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Home Economics Workbook for Seventh and Eighth Grades

Ruth Bernd Emhardt
Butler University

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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
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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AUTHOR'S NOTE
HOME ECONOMICS WORKBOOK
SEVENTH AND EIGHTH GRADES

CHAPTER I

INTRODUCTION

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.


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. Faitt 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...".10

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, result-
ing 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.

1Course 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 prob-
lems 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 diffi-
culties. 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 great-
er 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 lit-
tle 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."

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.

5. *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., 1936. 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 1935. 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

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.

---

\(^1\)Guy Montrose Whipple, How To Study Effectively, Bloomington, Illinois: Public School Publishing Co., 1932

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.
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.
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. 32-36

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>JUNIOR HIGH SCHOOL GIRL'S DAY</th>
<th>My Day</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td></td>
<td></td>
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<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>
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<tr>
<td>Helping with work</td>
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<tr>
<td>Home Study</td>
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<tr>
<td>School</td>
<td></td>
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<tr>
<td>In School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td></td>
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<tr>
<td>Play, entertainment, clubs</td>
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</tr>
</tbody>
</table>

TOTAL .... 24 hrs. 24 hrs.

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?

---
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".
HOME REPORT

THE GIRL AND HER DAY

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.

EQUIPMENT NEEDED

HOW TO SELECT THEM

HABITS OF PERSONAL CLEANLINESS TO BE PRACTICED

Care of Hair

Care of Hands

Care of Nails

Jewelry

Handkerchief

Tasting Food
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 Gree. 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) _________________________  d) _________________________
   b) _________________________  e) _________________________
   c) _________________________  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

<table>
<thead>
<tr>
<th>GIRL I</th>
<th>GIRL II</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GIRL III</th>
<th>GIRL IV</th>
</tr>
</thead>
<tbody>
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</table>

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)  

Score__________  Class__________
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.
Breakfast - Lesson 1

USING THE RECIPE

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?

<table>
<thead>
<tr>
<th>STANDARD ABBREVIATIONS</th>
<th></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.

<table>
<thead>
<tr>
<th>STANDARD MEASUREMENTS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3 tsp. equals 1 tbsp.</td>
<td>2 pts. equal 1 qt.</td>
</tr>
<tr>
<td>16 tbsp. equal 1 c.</td>
<td>4 qts. equal 1 gal.</td>
</tr>
<tr>
<td>2 c. equal 1 pt.</td>
<td>16 oz. 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 _______________________________.

4 What fraction of a cup do the lines mark? Answer on the lines.
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 Friede, Shultz
FOOD AND HOME MAKING by Greer. pp. 1-6
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller
pp. 14-18, 112-113
JUNIOR FOOD AND CLOTHING by Kinyon, Hopkins. pp. 3-6, 32-43
THE NEW ELEMENTARY HOME ECONOMICS by Matthews. pp. 96-97.
PICTURES TO STUDY
Kinyon, Hopkins. pp. 51-55

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.
PLANNING THE MENU

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

BOOKE 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:

   - Light Breakfast
   - Medium Breakfast
   - Heavy Breakfast

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.
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 118
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

PICTURES 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. 

<table>
<thead>
<tr>
<th>Served Raw</th>
<th>Served Cooked</th>
<th>Served Canned</th>
<th>Served Dried</th>
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</table>

42
4. All fruits should be carefully ___ in ___ water before using as food.

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.

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 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

RECIPE BOOKS

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?

   Uncooked     Partially cooked     Ready-to-serve
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
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

Good Fair Poor

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

EGGS AND BACON FOR BREAKFAST

1. List kinds of eggs that 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.

PROBLEM: To plan, prepare and serve a heavier 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 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.
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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<table>
<thead>
<tr>
<th>Fresh Fruits</th>
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<table>
<thead>
<tr>
<th>Cooked Fresh Fruits</th>
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<thead>
<tr>
<th>Stewed Dried Fruit</th>
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<table>
<thead>
<tr>
<th>Cereals</th>
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</table>

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

(Pupil's Signature)

(Parent or Guardian)
ABBREVIATION, MEASUREMENTS, RECIPE REVIEW

Points

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:
   quart:             pound:
   ounce:             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?

   10

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

   10

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

   10

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.

Score

Name

Class

ANSWER

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10.____

57
UNIT III—BREAKFAST

Review B

1. All fruits should be washed in __________water before eating or soaking.

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.

UNIT III

HELPING WITH THE FAMILY MEALS
SUBUNIT B—LUNCHEON

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

DESIRE 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.
Luncheon – Lesson 1

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</td>
<td>Fat</td>
</tr>
<tr>
<td>(heat and energy)</td>
<td>Carbohydrates</td>
</tr>
<tr>
<td></td>
<td>Sugar and starch</td>
</tr>
<tr>
<td></td>
<td>Carbohydrate when digested</td>
</tr>
<tr>
<td>BUILDERS</td>
<td>Protein</td>
</tr>
<tr>
<td>(growth and repair)</td>
<td>soft parts of body</td>
</tr>
<tr>
<td></td>
<td>Mineral</td>
</tr>
<tr>
<td></td>
<td>hard parts of body</td>
</tr>
<tr>
<td>REGULATORS</td>
<td>Mineral</td>
</tr>
<tr>
<td>(regulates and protects)</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>
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<table>
<thead>
<tr>
<th>PROTEIN</th>
<th>MINERAL</th>
<th>VITAMIN</th>
<th>CELLULOSE</th>
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61
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    Matthew p. 67
   Your height by inches    Your age by years
   Your weight    Normal weight
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.

**LUNCH ON MENUS**

<table>
<thead>
<tr>
<th>Light Luncheon</th>
<th>Heavy Luncheon</th>
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<tbody>
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</tbody>
</table>

**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.
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 _________
   3/4 lb beefsteak _________
   2 lbs. of chicken which cost _________
   5 lbs. of fish _________

Milk is an (expensive or inexpensive) food compared to other foods?
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>
</tr>
</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>6 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, gravy

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.
**Luncheon - Lesson 5**

**CREAMED DISH--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>
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**DISTRIBUTION OF WORK**

<table>
<thead>
<tr>
<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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**GROCERY ORDER**

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<tr>
<th>TIME SCHEDULE</th>
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67
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

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

How could you have improved your work?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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>
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</tr>
</tbody>
</table>

DISTRIBUTION OF WORK

Girl 1

Girl 2

Girl 3

Girl 4

Girl 5

Girl 6

GROCERY ORDER

TIME SCHEDULE

69
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>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency: not too thick or too thin</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Seasoning: not too salty of flat</td>
<td></td>
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<tr>
<td>Temperature</td>
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</tbody>
</table>

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

---

How can you still improve your work?

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70
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 Creer pp. 264-286
FUNDAMENTALS OF HOME ECONOMICS by Jensen, Jensen, Ziller. pp. 7-8, 163-164, 174-178
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>
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<tbody>
<tr>
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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>
</tr>
<tr>
<td>onion</td>
<td>green beans</td>
</tr>
<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. Tast 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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DISTRIBUTION OF WORK

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

DISTRIBUTION OF WORK

Girl 1

Girl 2

Girl 3

Girl 4

Girl 5

Girl 6
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?

---------------------------------
HOME REPORT

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>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VEGETABLE DISHES</th>
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</table>

<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.

GROUP I
mineral
regulator
cold
starch
cellulose
vitamin
salt
food value
boiling
flavor

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 __________.

GROUP II
flavor
small
medium
cabbage
appearance
large
carrot
onion
spinach

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.

DESIR ED 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.

Course Of Study In Home Economics, Junior High School Division, Indianapolis Public Schools: 1940 p. 16
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.

Course Of Study In Home Economics, Junior High School Division, Indianapolis Public Schools; 1940 p. 19
Lesson - 1

LEARNING TO SEW

PROBLEM: To become interested in sewing

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 266-269
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

<table>
<thead>
<tr>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pincushion</td>
<td>Dish towels</td>
<td>Luncheon cloth</td>
</tr>
<tr>
<td>Needle book</td>
<td>Guest towels</td>
<td>Quilt blocks</td>
</tr>
</tbody>
</table>

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.
Learning To Sew—Lesson 2

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"x1 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.
Learning To Sew—Lesson 3

STARTING TO SEW
"Habits are formed by constant use"

PROBLEM: To practice good sewing habits

BOOKS FOR STUDY
THE NEW FIRST COURSE IN HOME MAKING by Calvert pp. 272-273
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 399-400

1. Study the following and try to use them. Be ready to demonstrate to class.

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?
PINCUSHION 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 envelop if you want to save them for future use.

Top - Cut one

Place on straight of Material

Pocket - Cut one

Cut two of Cardboard

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
   - Directions on p. 31
2. **Even Basting** on a 1/2" fold
   - Directions on p. 32
3. **Hemming Stitch** on a 1/2" hem
   - Directions on p. 33, 34
4. **Running Stitch** 1/2" from edge on a creased line.
   - Directions on p. 35
5. **Overhanding Stitch** holding two folded edges together.
   - Directions on p. 36
6. **Back Stitch** a 1/2" seam
   - Directions on p. 37
7. **Overcasting Stitch** on edge of Back-Stitched seam.
   - Directions on p. 38
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.

---

EVALUATION GUIDE

1. Holds material in place ready for stitching 30
2. Knot on top of work 15
3. Stitches straight and even 20
4. Short stitch 1/4 as big as long one 20
5. Thread end secure and long enough to clip 15

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

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<tbody>
<tr>
<td>1. Holds material in place well</td>
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<tr>
<td>2. Stitching straight and even</td>
<td>30</td>
</tr>
<tr>
<td>3. Stitches uniform size</td>
<td>20</td>
</tr>
<tr>
<td>4. Knot on top of work</td>
<td>15</td>
</tr>
<tr>
<td>5. Thread end secure and long enough to clip</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL...</td>
<td>100</td>
</tr>
</tbody>
</table>
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.
**HEMMING STITCH**

**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**

1. Tiny stitches 50
2. Stitches uniform size 20
3. Stitching straight 20
4. Thread end fastened 10

**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 accidently 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.

---

EVALUATION GUIDE

1. Stitch holds securely  
2. Continuous line of stitches on working side  
3. Stitches even  
4. Stitches uniform  
5. Knots concealed  
6. Threads ends fastened

TOTAL: 100

---
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.

   ___________________
   ___________________
   ___________________

99
3. Selvedge edge should be clipped or removed from wash material because

Mount sample of selvedge 3"x2"

Torn edge

Mount sample showing cut edge and torn edge (3"x2")

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 material.

<table>
<thead>
<tr>
<th>Good Quality</th>
<th>Poor Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7. Mount samples of the following materials:</strong></td>
<td></td>
</tr>
<tr>
<td>UNBLEACHED MUSLIN</td>
<td>BLEACHED MUSLIN</td>
</tr>
<tr>
<td>PRINT</td>
<td></td>
</tr>
</tbody>
</table>

- **Cream colored**
  - Not so well finished
- **Clear white**
  - Nicely finished
- **Firm, closely woven**
  - Printed after it is woven. Has right and wrong side.

**DIMITY**

- Heavy thread woven in forming rib
  - lengthwise.
- Plain weave
  - Thread dyed before weaving—same on both sides

**GINGHAM**

**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 someone 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>
<th>Feed</th>
</tr>
</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>
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.
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, and 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 pp. 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"x4") 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>
<tr>
<td>TOTAL....</td>
</tr>
</tbody>
</table>
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 pin 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 bastings.
7. Trim raw edges to 1/8" from stitching and free of reavelings.
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raw edges covered</td>
<td>20</td>
</tr>
<tr>
<td>2. Line of stitching on edge of fold</td>
<td>15</td>
</tr>
<tr>
<td>3. Seam desired width (1/4&quot;)</td>
<td>15</td>
</tr>
<tr>
<td>4. Seam even width</td>
<td>10</td>
</tr>
<tr>
<td>5. Bastings removed</td>
<td>10</td>
</tr>
<tr>
<td>6. No bunches of thread or broken stitches</td>
<td>10</td>
</tr>
<tr>
<td>7. Threads all fastened</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL......</td>
<td>100</td>
</tr>
</tbody>
</table>

---
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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raw edges covered</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2. Seam flat on wrong side</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3. Seam desired width (1/4&quot;)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4. Seam even width</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5. Second stitching on edge</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6. Basting removed</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7. No bunches of thread or broken stitches</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8. Threads all fastened</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL........100

EXTRA WORK

1. Make samplers showing different ways of finishing the edges of a plain seam.

111
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"x18")

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 113
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, edge to edge, corner to corner.
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.

SCORE CARD

<table>
<thead>
<tr>
<th></th>
<th>Pupil</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hem</td>
<td>12 1/2</td>
<td></td>
</tr>
<tr>
<td>Even width (1/2&quot;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hemming stitch or machine stitching</td>
<td>12 1/2</td>
<td></td>
</tr>
<tr>
<td>Seam</td>
<td>12 1/2</td>
<td></td>
</tr>
<tr>
<td>Straight 1/2&quot; from edge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcasting</td>
<td>12 1/2</td>
<td></td>
</tr>
<tr>
<td>Are all ends fastened?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Are bastings out?</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Is it a good Pot-Holder Cover?</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL GRADE</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

SCORE CARD

<table>
<thead>
<tr>
<th></th>
<th>Pupil</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine stitching</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Overcasting on edges</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Knots concealed</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Threads fastened</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Neat design</td>
<td>20</td>
<td>FINISHED GRADE. 100</td>
</tr>
</tbody>
</table>

113
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.
THE SEWING MACHINE
(Review)

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.

<table>
<thead>
<tr>
<th>Dress guard</th>
<th>Feed</th>
<th>Spool pin</th>
<th>Back</th>
<th>Hand wheel</th>
<th>Left</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presser foot</td>
<td>Right</td>
<td>Front</td>
<td>Stop motion</td>
<td>Treadle</td>
<td>Bobbin</td>
</tr>
</tbody>
</table>

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 ________.
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

116
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

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

TOTAL: 100
HEMMED PATCH

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 1/3", pin and baste.

11. Sew edges down with hemming stitch.

12. Remove basting and press.

---

EVALUATION GUIDE

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

---

Name

Class

---

Home Signature

---
### PROJECT SHEET

I have chosen to make ______________________

<table>
<thead>
<tr>
<th>Amount</th>
<th>Items</th>
<th>Cost</th>
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</thead>
</table>

**TOTAL**

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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

---

**FINAL GRADE**

---

**TOTAL COST**

---
Getting Ready For the Next Season—Lesson 2

BRIGHTEN UP THE WARDROBE

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

SUGGESTED PROJECTS

<table>
<thead>
<tr>
<th>Scarf</th>
<th>Sash</th>
<th>Cooking apron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purse</td>
<td>Bolero</td>
<td>Print apron</td>
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<tr>
<td>Cap</td>
<td>Collar and cuffs</td>
<td>Peasant apron</td>
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<tr>
<td>Belt</td>
<td>Slip</td>
<td>Gown</td>
</tr>
</tbody>
</table>

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.
I have chosen to ____________

MATERIAL NEEDED

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<tr>
<th>Amount</th>
<th>Items</th>
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</table>

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
EIGHTH GRADE  

UNIT I

HELPING WITH THE FAMILY MEALS  
SUBUNIT A——FOOD PRESERVATION

AIM: To further develop the interest in meal preparation.

DESIRED 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

126
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. 192
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.

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:

Pupil's Signature

Home Approval
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.
EIGHTH GRADE

FALL SEMESTER

Unit I

HELPING WITH THE FAMILY MEALS

SUBUNIT B—EVENING MEAL

AIM: To further develop the interest in meal preparation.

DESIRED 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.

Course Of Study In Home Economics; Junior High School Division, Indianapolis Public School 1940 p.27

132
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. 173-184, 158-162
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 59-60, 83-72, 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.

<table>
<thead>
<tr>
<th>Light Dinner</th>
<th>Heavy Dinner</th>
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**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.
Evening Meal—Lesson 2

MEAT FOR DINNER

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

EXTRA WORK

1. Plan some dishes using left overs you frequently have at home.
Evening Meal—Lesson 3

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. 225, 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.

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

<table>
<thead>
<tr>
<th>LIGHTER MEAL</th>
<th>HEAVY MEAL</th>
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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, 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?
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:

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


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

2 c. granulated sugar equal 1 lb.
4 c. flour ......... equal 1 lb.
2 c. butter ......... equal 1 lb.
1 square chocolate.. equal 1 oz.

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:
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

3. When selecting a dessert for a meal consider:
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
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)

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

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

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

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.

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

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<th>Girl 1</th>
<th>Girl 2</th>
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DIAGRAM FOR COVER

TIME SCHEDULE

145
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 3

DINNER

PROBLEM: To plan, prepare and serve a dinner.

MENU

FOODSTUFF

FOOD VALUE

DIAGRAM FOR COVER

TIME SCHEDULE

HOW TO SERVE
### DISTRIBUTION OF WORK

<table>
<thead>
<tr>
<th>Girl 1</th>
<th>Girl 2</th>
<th>Girl 3</th>
<th>Girl 4</th>
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### 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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<th>QUICKBREADS</th>
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<th>DESSERTS</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 can not 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.

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<tr>
<th>BREAKFAST</th>
<th>DINNER</th>
<th>EVENING MEAL</th>
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</table>
When Someone Is Ill—Lesson 3

A SICKROOM TRAY
(Group Work Plan)

PROBLEM: To plan, prepare and serve an attractive tray.

PATIENT  Meal
Adult or Child  Morning-Noon-Evening

MENU

TRAY ARRANGEMENT

DISTRIBUTION OF WORK

Girl 1

Girl 2

Girl 3

Girl 4

Girl 5

Girl 6
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:

-------------------------------------

Pupil's Signature

Home Approval
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.
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.

<table>
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<tr>
<th>PUPIL FURNISHES</th>
<th>SCHOOL FURNISHES</th>
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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) Threaden 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.
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
Head
Hand wheel
Band wheel
Belt or band
Treadle
Dress guard
Stop Motion
Plate
Bobbin case
Bobbin
Presser foot
Presser foot lever
Needle bar
Feed
Spool pin
Tension
Stitch regulator
Take up
Thread cutter
Bobbin winder

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?

   See p. 104

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.

<table>
<thead>
<tr>
<th>Hem stitched by machine</th>
<th>1/2&quot; seam allowance</th>
<th>See p. 109</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain Seam</td>
<td>1/2&quot; seam allowance</td>
<td>See p. 110</td>
</tr>
<tr>
<td>French Seam</td>
<td>1/2&quot; seam allowance</td>
<td>See p. 111</td>
</tr>
<tr>
<td>Felled Seam</td>
<td>1/2&quot; seam allowance</td>
<td></td>
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</tbody>
</table>
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
The Junior High School Girl And Her Clothes—Lesson 4

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.
The Junior High School Girl And Her Clothes—Lesson 5

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 Kinnych, Hopkins pp. 62-64
THE NEW ELEMENTARY HOME ECONOMICS by Matthews pp. 575-579

1. Study yourself before a mirror and classify:
   COLOR HAIR       COLOR EYES       COLOR COMPLEXION

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

[Blank lines for listing colors]

UNBECOMING COLORS

[Blank lines for listing colors]
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>
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<tr>
<td>Shorts</td>
<td>Gowns</td>
<td>House Dress</td>
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<tr>
<td>Panties</td>
<td>Pajamas</td>
<td>Play Suit</td>
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<tr>
<td>Apron</td>
<td>Skirt</td>
<td>Blouse</td>
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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>
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<tr>
<th>BODY</th>
<th>PATTERN</th>
<th>ALTERATIONS</th>
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<tr>
<td>Bust</td>
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<td>Waist</td>
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<td>Hip</td>
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<td>Finished Length</td>
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MATERIAL NEEDED

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<th>Amount</th>
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TOTAL COST

(Teacher's Approval)

(Home Approval)

174
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?

Is it cotton? Yes
Is it a smooth weave? Yes
Does it stretch badly? No
Does it ravel badly? No

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
1. The stitch used to prevent raw edges from raveling is ________.
   - felled
   - warp
   - overcasting stitch
   - weighting
   - basting
   - overhanding stitch

GROUP II
6. The hand stitch most nearly like machine stitching is ________.
   - hem
   - selvedge
   - left
   - right
   - backstitch
   - gingham

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 ________.

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 table  - under the arm of 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

SPRING SEMESTER

UNIT III

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.
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
   ________________________________________
   ________________________________________
   ________________________________________

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

   MARK    PIECE OF PATTERN MEANING
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________

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.