

5. Place patch under the hole with right side to the wrong side of garment. Match warp and woof threads of patch and garment. Match design or figures.

6. Pin garment to patch securely and baste around edge of hole.

7. Sew folded edge to patch using hemming stitch working on right side of material.

8. Remove basting and press.

9. Work on wrong side, trim edges of patch if necessary.

10. Fold patch edges under about 1/8", pin and baste.

11. Sew edges down with hemming stitch.

12. Remove basting and press.

**EVALUATION GUIDE**

| 1. Patch piece matches garment | 20 |
| 2. Patch covers entire weak place | 20 |
| 3. Patched place is smooth on both sides | 15 |
| 4. Patch piece matches threads of garment | 10 |
| 5. Stitches are secure | 15 |
| 6. Stitches show very little on right side | 10 |
| 7. No knots or thread ends | TOTAL... 100 |

119
EXTRA WORK  
(Home Report)

Keep your own clothes in order or help mother with the family mending. Keep a record below of how you help. Have signed and return to teacher for credit.

Home Signature
### PROJECT SHEET

I have chosen to make

<table>
<thead>
<tr>
<th>MATERIAL NEEDED</th>
<th>Cost</th>
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<td>Amount</td>
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Teacher's Approval

Home Approval

 Processes, and stitches you will use that you have learned

 New processes and stitches you will need to learn

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FINAL GRADE

TOTAL COST

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PROBLEM: To make simple accessories or a garment needed to brighten the wardrobe

SUGGESTED PROJECTS

Scarf       Sash       Cooking apron
Purse       Bolero     Print apron
Cap         Collar and cuffs Peasant apron
Belt        Slip       Gown

1. Select a project considering the following points:
   a) Do you have a need for it?
   b) Are you interested in making it?
   c) Do you have time to finish it?
   d) Is it simple enough considering the experience you have had to do it successfully?

2. Sketch your idea of the project in your note book.


4. Fill in the following Project Sheet.

5. Make samples of any new stitches, seams or processes you will need for the construction of the project. See index for directions. Mount samples in note book.

6. Construct project according to the plan.

7. Judge your finished piece of work.
Getting Ready for the Next Season—Lesson 3

ADDING NEW TOUCHES TO THE HOME

PROBLEM: To add some new touch to the home

SUGGESTED PROJECTS

- Painted furniture
- Decorate and label cans
- Plan porch boxes or flower shelf
- Porch pillows
- Chair Covers
- Pillow cases
- Laundry bag
- Shoe bag
- Towels
- Dresser cover

1. Select a project considering the following points:
   a) Do you have a need for it?
   b) Are you interested in it?
   c) Do you have time to finish it?
   d) Is it simple enough considering your experience and ability?

2. Sketch your idea of the project in your note book.

3. Write out the plan for constructing it step by step in your note book.

4. Fill in the following project sheet.

5. Make samples of any new stitches, seams or processes you will need for the construction of the project. See index. Mount in note book.

6. Construct project according to the plan.

7. Judge your finished piece of work.
**PROJECT SHEET**

I have chosen to ____________________________________________

**MATERIAL NEEDED**

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**TOTAL**

Teacher's Approval

Home Approval

Processes, and stitches you will use that you have learned

New Processes, and stitches that you will need to learn

**FINAL GRADE**

**TOTAL COST**

124
AIM: To further develop the interest in meal preparation.

DESIR ED OUTCOMES

1. An understanding of the causes of food spoilage
2. A knowledge of the value of preserving foods at home
3. Some ability to help with home canning

In some communities very little or no canning is done at home, therefore, the teacher is to use her own judgment as to the value of this unit.
Lesson 1

FOOD PRESERVATION

PROBLEM: To acquire some knowledge of the principles of food preservation.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 193-194
FOODS AND HOME MAKING by Greer pp. 511-522
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 191-194
JUNIOR FOODS AND CLOTHING by Kinyon, Hopkins pp. 196-213
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 298-317
BALL BLUE BOOK

1. What are the advantages of preserving food?

2. Name the three microorganisms that cause foods to spoil.

3. What do these microorganisms need to live?

4. To keep foods from spoiling it is necessary to do one of two things to the microorganisms present:

   or
5. Name the five methods of preserving and explain briefly what they do.
Food Preservation—Lesson 2

CANNING BY THE COLD PACK METHOD

BOOKS FOR STUDY

FOODS AND HOME MAKING by Greer pp. 517, 521
FUNDAMENTALS OF HOME MAKING by Jensen, Jensen, Ziller p. 132
JUNIOR FOODS AND CLOTHING by Kinyon, Hopkins pp. 203-206
THE NEW ELEMENTARY HOME ECONOMICS by Matthew p. 311

1. In selecting products for canning consider:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. Jars should be tested before using by:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. Jars are sterilized by:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. Explain how to blanche fruits or vegetables.

   ______________________________________________________
   ______________________________________________________
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5. Explain cold dip:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
6. What is meant by processing in cold pack canning?

7. What is the Hot Water Bath?

8. Wash and test jars for canning.

9. Make a work plan for cold packing tomatoes, peaches or pears.

10. Cold pack tomatoes, peaches or pears.

11. Test the finished jars and label.

12. Cold pack canning______________the microorganisms.
HOME REPORT

I helped at home to preserve foods by doing the following:
On the line at the right of each statement write the letter of the word or phrase that best completes the statement?

1. Which method of preservation will keep food indefinitely a) boiling  b) perfect canning  c) ice box

2. If canned products are to keep well they must be a) juicy  b) properly sterilized  c) same size

3. When selecting fruits or vegetables for canning it is most important to consider a) color  b) size  c) firmness

4. Jars for canning must be a) clear glass  b) broad mouthed  c) air tight

5. To sterilize jars a) let them boil  b) wash well  c) let stand in cold water

6. In canning we preserve food by a) drying  b) sterilization  c) refrigeration

7. In cold pack canning the microorganisms are a) killed  b) prevented from growing

8. Scalding or dipping fruits or vegetables in boiling water is called a) processing  b) hot water bath  c) blanching

9. If canned food is to keep well it must be a) kept in dark place  b) kept cool  c) air tight

10. When using a hot water bath begin to count time a) when it begins to boil  b) when you put the jars in.
Unit I

HELPING WITH THE FAMILY MEALS

SUBUNIT B—EVENING MEAL

AIM: To further develop the interest in meal preparation.

DESIR ED OUTCOMES

1. An increased understanding of the daily food needs and how to meet them.
2. An ability to help plan, prepare and serve the evening meal.
3. A practice of using good table manners.

For the evening meal the girl should assume definite responsibility. Setting and clearing the table, preparing an appetizing dish, and assisting with family service are within her ability. Since she may sometimes be responsible for the entire meal she must also know how to plan and prepare a simple dinner or supper menu which is appetizing and easily served.

In this unit there is review and repetition of principles and standards of nutrition, food preparation and housekeeping habits. After reviewing previous units, the pupil, guided by the teacher, sets up new problems and goals for achievement.
Evening Meal—Lesson 1

PLANNING THE MENU

PROBLEM: To plan suitable and pleasing menus for the evening meal

BOOKS FOR STUDY
FIRST COURSE IN HOME MAKING by Calvert pp. 67-75, 113-114, 157-158
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller p. 12-20, 158
FOODS AND HOME MAKING by Greer pp. 104, 328, 449
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 179-184, 158-162
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 59-60, 63-72, 185-186, 241-243

1. What is dinner? What is Supper?

2. List some suitable dishes to study for dinner.
   Put a cross in front of those you would like to learn to prepare.
3. What should you consider when planning a dinner menu for the family?

4. Plan menus you think your family would enjoy.

   Light Dinner

   Heavy Dinner

NOTE TO TEACHER

The foods prepared in the eighth grade require more time for preparation. It is not always possible to prepare a complete meal with each food, therefore, several Group Work Plan forms or at the end of the unit only.
PROBLEM: To gain some knowledge about meat and its preparation.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 133-154
FOODS AND HOME MAKING by Greer pp. 347-374
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 165-170
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 162-166
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 268-276

1. Meat should be included in the menu times a day.
2. Meat belongs to the food family.
3. It is mainly a body .
4. In the milk lesson it was found that foods rich in protein should be cooked at a temperature.
5. What causes some cuts to be tender and other cuts tough?

6. Tender cuts cost more than the tough cuts because:
8. List the kinds of meat found in our stores and tell from what animal it comes.

9. How should meat be cared for at home to keep it sanitary and fresh?

10. Plan and prepare beef stew, meat loaf, creole steak

(Using beef stew)  

MENUS  

(Using meat loaf or creole steak)  

EXTRA WORK

1. Plan some dishes using leftovers you frequently have at home.
MEAT SUBSTITUTE DISHES

PROBLEM: To plan, prepare and serve family meals using meat substitute dishes.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 70-78, 108
FOODS AND HOME MAKING by Greer pp. 223, 250-260
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 173-174
JUNIOR FOOD AND CLOTHING BY Kinyon, Hopkins p. 165
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 189-195

1. Meat substitutes are selected from the food family.

2. Meat and its substitutes are body ________

3. The foods suitable to use for meat substitute dishes are:

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. Look up the meaning of legumes and name three.

   __________________________________________

5. Protein foods should be prepared at a temperature.
6. List suitable meat substitute dishes naming at least one made from each food listed in (3).

Mark those you would like to make in class with a cross.

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7. Make suitable menus for your family using meat substitute dishes.

LIGHTER MEAL

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HEAVY MEAL

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8. Prepare a number of meat substitute dishes.

EXTRA WORK

1. Compare the cost of meat substitute dishes with meat dishes.
Evening Meal—Lesson 4

LIGHTER SALADS
(Fruit and Vegetables)

PROBLEM: To plan, prepare and serve some lighter salads with prepared salad dressing.

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 82-86, 94-97, 172-175.
FOOD AND HOME MAKING by Greer pp. 287-297, 342, 358, 602-609.
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 143-146
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 137-140
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 196-200, 289

1. A true salad is a combination of __________________________
or __________________________ served cold with a salad dressing and a salad green.

2. The three types of salad dressing are:
__________________________

3. What are the qualities of a desirable salad?

__________________________________________________________________________

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4. Make a menu using a salad as the main dish.

5. Make a menu using a lighter salad as the main dish.

6. Read carefully and practice using these in making salad.

PREPARING DESIRABLE SALADS
a. Crisp, dry and clean all fresh vegetables
b. Dry salad greens by shaking or putting between towels
c. Drain extra juice from materials.
   Cut vegetables, fruits or meats into attractive pieces.
d. Keep all materials cold
e. Mix by tossing together lightly with two forks
f. Mix just before serving
g. Servings should be small and attractive

7. Prepare and serve various salads.

EXTRA WORK
1. Make a list of pleasing combinations for salads, first giving the main ingredient and end with the kind of dressing.
2. Collect pictures of attractive salads.
3. List the courtesies you should observe when buying foods at the grocery.
Evening Meal—Lesson 5

QUICK BREADS

PROBLEM: To know how to prepare and serve quick breads.

BOOKS FOR STUDY
FOODS AND HOME MAKING by Greer pp. 301-305
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 107-109
THE NEW ELEMENTARY HOME ECONOMICS by Matthew pp. 204-205

1. List quick breads you know

2. For what meal are they best suited?

3. The purpose of leavening agents in baking is to make the product
   ________________ which makes it light.

4. The two leavening agents generally used for quick breads are:
   ________________ and ________________.

5. When baking soda is used for leavening it is necessary to use sour milk
   or butter milk because of the ________________ they contain.

6. Shortening in baking means some form of ________________.

7. Quick breads should be served ________________ to be at their best.
STANDARD MEASURING FOR BAKING

1.) All flour should be sifted once before measuring.

2.) All measurements mean level unless otherwise indicated.

3.) To measure a part of a cup of butter or solid fat it is easier to fill a cup with cold water equal to the difference, then add fat until the cup is full.

Weighing is more accurate and often saves time and manipulation for measuring when baking.

EQUIVALENT WEIGHTS

<table>
<thead>
<tr>
<th>2 c. granulated sugar</th>
<th>equal 1 lb.</th>
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<tr>
<td>4 c. flour</td>
<td>equal 1 lb.</td>
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<tr>
<td>2 c. butter</td>
<td>equal 1 lb.</td>
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<tr>
<td>1 square chocolate</td>
<td>equal 1 oz.</td>
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8. Learn to light and regulate the oven at school and at home.

9. Make biscuits and muffins.

EXTRA WORK

1. Collect and try the biscuit and muffin recipes with variation.
Evening Meal—Lesson 6

DESSERTS

PROBLEM: To plan, prepare and serve suitable desserts for the evening meal.

BOOKS FOR STUDY

FOODS AND HOME MAKING by Greer pp. 311-326
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 141-145
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 176-185
ELEMENTARY HOME ECONOMICS by Matthews pp. 241-246

1. Desserts are served at the ___________ of the meal and taste ___________.

2. Types of desserts:
   a) ___________
   b) ___________
   c) ___________
   d) ___________
   e) ___________
   f) ___________

3. Examples of each type:

4. When selecting a dessert for a meal consider:

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4. A luncheon or dinner is complete without a dessert if one has had all the food needed. (False or True) __________________

**LIST OF LIGHTER DESSERTS**  
(serve with heavy meals)

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**LIST OF HEAVY DESSERTS**  
(serve with lighter meals)

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5. Prepare and serve fresh, canned and dried fruit desserts.

6. Prepare and serve fruit jello.

7. Prepare and serve custard and puddings.

8. Bake cake or cookies.

**EXTRA WORK**

1. Make a calendar of seasonable fruits.

2. Collect suitable dessert recipes for home. Consider cost, likes and dislike of your family.
Evening Meal—Lesson 7

ONE DISH—QUICK BREAD—DESSERT

**PROBLEM:** To plan, prepare and serve a suitable one dish meal for evening.

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<th>MENU</th>
<th>FOODSTUFF</th>
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<th>Girl 6</th>
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**DIAGRAM FOR COVER**

**TIME SCHEDULE**
INDIVIDUAL PLAN

Each girl must be prepared to do her part promptly. Put any information you will need in your note-book.

a. Do you have the recipes needed in the correct proportion?

b. Do you have the methods for preparation copied?

c. Do you have your work planned for the order in which it should be done?

d. Do you know what utensils you will use?

After your group finishes the work together check the Score Card.

SCORE CARD

1. Was your menu a pleasing combination? ____________________

2. Was your table neat and attractive? ____________________

3. Did the meal have variety of texture? ____________________

4. Was each food well prepared and served? ____________________

5. Was your meal colorful? ____________________

6. Was your meal satisfying? ____________________
Evening Meal—Lesson 8

DINNER

PROBLEM: To plan, prepare and serve a dinner.

<table>
<thead>
<tr>
<th>MENU</th>
<th>FOODSTUFF</th>
<th>FOOD VALUE</th>
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<tbody>
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DIAGRAM FOR COVER

TIME SCHEDULE

HOW TO SERVE
<table>
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<tr>
<th>DISTRIBUTION OF WORK</th>
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<tr>
<td>Girl 1</td>
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<td>Girl 2</td>
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<td>Girl 3</td>
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<td>Girl 4</td>
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<td>Girl 5</td>
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<tr>
<td>Girl 6</td>
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</tbody>
</table>

**INDIVIDUAL PLAN**

Each girl must be prepared to do her part promptly. Put any information you will need in your note-book.

a. Do you have the recipes needed in the correct proportion?

b. Do you have the methods for preparation copied?

c. Do you have your work planned for the order in which it should be done?

d. Do you know what utensils you will use?
HOME REPORT

I have prepared the following dishes at home.

<table>
<thead>
<tr>
<th>MEAT</th>
<th>DATE</th>
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<table>
<thead>
<tr>
<th>MEAT SUBSTITUTE</th>
<th>DATE</th>
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<table>
<thead>
<tr>
<th>SALAD</th>
<th>DATE</th>
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<table>
<thead>
<tr>
<th>QUICKBREADS</th>
<th>DATE</th>
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<table>
<thead>
<tr>
<th>DESSERTS</th>
<th>DATE</th>
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Pupil's Signature

Parent or Guardian
HOME REPORT

I have learned to eat the following dishes:

I have become more helpful at home by:

Pupil's Signature

Parent or Guardian
Select a word from the group column that best completes the statement and write it in the blank. Put a check in front of the word as you use it. Not all words are needed.

**GROUP I**
- once
- protein
- eggs
- sheep
- cheese
- builders
- twice
- calf

1. Meat and its substitutes belong to the ________ food family.
2. ________ and ________ can be used as substitutes for meat in a meal.
3. Veal is meat from a ________.
4. Protein foods are body ________.
5. Flour should be sifted ________ before measuring for baking.

**GROUP II**
- light
- fat
- low
- pie
- high
- baking soda
- baking powder

6. Shortening is a form of ________.
7. ________ is a heavy dessert.
8. A ________ dessert should be served with a heavy meal.
9. Protein foods should be cooked at a ________ temperature.
10. ________ is used with sour milk as a leavening agent.
AIM: To develop thoughtfulness for comfort and happiness of others.

DESIRED OUTCOMES

1. An understanding of sick room etiquette
2. An ability to assume a part of the daily care of a patient
3. An ability to follow simple directions
4. A knowledge of how to plan, prepare, and serve some attractive foods to a patient.
5. An ability to care for the food and dishes from the sick room.

Although every precaution against disease and infection is taken, most families have an occasional illness. At such times it is essential to give the patient the best care possible in order to lessen the danger of spreading infection. Household duties are necessarily increased and the girl should cheerfully assume some of the responsibilities.
When Someone Is Ill—Lesson 1

HELPING WHEN SOMEONE IS ILL

"An ounce of prevention is worth a pound of cure"

PROBLEM: To have an appreciation of necessary precaution and to be helpful

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME ECONOMICS by Calvert pp. 366-585
FOODS AND HOME MAKING by Greer pp. 477
JUNIOR HOME PROBLEMS BY Kinyon, Hopkins pp. 150-173
FUNDAMENTALS OF HOME MAKING by Jensen, Jensen, Ziller pp. 378-389
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 337-346

1. Disease germs are carried by:

2. Germs enter the body through the

3. It is the duty of every good citizen to do his part by:
4. How can a Junior High School Girl help with the care of the patient? Include not only the suggestions from your reading but also from your own experiences.

5. Give suggestions for the visitors of the sickroom to practice:

6. Give some suggestions for a good patient to follow:

7. How should medicine be given?
When Someone Is Ill—Lesson 2

FOOD FOR THE SICK

PROBLEM: To have some knowledge about food for the sick

BOOKS FOR STUDY

THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 186-191
FOODS AND HOME MAKING by Greer p. 481
FUNDAMENTALS OF HOME MAKING by Jensen, Jensen, Ziller pp. 389-391
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 346-351

1. People in bed cannot eat the same food as when they are well because:

2. List ways to make a tray attractive. Think of your own experiences if you have ever been served in bed.
3. How is food left on a sickroom tray best cared for?

4. How should the dishes used in the sickroom be cleansed?

5. Suggest suitable food for a liquid diet:

6. Plan menus for an average patient where no special diet is required.
PROBLEM: To plan, prepare and serve an attractive tray.

<table>
<thead>
<tr>
<th>PATIENT</th>
<th>Adult or Child</th>
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<tbody>
<tr>
<td>Meal</td>
<td>Morning-Noon-Evening</td>
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</tbody>
</table>

**MENU**

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**DISTRIBUTION OF WORK**

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<th>Girl 1</th>
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<th>Girl 2</th>
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<th>Girl 3</th>
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<th>Girl 4</th>
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<th>Girl 5</th>
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<th>Girl 6</th>
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</table>

INDIVIDUAL PLAN

Each girl must be prepared to do her part of the work. Put any information you will need in your note-book.

a. Do you have the recipes needed in the correct proportions for the lesson?
b. Do you have a copy of the method for preparation?
c. Have you a list of all the supplies needed for your part?
d. Have you planned the utensils needed?

After your group serves and finishes the work check your results together.

1. Was your menu suitable?
2. Was it a pleasing combination?
3. Was the tray attractive?
4. Did the hot foods stay hot until served?
5. Was everything on the tray such as salt, silverware, etc?
HOME REPORT

This unit cannot be practiced at home unless a need arises.

Date

I helped at home by doing the following:

[Blank lines for writing]

Pupil's Signature

Home Approval
EIGHTH GRADE

SPRING SEMESTER

UNIT II

THE JUNIOR HIGH SCHOOL GIRL AND HER CLOTHES

AIM: To interest the girl in dressing appropriately and to provide experiences which will aid her in selecting and making clothes for play or round about home.

DESIRED OUTCOMES

1. Some ability to select appropriate garments to meet the needs for home and play.
2. Some ability to recognize a practical well made garment.
3. Ability to help select and purchase a simple commercial pattern.
4. Ability to help select suitable material for a garment.
5. Ability to recognize muslin, gingham, print, dimity, lawn, and pique.
6. An increased ability to apply hand stitches and to use the sewing machine.
7. Some ability to plan work and to follow instructions.

When setting up standards for the selection of garments for home or play emphasis is placed on health, modesty, freedom of motion, becomingness of color and design.

Before constructing a garment it is essential to review and to give tests on the fundamental sewing processes. The girl then chooses a suitable garment which she needs and which is within her sewing ability.

Course Of Study In Home Economics, Junior High School Division, Indianapolis Public School, 1940 p.42
SEWING EQUIPMENT—HABITS OF WORK
(Review)

PROBLEM: To review selection, use and care of equipment needed for sewing and practice good sewing habits

NOTE
It is essential to start off with reviewing and testing of the sewing processes developed during the seventh grade. It gives the teacher an understanding of the pupil's sewing ability and helps the pupil to evaluate her progress since last year. This is necessary to set goals for the future work in the semester and must be taken into consideration when choosing a garment to make.

1. List equipment necessary for sewing and review how to select them.

PUPIL FURNISHES

SCHOOL FURNISHES

2. Put a cross in front of the equipment you will need to purchase. (List in 1.)

   a) Get your hands and finger nails in proper condition for sewing.
   b) Arrange the top of your work table.
   c) Sit in correct sewing position.
   d) Put on your thimble
   e) Measure and cut thread correctly.
   f) Thread needle and make a knot at the end of the thread.
   g) Make any necessary adjustment for improving the light.

4. Make a gauge which is to be kept permanently in your sewing box. Follow directions on p. 86.

5. Label all your personal equipment in whatever way the class decided so you can identify your thread etc.
REVIEW OF STITCHES

PROBLEM: To review the stitches most commonly used

GENERAL DIRECTIONS

A Practice Piece of each stitch is to be made, judged and mounted. Use pieces of cotton materials (6"x4") and contrasting colored thread so stitches will be plainly seen. Work on a six inch edge of material. A gauge is to be used for measuring. Pins are placed perpendicular to an edge or fold.

Read directions for each stitch carefully.

WATCH placing of knot, size and evenness of stitch, and the fastening of the thread.

PRACTICE PIECES TO BE MADE

1. **Uneven Basting** on a 1/2" fold  
   See p. 91
2. **Even Basting** on a 1/2" fold  
   See p. 92
3. **Hemming Stitch** on a 1/2" hem  
   See p. 93 and 94
4. **Running Stitch** 1/2" from edge on a creased line  
   See p. 95
5. **Overhanding Stitch** holding two folded edges together  
   p. 96
6. **Overcasting Stitch** can be made on the raw edges of the Plain Seam to be made in the next lesson  
   See p. 97

MOUNTING AND JUDGING

1. Carefully trim off ravelings from edges.
2. Press
3. Mount pieces in note-book with the side you work on up. A little paste on each corner will hold it.
4. Label each practice piece neatly.
5. Grade each of your own pieces.
6. Submit to teacher for her grading.
Junior High School Girl And Her Clothes—Lesson 3

REVIEW OF THE SEWING MACHINE

PROBLEM: To review operating the school sewing machine

1. Check the following list of machine parts you can identify with a cross:

<table>
<thead>
<tr>
<th>Table</th>
<th>Stop Motion</th>
<th>Feed</th>
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</thead>
<tbody>
<tr>
<td>Head</td>
<td>Plate</td>
<td>Spool pin</td>
</tr>
<tr>
<td>Hand wheel</td>
<td>Bobbin case</td>
<td>Tension</td>
</tr>
<tr>
<td>Band wheel</td>
<td>Bobbin</td>
<td>Stitch regulator</td>
</tr>
<tr>
<td>Belt or band</td>
<td>Presser foot</td>
<td>Take up</td>
</tr>
<tr>
<td>Treadle</td>
<td>Presser foot lever</td>
<td>Thread cutter</td>
</tr>
<tr>
<td>Dress guard</td>
<td>Needle bar</td>
<td>Bobbin winder</td>
</tr>
</tbody>
</table>

2. Study a diagram of the machine and locate the parts you did not remember.

3. Open and Close the machine. See p. 104

4. Take correct position at machine See p. 104

5. Practice treadling

   Can you start smoothly?
   Can you keep going steadily?
   Can you stop promptly?

6. Follow directions for Practice on Paper:

   Practice guiding on straight line. Use p. 165
   Practice turning square corners Use p. 166
   Practice guiding on curved edge Use p. 167

7. Threaden sewing machine.

   See diagram in the Sewing Machine Book of Instructions.
8. Practice stitching on a scrap piece of material folded double.

Is the stitching smooth on both sides?

Pull threads through to one side and tie in triple knot.

REVIEW SEAMS AND HEM BY MACHINE

9. Make the following Practice Pieces following the same general instructions used for the stitches in Lesson 2.

| Hem stitched by machine | (1/2" wide) | 1/2" seam allowance | See p. 109
| Plain Seam | 1/2" seam allowance | See p. 110
| French Seam | 1/2" seam allowance | See p. 111
| Felled Seam | 1/2" seam allowance |
PRACTICE STITCHING ON THE LINE

PRACTICE STITCHING NEXT TO LINE
DIRECTIONS

Stitch following the line as far as it goes then continue going around until you have made four lines. Let the outer edge of the big toe of the presser-foot follow the previous line.
STITCHING A CURVED EDGE
DRESSING APPROPRIATELY

PROBLEM: To understand what is meant by appropriate dress

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 235-238
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 40-42, 58-65
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 59-61
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 574-575
CLOTHING FOR GIRLS by Todd pp. 133-172

1. What points should be considered to dress appropriately?

2. Give several personal advantages for dressing appropriately.
3. Illustrate with a picture cut from a magazine or paper an appropriate garment. Tell for what it is appropriate and why you selected it.
COLOR AND DRESS

PROBLEM: To gain some appreciation for the effect of color in dressing appropriately.

BOOKS FOR STUDY
FIRST COURSE IN HOME MAKING by Calvert pp. 206-214
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 54-59
JUNIOR FOOD AND CLOTHING by Kinyoh, Hopkins pp. 62-64
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 575-579

1. Study yourself before a mirror and classify:

<table>
<thead>
<tr>
<th>COLOR HAIR</th>
<th>COLOR EYES</th>
<th>COLOR COMPLEXION</th>
</tr>
</thead>
</table>

2. Study color charts and try holding samples of color under your chin at the mirror. This gives you some idea of color and its effect but it is not absolutely dependable for it is not only the color but the particular shade that makes it a good or bad choice.

BECOMING COLORS

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UNBECOMING COLORS

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</table>
LINE IN DRESS

BOOKS FOR STUDY
FIRST COURSE IN HOME MAKING by Calvert pp. 214-217
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller, pp. 52-54
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 58-62
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 580-584

1. Draw four identical ovals in your note-book. Under each design a different style neck line such as round, square, pointed and high. Observe how the oval seems to change shape.
This is also interesting to try with circles.

2. Study the shape of your face. Which type are you?
   ___ Round ___ Oval ___ Square

3. Lines of a dress effect the appearance of the body figure just as much as the neckline did the face. Study your own figure and the effect of line as you try on different style clothing.
CHOOSING A GARMENT TO MAKE

PROBLEM: To select an appropriate garment for home or play you would like to make.

SUGGESTED GARMENTS TO CONSIDER

<table>
<thead>
<tr>
<th>SLIP</th>
<th>HOUSE COAT</th>
<th>PLAY DRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHORTS</td>
<td>GOWNS</td>
<td>HOUSE DRESS</td>
</tr>
<tr>
<td>PANTIES</td>
<td>PAJAMAS</td>
<td>PLAY SUIT</td>
</tr>
<tr>
<td>APRON</td>
<td>SKIRT</td>
<td>BLouse</td>
</tr>
</tbody>
</table>

1. List clothes you will need for home or play

2. Which would you like to make?
   Consider need, cost, your sewing ability, and the time for sewing.
   First Choice (x)
   Second Choice (✓)
SELECTING THE PATTERN
(A Commercial Pattern is Preferred)

PROBLEM: To select and purchase a suitable commercial pattern.

1. To determine pattern size needed it is necessary to know certain body measurements. Record the measurements needed on the Project Sheet, p. 174.

2. Study a measurement chart for Commercial Patterns and determine the size pattern that will fit you best. Generally the bust measurement is used to determine size.

3. Study the pictures in the Pattern Catalogues or the approved patterns and select the one you would like to make.

4. Have your pattern choice approved by teacher.

5. Fill in your Project Sheet with the necessary information for buying the pattern.

   Pattern Make—Style Number—Size

6. Have teacher approve your information and sign her name below.

7. Have the "Home Approval" signed

8. Purchase pattern.

NOTE: Do not lose this sheet for it is needed to check pattern for alterations.
PROJECT SHEET

1. I have decided to make ________________________________

2. My choice of pattern: Name of Pattern __________________________
   Pattern No. __________ View __________
   Size: (Year) _________
   (Bust) __________

MEASUREMENT CHART

<table>
<thead>
<tr>
<th>BODY</th>
<th>PATTERN</th>
<th>ALTERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bust</td>
<td></td>
<td></td>
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<tr>
<td>Waist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hip</td>
<td></td>
<td></td>
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<tr>
<td>Finished Length</td>
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</table>

MATERIAL NEEDED

<table>
<thead>
<tr>
<th>Amount</th>
<th>Item</th>
<th>Cost</th>
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TOTAL COST

(Teacher's Approval)

(Home Approval)
The Junior High School Girl And Her Clothes--Lesson 9

SELECTING THE MATERIAL

PROBLEM: To be helpful in selecting and purchasing suitable cotton materials

BOOKS FOR STUDY
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller pp. 211, 216, 227, 237
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins pp. 40-50
THE NEW ELEMENTARY HOME ECONOMICS pp. 444-458, 584-585
CLOTHES FOR GIRLS by Todd pp. 55-57

1. Review lesson on How Cloth is Made, p. 99, 100.

2. What should you consider when purchasing cotton materials?

3. Collect samples of the following materials and learn to identify them.
   Label and mount in your note-book. If possible give the price per yard.
   Muslin
   Print
   Lawn
   Gingham
   Dimity
   Pique
4. Select the kind of material you would like to use for the garment selected. Can you give the same corresponding answers to these questions?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it cotton?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is it a smooth weave?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does it stretch badly?</td>
<td>No</td>
</tr>
<tr>
<td>Does it ravel badly?</td>
<td>No</td>
</tr>
</tbody>
</table>

FIRST CHOICE

SECOND CHOICE

5. In deciding the color of material consider:

- Color suitable for garment
- Color becoming to you.
- The clothes you already have

FIRST CHOICE

SECOND CHOICE

6. If selecting a figured or designed material consider the following:

- Must not require matching such as large checks or plaids.
- No up or down design
- No left and right stripe
- Be suitable for the garment
- Be becoming to you.
GENERAL REVIEW

Select a word in the group column that best completes the sentence and write it in the blank. Check the word on the list as you use it. Not all the words are needed.

GROUP I

<table>
<thead>
<tr>
<th>felled</th>
<th>warp</th>
<th>overcasting stitch</th>
<th>weighting</th>
<th>basting</th>
<th>overhanding stitch</th>
</tr>
</thead>
</table>

GROUP I

1. The stitch used to prevent raw edges from raveling is ____________________.
2. ____________________ is used to hold material in place temporarily.
3. When a flat surface is desired on both sides use a __________ seam.
4. The __________ thread of material is strongest.
5. The process used to make material seem heavier is called __________.

GROUP II

| hem | salvedge | left | right | backstitch | gingham |

GROUP II

6. The hand stitch most nearly like machine stitching is ____________.
7. Finishing an edge with a double fold is a ____________.
8. The edge on material that doesn't ravel is the ____________.
9. When sewing light is best coming from over ____________ shoulder.
10. Material that has the checks or stripes woven in with colored thread is called ________.
USE OF THE SEWING MACHINE

(Review)

Directions: Put a cross in front of the correct answer to complete the sentence.

1. When threading the machine place the spool of thread on
   ___ a thread guide  ___ the spool pin  ___ the bobbin winder

2. When sewing on the machine place the material under the presser
   foot so that the larger part rests
   ___ on the leaf of the table  ___ under the arm of the machine

3. Start the machine by turning the
   ___ Band wheel  ___ hand or balance wheel  ___ stop motion

4. It is best to treadle with
   ___ the right foot  ___ both feet  ___ the left foot

5. When stitching on the machine guide the material by placing
   ___ hands lightly in front of presser foot
   ___ one hand back of presser foot pulling material
   ___ one hand in front and one in back of presser foot

6. When turning the material for retracing stop with
   ___ needle raised just above material
   ___ needle raised at highest point
   ___ needle down in the material

7. The school machines are
   ___ lock-stitch  ___ chain stitch.

8. To avoid bending the point of the machine needle when removing
   material, pull it
   ___ straight back of presser foot  ___ straight forward.

9. When beginning to stitch place the material so that the first
   stitch is
   ___ off the material  ___ right on the edge  ___ 1/4" from edge

10. When stitching on the machine keep your eyes on
    ___ the extra material  ___ the needle  ___ the spool of thread
EIGHTH GRADE

UNIT III

SPRING SEMESTER

MAKING THE GARMENT

AIM: To develop the ability to sew

DESIRED OUTCOMES

1. Ability to construct a simple garment of cotton material with a fair degree of skill and workmanship

2. Some ability to evaluate work.

3. Satisfaction and pleasure which comes from making an attractive and useful garment.

Units II and III are based on an administrative division of time.

Course Of Study In Home Economics, Junior High School, Division Indianapolis Public School, 1940 p. 44
STUDYING THE PATTERN

1. Write your name on the pattern envelope, guide sheet and each piece of pattern.

2. Study the diagram of the pattern pieces on the envelope or guide sheet and write the name of each under the letter or number on the pattern pieces.

3. Fill in 1 and 2 on Pattern Study Sheet p. 181

4. Fold pieces you will not need together and put them back into the envelope. Keep those you are using in your work box.

5. Study pattern and guide sheet for markings. Know the meaning of every mark. Every pattern company uses a code of its own. The marks give us the following information:
   a. Identification of pieces
   b. How to lay pattern on material
      1) Lay on fold
      2) Place on straight of material
   c. How to put pieces together
      1) Notches for joining seams
      2) Pleats, gathers, darts etc.
   d. Some indicate seam allowance

6. Complete 2, 3, and 4 on Pattern Study Sheet p. 181

7. Pin all the front pieces together and all the back pieces together. Match notches and overlap seams twice the seam allowance.

8. With the teacher's help check your pattern for alterations and record on Measurement Chart.

9. Alter pattern where necessary and have it checked by the teacher.

10. Study chart for laying pattern on material. Select the best one for your project according to view, size and width of material.

11. Have your choice approved by the teacher.
1. Pattern pieces to be used
   Code     Part of pattern
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

2. Pieces not to be used
   Code     Part of pattern
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

2. My pattern has the following markings which I must know to place pattern on material:
   Laying pattern on fold
   ________________________________
   Straight of material
   ________________________________

3. Marks used to guide construction and must be transferred beside all notches are:

<table>
<thead>
<tr>
<th>MARK</th>
<th>PIECE OF PATTERN</th>
<th>MEANING</th>
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4. Seam allowance on this pattern is ____________________.

5. I will use the following kinds of seams for construction:

   Plain ( )       French ( )       Felled ( )
LAYING PATTERN AND CUTTING

1. Have material smooth and properly folded for your pattern.

2. Lay pattern on right side of material following pattern chart.

3. First pin in place at marks indicating straight of material after laying them parallel to the center fold or selvedge edge.

4. Smooth pattern by running fingers over top.

5. Place pins obliquely and about 1/2" from edge keeping material flat on table. Use only as many pins as are necessary to hold pattern well in place.

6. Pin as many pieces of pattern in place as is possible without changing fold.

7. Check material and pieces left to be sure your material will reach.

8. HAVE ALL PINNING APPROVED BY TEACHER BEFORE CUTTING.

9. Cut, holding shears with thumb in small hole and fingers in large hole using full length of blade excepting very tip.

   Do not raise material from table.

10. Do not cut notches. Mark notches and other necessary construction marks with pencil, tailor's chalk or thread.

11. Remove pattern from material as you are ready to put pieces together.
Making The Garment—Lesson 3

CONSTRUCTION

1. Study pattern guide for construction suggestions.

2. Make a written outline for the construction of the garment according to your plans.

3. Have approved by teacher.

4. Make garment according to the written directions.

5. Press seams as finished.

6. Have all fitting approved by teacher.

7. Press finished garment.

8. Judge the finished garment.

NOTE

A style show or exhibit always makes a nice ending for this unit.
NOTE

Several units have been omitted because the Author did not feel the material included was such that could be presented or helped with a work book.