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STATE OF IOWA

1932

Courses of Study for
High Schools

HOME ECONOMICS

Issued by the Department of Public Instruction

AGNES SAMUELSON, *Superintendent*

This book is the property of the district

Published by
THE STATE OF IOWA
Des Moines

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FOREWORD

This course of study is one of a series of curriculum publications to be presented the high schools of the state from time to time by the Department of Public Instruction. It has been prepared by a subject committee of the Iowa High School Course of Study Commission working under the immediate direction of an Executive Committee. If it is of concrete guidance to the teachers of the state in improving the outcomes of instruction, the major objective of all who have contributed to its construction will have been realized.

From the start the need of preparing working materials based upon cardinal objectives and adaptable to classroom situations was emphasized. The use of the course of study in the development of proper pupil attitudes, ideals, habits, and skills was the criterion for selecting and evaluating subject matter material. At the same time it was important to consider the relation of the single course of study unit to the variety of textbooks used in the high schools of the state. The problem before the committees was that of preparing suitable courses of study representing the best in educational theory, practice, and research, and organized in such a way as to guide the teachers in using the textbook to greater advantage in reaching specified outcomes of instruction.

The selection of texts in this state is a function of the local school boards. The Department of Public Instruction and the committees do not recommend any particular text as essential to the working success of this course of study. The titles listed on the following pages are not to be interpreted as having official endorsement as against other and newer publications of value. They were found upon investigation to be in most common use in the high schools of the state at the time the units were being prepared; a follow-up survey might show changes.

Although many valuable studies have been made in the effort to determine what to teach and how to teach it, and to discover how children learn, these problems have not been solved with finality. For that reason and because no fixed curriculum can be responsive to changing needs, this course of study is to be considered as a report of progress. Its revision in accordance with the enriched content and improved procedures constantly being developed is a continuous program of the Department of Public Instruction. Your appraisal and evaluation of the material as the result of your experience with it are sincerely requested.

ACKNOWLEDGMENTS

The Department of Public Instruction takes this opportunity of thanking the many college specialists, school administrators, and classroom teachers who have helped with this program. Without the active coöperation of the educational forces of the state it could not have even been attempted. It has had the coöperation both in general and specific ways. The support given by the Iowa State Teachers Association and the High School Principals' Section has enabled the Executive Committee to meet and also to hold meetings with the Commission as a whole and with the chairman of subject committees.

Special acknowledgment is given the Executive Committee for its significant leadership in organizing the program and to Dr. T. J. Kirby for his valuable services in directing its development. Sincere gratitude is also expressed to the various committees for their faithful and skillful work in completing the subject matter reports assigned them and to Dr. C. L. Robbins for his careful and painstaking work in editing the manuscripts. The state is deeply indebted to the High School Course of Study Commission for its expert and gratuitous service in this enterprise. Credit is due the publishers for making their materials accessible to the committees and to all who served in advisory or appraisal capacities. Many of their names may not have been reported to us, but we acknowledge our appreciation to every one who has shown an interest in this significant program.

In the following committee list, the positions held by members are given as of the school year 1928-1929. Other names have also been added to the committee to take the place of the resignations of some of the original committee members caused by their leaving the profession or leaving the state.

IOWA HIGH SCHOOL COURSE OF STUDY COMMISSION

Executive Committee

Thomas J. Kirby, Professor of Education, State University of Iowa, Iowa City,
Executive Chairman

A. J. Burton, Principal, East High School, Des Moines

H. M. Gage, President, Coe College, Cedar Rapids

M. S. Hallman, Principal, Washington Senior High School, Cedar Rapids

O. R. Latham, President, Iowa State Teachers College, Cedar Falls

E. E. Menefee*, Superintendent, Public Schools, Hawarden

Theodore Saam**, Superintendent, Public Schools, Council Bluffs

F. H. Chandler*, Superintendent, Public Schools, Sheldon

* Superintendent Chandler appointed in 1929 to fill the vacancy created by the resignation of Superintendent Menefee.

** Resigned.

HOME ECONOMICS

Cora B. Miller, Head Vocational Education Home Making, Iowa State College, Ames, Chairman

Mrs. Josephine McMullen Bierbaum***, Supervisor of Home Making Education, Vocational Division, State Department of Education, Des Moines

Edna M. Burhans, Director of Home Economics, Burlington Public Schools, Burlington

Jane M. Crow, Teacher of Home Economics, Fort Dodge

Lou R. Dillon, Professor of Home Economics, Iowa State Teachers College, Cedar Falls

Mary Farris, Supervisor of Home Making Education, Vocational Division, State Department of Education, Des Moines

Regina J. Friant, Associate Professor of Home Economics Education, Iowa State College, Ames

Elizabeth Konigmacher, Teacher of Domestic Science, Thomas Jefferson High School, Council Bluffs

Vera L. Mintle, Head Home Economics Department, Simpson College, Indianola

Marcia E. Turner, Associate Professor of Home Economics Education, Iowa State College, Ames

Mrs. Helen Wagner, Director of Home Economics, Des Moines Public Schools, Des Moines

Florence Willson, Teacher of Home Economics, Bridgewater Public Schools

Elsie Wilson, Professor of Home Economics Education, Iowa State College, Ames

Luella Wright, Teacher of Home Economics, Gowrie Public Schools

Frances Zuill, Head Department of Home Economics, State University of Iowa, Iowa City

*** Resigned position, Miss Farris her successor.

GENERAL INTRODUCTION

At the first general meeting of the various subject committees a suggestive pattern for the courses of study, embodying the fundamental needs for teaching, was projected. Four crucial factors that should be emphasized in any course of study to make it an instrument that would cause teachers to consult it for guidance in the performance of their daily work were set forth as follows: objective, teacher procedures, pupil activities, and evidences of mastery.

Objectives—The meaning of objectives as here used is those concepts which are set up for pupils to achieve. As used in current practice, there is a hierarchy of objectives as shown by the fact that we have objectives of general education, objectives for various units of our educational system such as those proposed by the Committee on Cardinal Principles, objectives for subjects, objectives for a unit of instruction, and objectives for a single lesson. In each level of this hierarchy of objectives a constant element is expressed or implied in the form of knowledge, a habit, an attitude, or a skill which the pupils are expected to acquire.

In the entire field of secondary education no greater problem confronts us than that of determining what these fundamental achievements are to be. What shall be the source of those objectives, is a problem of too great proportions for discussion here, but it is a problem that each committee must face in the construction of a course of study. A varying consideration of objectives by the various committees is evident in the courses of study they have prepared. The value of the courses varies in terms of the objectives that have been set up, according to the value of the objective in social life, according to the type of mental techniques which they stimulate and exercise, and according to the objectivity of their statement.

Pupil Activities—In our educational science we are attaching increasing significance to self-activity on the part of the learner. Recognition is made of the fundamental principal that only through their own activity pupils learn and that the teacher's rôle is to stimulate and direct this activity. No more important problem faces the curriculum-maker than that of discovering those fundamental activities by which pupils learn. In a well-organized course of study, that series of activities, in doing which pupils will attain the objectives set up, must be provided. These activities must not be chosen in a random fashion, but care must be taken that appropriate activities for the attainment of each objective are provided.

Teacher Procedures—With the objectives determined and the activities by which pupils learn agreed upon, the function of the teacher in the pupil's learning process must be considered. In a course of study there should appear those teacher procedures of known value which make learning desirable, economical, and permanent. Here our educational science has much to offer. Where research has demonstrated with a high degree of certitude that a given technique is more effective in the learning process than others, this technique should be included in a course of study. Common teaching errors with sug-

gested procedures to replace them may be included. Pupil difficulties which have been discovered through research should be mentioned and methods of proven value for meeting these difficulties should be included. Suggested ways of utilizing pupils' experiences should be made. And as important as any other feature is the problem of motivating learning. Whatever our educational research has revealed that stimulates the desires of pupils to learn should be made available in a course of study. Valuable types of testing should be incorporated as well as effective type assignment. The significance of verbal illustrations as evidence of comprehending the principle at issue should be featured as a procedure. Where there is a controlling procedure of recognized value such as is recognized in general science—bringing the pupil into direct contact with the phenomena studied—forceful effort for the operation of this procedure should be made.

Evidences of Mastery—What are to be the evidences of mastery of the objectives set up? There are all degrees of mastery from the memoriter repetition of meaningless terms up to a rationalized comprehension that shows grasp of both the controlling principles involved and the basic facts necessary to a clear presentation of the principles. These evidences of mastery may be in the form of dates to be known, formulae to be able to use, types of problems to be able to solve, quality of composition to produce, organization of materials to be made, floor talks to be able to give, papers to be able to write.

In no part of educational procedure is there need for more effort than in a clear determination of those evidences, by which a well-informed teaching staff can determine whether a pupil has a mastery of the fundamental objectives that comprise a given course. As we clarify our judgments as to what comprises the essential knowledge, habits, attitudes, and modes of thinking involved in a certain course, we can set forth with more confidence the evidences of mastery. Teachers are asking for the evidences of mastery that are expected of pupils, and courses of study should reveal them.

While these four elements constitute the basic pattern, the principle of continuity from objective to pupil activity, to teacher procedure, to evidence of mastery was stressed. The maker of a course of study must bear in mind that what is needed is an objective having accepted value; a pupil activity, in performing which, pupils gain a comprehension of the objective that is now being considered; that a teacher procedure is needed which evidence has shown is best adapted to stimulating pupils to acquire this objective for which they are striving; and that evidences of mastery must be incorporated into the course by which to test the degree of comprehension of the objective now being considered.

The courses of study vary in the degree to which these four fundamental features have been objectified and in the degree to which the principle of continuity from objective to evidence of mastery has been cared for. On the whole they will provide effective guides which teachers will use.

Realizing that these courses of study were prepared by school men and women doing full time work in their respective positions, one fully appreciates the professional zeal with which they worked and the splendid contribution to high school education which they made.

THOMAS J. KIRBY,
Chairman of the Executive Committee

COURSE OF STUDY FOR HOME ECONOMICS

Introduction

Home economics is a composite subject including many phases of work that are fundamental to homemaking. Increased emphasis is being placed upon human relationships, and therefore the underlying theme of the whole course should be family life. The term "family life" is intended to carry a broad social significance and not to imply life as confined merely to the four walls of the home. The amount of time formerly allotted to food and clothing is being materially diminished to allow time for training in the management of the home which includes the study of the relationship of the members of the family to each other, and the relationship of the members of the family to society, as well as the management of the house.

Home economics helps to meet the seven cardinal principles of education and an attempt has been made to base the objectives for this course on those principles. The study of family relationships, child care and home management contributes to worthy home membership. The foods units make a definite contribution to health. The whole course contributes to vocational efficiency because it is training for the profession of homemaking in which, as statistics show, about eighty-five per cent of the women of the country are engaged. Civic and social values are stressed in a number of units.

An attempt has been made to base the class work on the activities of the girl as a present member of her family and upon her future responsibility as a homemaker.

The objectives, or pupil "outcomes", for the various units have been stated in terms of interests, ideals, and abilities because it is believed that the securing of some interest and desire must precede the development of abilities and that a definite attempt must be made to develop these interests and desires. With the development of the ability the initial interest aroused should be increased and the desires (ideals) strengthened.

The general objectives for home economics are:

1. An interest in family life and a desire to be a part of a home in which every member may develop to his maximum ability mentally, socially and physically
2. Ability to assist in the organization and management of a home so as to reduce the expenditure of time, money and energy to its minimum and yet maintain the standards desirable for the homes within the community
3. Ability to contribute to health by applying the principles of nutrition in the feeding of the family
4. Ability to plan, buy food for, prepare and serve adequate, inexpensive, attractive meals in a reasonable length of time
5. Ability to assist in the care and training of children
6. Ability to perform the manipulative skills necessary for the successful maintenance of a home of the desired standard
7. Ability to select and combine material, garments and accessories that are becoming to an individual, suited to an occasion, and within the family budget

8. Ability to select suitable furnishings for the home and to arrange them attractively

It has been difficult to outline a definite course in home economics for the schools of Iowa because the amount of time now allowed for the subject varies so greatly. It is recommended that at least two years of work be offered in the senior high school and the following course of study is based upon that amount of time. It is further recommended, since much of the work is performed in the laboratory, that classes be not over-crowded. Twenty-four pupils probably represent the maximum number which should be placed in one class if desirable results are to be obtained. The length of the class period should be that allowed for other laboratory subjects.

The work is so planned as to consist of the units indicated in the contents, preferably in the order named.

Cora B. Miller, *Chairman*
 Mrs. Josephine McMullen Bierbaum
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 Florence Willson
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 Luella Wright
 Frances Zuill

I. THE SCOPE OF HOME ECONOMICS

This unit is to develop in pupils a view of homemaking as a coöperative undertaking in which all members share, and to interest each pupil in studying her own home life and noting the contributions made by each member of the family.

Unit Objective

A realization that good homemaking is the outcome to be acquired from all phases of home economics

Specific Objectives

- I. A desire to have a home in which every member contributes to the maximum degree of his ability to the operation of the home and to the spiritual life of the family
- II. Interest in sharing in home duties and responsibilities
- III. Ability to judge whether home duties, expenditures and privileges are equitably shared by members of own family
- IV. Ability to make adjustments in sharing of home duties, expenditures, and privileges

Teacher Procedures

- I. The teacher may have the class discuss the problem of the responsibility of the different members of the family life. Such a study should bring out the essential factors included in the main objectives of the course in home economics; those relating to personal qualities; health; the management of time and money; beauty in everyday living
- II. The teacher should select and assign readings which bear upon home duties and responsibilities
- III. The teacher may present such problems as the following:
 1. When a home economics class served a tea in connection with its spring style show these two incidents occurred:
 - a. The flowers for the tea table arrived and each member of the class volunteered to take on the extra work of arranging them though it was during the unusually busy hour just before tea
 - b. The sherbet was unusually good and after the tea the girls quickly finished the last spoonful. It remained for someone to empty the freezer bucket, wash the bucket and container, put away salt, ice bag and pick. No one volunteered to do this work and several girls expressed the feeling that they were too busy to do the extra work. Why the difference in attitude shown in these two situations?
 2. In a certain home there are the parents; one girl, a sophomore in high school; another girl, in the eighth grade; a boy in the sixth grade. After school the girls are expected to assist with the house work and the boy has a paper route. There are certain home re-

sponsibilities upon which the young people are not fully agreed. In each of the following cases, whose responsibility is it to wash dishes?

a. Friday evening, the mother prepared dinner alone and the younger girl set the table. It was the older girl's turn to wash dishes, but she had to practice basketball up until dinner time and was going to a party at 7:30. She asked her sister to take her place. The sister said it would be more fair if the older girl should stack the dishes and wash them Saturday morning. Who was right?

b. The boy claimed that dishwashing was a girl's work and that he should not be asked to help with the dinner dishes since he was partly self-supporting through the money he made on his paper route. Was he right?

c. Both girls were studying home economics and the mother suggested that if they would undertake to plan all the meals, do the marketing and prepare the dinner for at least two weeks, she would relieve them of all the dishwashing. Was this a fair adjustment?

3. In a certain family there are four children and the mother and father. The family has a very limited income. When the children were quite small, the father placed a sum of money in the bank for educational purposes. The first son used the money and after he graduated, placed back in the fund the amount he had used. A daughter then used the money, but before she had repaid the amount used, she married. There are still two younger children to be educated. Was the daughter right?

IV. The teacher may ask class to discuss the following questions:
Are the less interesting duties essential to the maintenance of your home?
Do all members share in the benefits resulting from discharge of these duties?

Are all members equally fitted to perform these duties?

Note: It is important that only concrete situations should be studied. The duties will probably include dish-washing, cleaning, and other routine tasks

Problems in sharing the income may be given in other units

Pupil Activities

I. Pupils will:

1. Observe or read about the working organization of some local industry or business and look for causes of success
2. Read and report instances of well known persons or instances from fiction, dealing with well organized home life or of persons who have been particularly helpful in home life
3. Report on what each girl considers an ideal family. This family may be taken from real life or from fiction

II. Pupils will:

Make a study of their own family life for a few days and list ways in which different members of the family contribute to the home life and report the effect upon the family life of their attitude in assuming certain responsibilities

III. Pupils will trade jobs with some member of the family, comparing carefully the time and effort required for the two kinds of work

IV. Pupils will:

List the necessary responsibilities in their homes which they enjoy and those which they do not enjoy. Find out the state of mind of other members of the family in regard to these same duties. Pupils will plan and carry out a readjustment of other home duties within their control which would result in greater equalization. Pupils may plan the management of certain home duties to decrease time and effort or otherwise add interest to their performance. (This problem may be carried out in connection with some other unit and only a forward connection be made at this time)

Evidences of Mastery

- I. Free discussion of the topics
- II. Reports from pupils and parents which show ways in which pupils have shown increased interest in sharing home duties
- III. Changed attitude of pupils in class
- IV. Ability to determine equitable division of home responsibilities, etc. for self and for other members of the family

References

Pupil:

1. Bomar, W. M., *Social Aspects of Homemaking*, Lippincott, Philadelphia, 1929
2. Coss, M. M., *Girls and Their Problems*, Ginn, Boston, 1931
3. Justin, M. M., and Rust, L. O., *Problems in Home Living*, Lippincott, Philadelphia, 1929
4. Reeves, G. G., Trilling, M. B., and Williams, F., *Problems in Food and the Family*, Lippincott, Philadelphia, 1931
5. Trilling, M. B., and Williams, F., *A Girl's Problems in Home Economics*, Lippincott, Philadelphia, 1928

Teacher:

1. Bomar, W. M., and Saunders, W. B., *An Introduction to Homemaking and its Relation to the Community*, W. B. Saunders Co., Philadelphia, 1931
2. Charters, W. W., *The Teaching of Ideals*, Macmillan, New York, 1928
3. Gilbreth, L., *The Homemaker and Her Job*, W. W. Norton and Co., New York, 1927

II. RELATED ART

Many phases of home economics, as costume design and house furnishing, involve a knowledge of art principles. Many high schools in Iowa do not offer courses in art. Therefore an art unit is included as a part of the home economics course. Vocational schools may include the unit as a part of the related subjects program. The plan provides that it be taught early in the course in order that application of it may be made in units that follow

Unit Objective

Ability to choose and use beautiful color and good design

Specific Objectives

- I. Interest in beautiful color and good design wherever found
- II. Desire to become skillful in the use of art principles in everyday situations
- III. Ability to select and make balanced arrangements
- IV. Ability to select articles pleasing in design because of good proportion. Ability to adapt or change articles so they will have pleasing proportions
- V. Ability to judge when interesting repetition is used in pictures, home furnishings, dresses, nature; and to make arrangements in which there is an interesting repetition
- VI. Ability to enjoy and make rhythmic arrangements
- VII. Ability to recognize arrangements in which there is a single desirable dominant idea; to arrange objects, etc., so that there is emphasis
- VIII. Ability to select and combine colors harmoniously
 1. To recognize a color as to hue relationship
 2. To recognize the value of a color
 3. To recognize the intensity of a color
 4. To combine colors harmoniously

Teacher Procedures

- I. The teacher of art should:
 1. Provide a proper atmosphere or setting in the classroom. Furniture, etc., should be arranged according to art standards. It would be desirable to have several interesting groupings in the room, as:
 - Bulletin board with well arranged groups of pictures of attractive costumes for high school girls or pictures of room arrangements artistically mounted
 - Teacher's desk or small table in room with an attractive flower arrangement
 - Window shades even and at such a height as to give an interesting division of space to windows
 - Pictures in room well chosen and well placed as to wall space, height, lighting, and subject

2. Exercise good taste in the selection and combination of her own clothing
- II. The teacher should use the following or similar problems as a basis for class discussion:
 1. A college professor was being interviewed by the head of an art school who wanted a teacher for his school. The first question asked concerning the possible candidate was "How does she dress?"
 2. The directors of a large office building wanted to bring increased trade to their offices. They spent \$100,000 beautifying the lobby of the building. Was it worth it?
 3. During the past few years more and more people have been wearing silk and rayon garments. The Cotton Textile Institute planned a campaign to make cotton fabrics more popular. How have they been able to induce more people to wear cotton clothes?
 4. A monthly magazine formerly used cover designs in black and white. It has more than doubled its circulation since it has been using colored covers. Can you think of other commodities that have been sold in larger quantities because attention has been paid to good design and color?
 5. Teacher reads to class or puts on board poem "Beauty Blind" or a similar one to use for discussion
 6. Teacher provides good and poor arrangements. The class should be given an opportunity to choose the one it likes best but there should be no decision at this time as to which is really better. This plan is used to create a feeling of need for knowing why some arrangements are better than others and for knowing how to arrange objects so that the result will be beautiful and satisfying
- III. Teacher may introduce subject of balance with the following problems:
 1. Two children want to teeter-totter. Each weighs 63 pounds. Where should they sit so they can teeter successfully?
 2. One child decides to play marbles and allows a girl who weighs 101 pounds to take his place. Where should she sit on the teeter? Why?
 3. If a smaller girl wishes to teeter with the two who weigh 63 and 101 pounds respectively, where should she sit so the three can teeter successfully?
 4. Here are some scales that are used in the physics laboratory (two pan scales). Choose from these blocks some that will balance each other on the scales
 5. Teacher provides two arrangements of candles in candlesticks on a table:
 - a. In one they are equidistant from the center of the table (balanced)
 - b. In the other, one is nearer the center of the table (unbalanced). Teacher asks class which of the arrangements they like better. Why?
 6. Teacher stands a plate in the center and between the candles in (a) and asks class if they like that arrangement better. Justify opinion
 7. Teacher makes an arrangement of a low bowl, a candlestick with a plate or a picture between. Is it restful? Why? (At first this

may be unbalanced. Then by changing position, these objects may be arranged according to informal balance)

8. Teacher asks class to formulate statement which would be a guide for them in making balanced arrangements
 9. After the statement of the principles by the class, additional judgment problems chosen from many fields should be presented by the teacher. The following are merely suggestive of the type which may be used:
 - a. Which of these two dresses is balanced? (Real dresses should be shown, one of which should be an example of formal balance; the other not well balanced)
 - b. Which of these two dresses is balanced? (One dress should be an example of informal balance)
 10. Which one of these two designs is balanced formally? (Paper cut-outs or real designs may be used)
 11. Which of these arrangements of clippings on the bulletin board is balanced?
 12. Which of these four pages of advertisements shows balance?
 13. Which of these two arrangements of objects on the desk (teacher's) illustrates balance?
 14. Show the class pictures of houses, some having windows or entrances or garden or shrubbery illustrating formal and informal and lack of balance, and have the pupils identify the type of balance
 15. Following these problems have the class carry out the activities (problems) suggested under Pupil Activity, 5-9 inclusive
- IV. Teacher provides pieces of paper representing shapes of objects which are seen and used every day. She asks which they like better and why?
1. Shows square and rectangle of good proportions (one side about $1\frac{1}{2}$ times as long as the other). Shows rectangles of good proportions and a very long rectangle (one side twice as long as the other). (These should be of neutral paper and at least four inches in the smallest dimension)
 2. Shows a book, the cover of which is unusually long. With a piece of paper she covers up one end of the book and moves the paper along until class tells her the shape of the resulting part is pleasing. This may be repeated by moving the paper farther along until a pleasing small rectangle is left
 3. Leads pupils to draw conclusions concerning the relationship of length and width of interesting shapes?
 4. Tests pupils' ability to use principle in following problems;
 - a. Which of these three picture frames do you think has the most pleasing proportions? Which of these four envelopes?
 - b. The shades at the windows are raised to different heights. In which window do you think the unshaded space is the most pleasing?
 - c. Which space in this room do you think has the most interesting relation of length to width?
 5. Teacher provides good pictures from magazine covers for class use
 6. Following these judgment problems in selection the teacher presents

to the class problems similar to those stated in Pupil Activities 6-9 inclusive. The same proceeding may be followed to develop other principles of proportion, such as:

- a. When a space is to be divided, the result is more pleasing if the dividing line falls some place between one-half and two-thirds of the length being divided
- b. Spaces all the same size may be monotonous, etc.
- c. In mounting objects to produce a satisfying effect, the bottom margin should always be the largest
 - 1) In mounting a square the top and side margin are equal and less than the bottom
 - 2) In mounting a horizontal rectangle the side margins may be greater than the top, but less than the bottom
 - 3) In mounting a verticle rectangle the top margin may be greater than the sides and less than the bottom

V. The teacher proceeds as follows:

1. Reads two poems to the class, one with definite and interesting repetition as, "It isn't raining rain to me" and the other without definite repetition. (Poems selected should be of the same subject, as both nature poems). Did one give you a more definite impression than the other? Why? Would you enjoy your school song more or less if you sang it to the same tempo but all on one note as F natural? Why? Why do we say that a patter of rain drops helps to put us to sleep?
2. Presents border designs to use for curtains in a small sister's room. (Which of these two would you choose? One border is an interesting repetition of related units, the other has unrelated units, or units repeated too regularly)
3. Leads to conclusions concerning repetition? Does repetition make things more or less interesting? See Pupil Activity 1
4. Tests pupil's ability to use principle just stated, teacher gives class following problems:
 - a. Which of these blanket stitch designs for collar and cuff sets is more interesting? (One with stitches all the same length and same distance apart)
 - b. Which of these three lampshades has the most interesting border?
 - c. If you were to choose from these polka dot materials for a dress, which would be the best choice: (1) Material with very obvious repetition of dots; (2) material with very interesting grouping and spacing of dots
 - d. Which of these four dress designs shows the most interesting use of repetition, balance and proportion? (One with combination of points and scallops; one with pleats and circular flounces; etc.)
 - e. Additional principles in increasing difficulty will be needed
5. Develops other principles of repetition:
 - a. Repeating a line, shape or color emphasizes the effect of that line, shape or color
 - b. If objects are to be seen as separate units they should be repeated so that the space between the objects will be greater than the

object. If the objects are to be seen as a group the space should be less than the size of the object

VI. The teacher:

1. Plays two records on victrola, one with march time and the other with waltz time. Play another record but lift needle at intervals. Which piece gave the smoothest and most continuous feeling?
2. Reads two selections of poetry with different meters. Which is less monotonous?
3. Provides two or more lace borders. Which one is interesting and continuous in pattern?
4. Provides enough problems so class is able to state definite conclusions
5. Gives additional problems to test pupils' ability to use principles:
 - a. Which of these two advertisements calls attention immediately to the product advertised? How has this been done?
 - b. Which of these three towel borders is most rhythmic?
 - c. Which of these textiles has the most rhythmic surface pattern?
 - d. Rugs, wall-paper, china, etc., may also be used for judgment problems

VII. The teacher:

1. Holds before class for a brief time, pictures of two store windows, one in which there is a definite plan for displaying merchandise, and the other in which there is a great variety of objects displayed with no definite plan. Which holds interest longer? From which can you recall more articles?
2. Arranges in a row on top of the desk or small table such articles as are often used on a girl's dressing table (comb, brush, nail file, buffer, mirror, powder box, atomizer, jewel box). Do you like this arrangement? Why?
3. Has pupils compare the above arrangement with another arrangement of some of the same objects but with one article, as jewel box, emphasized
4. Shows two pictures, as Harp of the Winds, and Valencia (or any other picture which has a large number of figures and details and no real center of interest). Which would you enjoy looking at for a longer time? Why?
5. Provides materials for use in Pupil Activity 4
6. Develops through the following problems, the ways by which a desirable detail or object may be emphasized or made the central idea
 - a. Teacher shows two advertisements of the same article. In one advertisement an article (light in value) should be pictured against a light background. In the other advertisement, the same article should be pictured against a dark background. Which attracts your attention first? Why? Repeat:
 - 1) Using dark object against dark background
 - 2) Using dark object against light background
 - 3) Using black beads against black fabric
 - 4) Using black beads against light fabric
 - b. Teacher makes arrangements of figured pottery against figured

wall paper; against plain wall paper; plain pottery against plain wall paper; against figured wall paper

- c. Teacher combines lace with plain fabric; lace with printed fabric; braid and other decorative trim with plain fabric; with figured fabric. In which is the combination most pleasing? Why?
- d. Teacher shows advertisements, one of some toilet article or a watch in which the article is repeated all over the page; one in which the article is repeated as in silhouette (progression of sizes)
- e. Teacher shows kodak pictures of a class arranged in two rows. Show kodak pictures of a class arranged so there is a central grouping. Which would you enjoy looking at longer?
- f. Other problems showing contrast in bright and dull color
7. Asks class what decision they have made for securing interesting arrangements. Teacher asks class to write out directions for emphasizing some part of an arrangement
8. Provides materials for judgment problems in Pupil Activity 6-10
9. Asks pupils to justify combination made in problems in Pupil Activity 6-10

VIII. The teacher:

1. Presents the following problems to the class for discussion, but does not expect a solution until further study has been made
 - a. Provides colored fabrics and papers representative of a material and color that the pupils will use in the problems of dress design, home furnishings, etc.
 - b. Sets this problem: Mary and her chum wish to have dresses of the same design and color. Mary has blue eyes and a fair skin, while Jane's eyes are brown and her skin is less fair than Mary's. Would it be wise for them to choose the same color?
 - c. Shows the class the picture of "Alice Blue Gown". Ask them if they would like the picture equally well if the girl in the picture had dark hair and eyes. Why? If a girl has pretty light brown hair, attractive light blue eyes and an ugly nose, how can she make her nose appear less conspicuous?
 - d. Prepares dye solutions in red, yellow and blue in glass tumblers, or a box of paints (water colors) to use in leading pupils to decide what colors would be needed to dye a piece of white cloth some other color
 - e. Selects one color as red orange. Asks pupils to name it. They may say red. Then put it beside red and let them see that it differs from red. From this they will learn that by mixing two colors a new color can be produced which comes about half way between the two. This may be repeated until a wheel of hues has been established
 - f. Provides a good color wheel, preferably large and made of colored paper, for use in establishing a sense of pure hues and their relationships. Twelve hues are sufficient. More are apt to be confusing

- g. Refers pupils to art references for term "hue" used to designate this change in color
- h. Calls upon pupils for statement concerning the change in hues
- i. Leads pupils to find that in grouping the colored papers and fabrics or the girls' dresses there is a range in each hue, as lighter and darker, some brighter, others duller, etc. Sees that forward connections are made at this time to other characteristics of color besides that of change in hue
- 2. The teacher gives class these problems for discussion
 - a. A girl and her mother were shopping for a new school dress. Mary saw a large checked black and white dress she liked. Her mother tried to interest her in a blue and ecru check dress. She said Mary would not get tired of it as quickly as she would the other. Do you agree with Mary's mother? Justify your answer
 - b. In grouping the colored fabrics according to their hue family we found that we had many kinds of blue, many greens, reds, etc. What difference do you see in these blues? How do you explain these differences? (The differences should be only those of light and dark of same hue). The problem of intensity should be left until later
 - c. Here are two dresses, one black with collar, buttons and belt of white, the other is dark blue with collar and cuffs of ecru. Which combination is more striking? Which would you tire of more easily?
 - d. Show two dresses, one dark green with light yellow jabot, one medium green with ecru collar. Same questions as above
- 3. The teacher uses a procedure similar to that for color value
- 4. The teacher presents these problems:
 - a. A girl wrote to her cousin who lives in the city, asking her to send some beads to wear with a new red jersey dress. The cousin was wearing a pretty blue sport dress, good in design, when she went to select this costume jewelry. The jewelry went well with her own dress. It would have looked well also with either black, white or rose dresses. Why was the recipient disappointed when she received the beads?
 - b. A homemaker read in a paper that colors which are opposite each other on the color wheel could be used together to make pleasing harmonies. She had green woodwork in her room and she purchased red drapes. Was the combination pleasing?
 - c. Teacher provides sufficient and well chosen illustrative material to enable class to solve problems and determine the conditions under which colors may be satisfactorily combined
 - d. Teacher uses the following or similar problems to enable the pupils to make harmonious monochromatic color harmonies
 - 1) Many of our ready-made dresses this season are made of one hue in different values. I have here such a dress (real dress) made of three values of green. Would you like it as well had it been made of these three values of green? (Colored fabrics or papers to be used here) Why?

- e. Teacher has pupils make a statement concerning the method of obtaining a pleasing monochromatic color harmony
- f. Teacher should provide enough material and problems to test pupil's ability to recognize and make interesting monochromatic color harmonies
 - 1) Flowers or pictures of flowers
 - 2) Pottery
 - 3) Textiles, etc
- g. Teacher uses the following and additional problems to enable the pupils to combine neighboring or analagous hues harmoniously
 - 1) The colors in some printed materials are those that are found next to each other on the color wheel. Here are two such materials. Each material shows a combination of blues and greens. Do you think they are equally interesting? Why?
 - (a) Interesting because the blue and greens are near in value
 - (b) Not interesting because one of the hues is too light in value or too intense for the other hue
 - 2) Which of these pieces of bias tape do you think is most suitable to use with this blue dress material? Not more than two of the pieces of tape will combine satisfactorily with the material. The others will be either too light, too dark, too bright, etc.
- h. Teacher provides sufficient problems to enable the class to decide how to combine analagous colors harmoniously
- i. Teacher tests pupil's ability to use principle just stated by the following problems
- j. Teacher provides 3 combinations of one pair of complementary colors
 - 1) Both very bright, equal in areas
 - 2) One very bright and one dull, equal area
 - 3) One slightly grayed and the other very dull, areas equal.
 Class decides which is more pleasing and why
- k. Teacher provides 3 other combinations using the same pair of complements with
 - 1) The bright color largest in area
 - 2) The dull one largest in area
 - 3) Large area dull and the small area very slightly grayed
- l. Using colored advertisements, flower arrangements or pictures, the teacher leads pupils to formulate statement concerning the combination of complementary hues into interesting color harmonies
- m. Teacher provides materials for testing pupils' ability to combine complementary hues harmoniously
 - 1) Pottery bowls—varying in intensity and value
 - 2) Colored papers
 - 3) Samples of colored fabrics
 - 4) Dresses

- 5) Costume accessories
- 6) Flowers
- 7) Candles and candlesticks
- n. This work may be carried further and more color schemes may be taught if time permits and pupils have developed the ability to combine a few hues in harmonious color schemes. It is suggested that problems in clothing selection or house furnishing follow this unit immediately. If these two units are taught later, backward connections to the principles developed in this unit should be made. More opportunity should be provided for judgment problems in units on clothing selection and the planning for clothing construction and in unit on home furnishing

Pupil Activities

- I. Pupils will:
 1. Tell of most beautiful things seen that day and why they seem beautiful. Put these reasons on the board
 2. Make a list of places where they would expect a person to see beauty if he lived in the country; if he lived in the city
- II. Pupils will:
 1. Discuss problems given in Teacher Procedure II (1-4 inclusive).
 2. Discuss poem "Beauty Blind" by B. Y. Williams. (Some story or incident might be substituted for poem suggested)
 3. Discuss their part in producing beauty in their own surroundings
 4. Indicate the arrangement liked best in the following:
 - a. Library tables with objects arranged on them
 - b. Picture groupings on wall
 - c. Flower arrangements
 - d. Costume arrangements of real costumes (garments interesting in color and design in themselves, but when combined, as in ensemble, the effect which is produced is not pleasing)
- III. Pupils will:
 1. Balance blocks by arranging like blocks on each pan of the scale
 2. Repeat, arranging blocks which are unlike in size so they will balance the scale. (It is suggested that the blocks be neutral in color)
 3. Measure distances in arrangement in Teacher Procedure 5 (a) and (b) after class has decided (a) is balanced and (b) is unbalanced
 4. Develop and state the following principles of balance:
 - a. *If objects are of the same size and alike in appearance, they should be placed at equal distances from the center to give a feeling of rest or balance*
 - b. *If objects are not alike the larger one should be placed nearer the center.* Note: Two or more small objects may be grouped to balance a larger one
 5. Select from fashion sheets pictures of dresses which show (a) formal (b) informal balance
 6. Plan the placing of pockets (cut out of paper) on a dress, (dress plain and without pockets) so they give a balanced effect

7. Suggest changes for a dress not balanced which will establish (a) formal (b) informal balance
8. Select objects from a group (flower bowls, bookends, candle sticks, boxes, lamps, etc.) and arrange groupings for the side-board, small table, desk, etc.
9. Make balanced arrangements of the furniture in the laboratory and rest room
- IV. Pupils will:
 1. Measure shapes used to find relation of length to width in each
 2. Measure spaces on book cover after class has agreed upon the place to stop, to find relation of length to width
 3. Write statement of conclusion drawn above
 4. Choose best statements which might apply to shapes in general
For example: *A shape is more interesting when the length of one side is about $1\frac{1}{2}$ times the length of the other side*
 5. Plan the amount to be cut off the pictures (Teacher procedure 5) so each picture will be most pleasing in proportion
 6. Select from magazines an illustration or advertisement which is good in proportion and justify choice
 7. Plan dimensions for a new bulletin board
 8. Plan proportions for a portfolio (for class or personal clippings)
 9. Plan proportions for posters for a school exhibit
- V. Pupils will:
 1. Develop and draw these conclusions from exercises 1-4 in Teacher Procedure: It is essential to the beauty of an object that there be resemblances among its parts. However, things repeated in exactly the same way may be monotonous and uninteresting
 2. Write down choice in problems stated in Teacher Procedure 1-5. Justify each choice
 3. Select from magazines an advertisement which attracts attention to the product being advertised because of interesting repetition
 4. Plan the placing of a bias tape on collar and cuffs so there will be interesting repetition, as well as good proportion
 5. Make interesting border designs with stick prints that might be used for a lining for a portfolio, for a cover for a candy or gift box, etc.
- VI. Pupils will:
 1. Mark on paper or on board their interpretation of the time of each record as it is played. Which set of marks produces an interesting, continuous pattern?
 2. Look at tree tops being blown by wind or recall seeing a field of grain or a lake on a windy day, and explain how the eye is carried forward
 3. Draw conclusions similar to the following: An interesting rhythmic arrangement may be produced by (a) repetition of like units, (b) repeating a series of units of progressive sizes, (c) continuous line movement
 4. Report on store windows so arranged as to make use of rhythm to call attention to the merchandize displayed

5. Select from magazines an illustration of a dress showing good proportion and rhythm
6. Bring to class a piece of lace embroidery or other design showing rhythm

VII. Pupils will:

1. Relate experiences in trying to watch three rings at a circus performance
2. Decide that if an arrangement is to hold one's interest and be restful there must be a central idea or theme
3. Select from a magazine an advertisement in which the eye is immediately attracted to the article advertised. Give reasons for choice
4. Study advertisements presented by the teacher. Make a list of those which call attention immediately to the article advertised. How was this article emphasized?
5. Decide after problem 6 (A-F) that to be restful any arrangement must have one dominant idea. This may be secured by (a) a contrast of dark and light, (b) a contrast of dull and bright, (c) a central grouping toward which other details are directed, (d) a contrast of plain and decorative surface, (e) repeating the thing that is being emphasized
6. Select from materials, plain, dotted, checked, and printed, the one that would be best to make up with a lace collar and cuff set
7. Select trimming for a cotton print from plain and printed materials
8. Work in groups. Have each group, using a different textile fabric, (plain, striped, pronounced and inconspicuous design) make a well balanced arrangement of pottery on table with textile as well as wall hanging for the background
9. Plan how to arrange the class for an interesting group picture
10. Arrange furniture in the rest room so that the groupings are well balanced, are interesting in proportion and have interesting points of emphasis

VIII. Pupils will do the following:

1. To achieve the first part of objective eight:
 - a. List the names of colors with which they are familiar
 - b. Select from a group of materials provided by the teacher, those that correspond to the colors in their list
 - c. Recall or examine paint boxes for colors found there
 - d. Demonstrate the combining of red and yellow, red and blue, etc., by pouring an equal amount of each dye in another glass, or by use of water colors
 - e. Arrange colored papers in the order of their hue relationship
 - f. Repeat with colored fabrics
 - g. Group samples of fabrics (described by seasonal or trade names as peach, orchid, rust, Copenhagen blue, etc.) according to hue
 - h. Group the dresses of the class according to appropriate color family (blue, blue-green, violet, etc.)
 - i. Plan how they might dye a white dress green if they had red, blue, and yellow dye

j. Draw the following conclusions:

- 1) *When two primary colors are mixed in equal amounts, a different hue known as a secondary color results*
 - 2) *Combining a primary color and one of its secondary colors makes a new hue known as an intermediate color or hue*
2. To achieve the second part of objective eight:
 - a. Give tentative conclusions in Teacher Procedure 1, a and b
 - b. Class tries out combinations with color-top: blue and white, blue and black, also other hues with black and white;
 - 1) or use dyes, adding water; adding black
 - 2) or use paints, adding black paint
 - c. The above problems may lead to the following conclusion:
Each color has a range of values from very light through middle to very dark
 - d. Class describes the value (light, middle or dark) of dresses worn by members of class. Decision is made as to whether the combination of dress and trimming is near in value or if there is strong contrast
 - e. Pupils select from combinations prepared by the teacher those which are near in value, those which are strong contrasts in value
 - f. The following conclusions may be drawn:
 - 1) *The greater the contrast in value the more striking the effect*
 - 2) *Contrasting values are more difficult to combine satisfactorily than those near in value*
 - g. From sample of cloth pupils make pleasing combinations (a) near in value (b) contrasting in value. Indicate hue used. (This will strengthen ability of pupils to recognize variations in hue and value of the color)
 3. To achieve the third part of objective eight
 - a. Perform such activities as are suggested for VIII—2
 - b. The ability to recognize the value of a color may be adapted and used in the development of the ability in VIII—3
 4. To achieve the fourth part of objective eight
 - a. Examine color combinations in nature (flowers, etc.) and those made by artists, (pictures) to determine what pleasing combinations have been used. (A sheet of neutral paper with a small rectangular opening in it is very helpful in sorting out the colors used together in pictures, etc.) Pupils make a list of the colors they find used together
 - b. Find the location of such color combinations as
 - 1) neighboring colors
 - 2) complementary
 - 3) one color with black or white, etc.
 - c. Decide that "different values of one color may be used together harmoniously if the values used are not too close and if the areas of color are in good proportion to each other"
 - d. Plan a harmonious combination of different values of any hue. Indicate amounts of each to be used

- e. Decide how to combine analagous colors. Class agrees that "colors next to each other on the color wheel or possessing one hue in common may be used together harmoniously"
- f. Select from colored pictures of dresses the ones which have the most pleasing combinations of neighboring or related colors
- g. Choose bias tape to use on a light red-orange print so that there is a pleasing related or analagous harmony
- h. Make an interesting analagous harmony and indicate the areas of each hue to be used by using samples of cloth or colored papers
- i. Decide that *complementary hues may be used together if one or both are somewhat dulled. The most interesting effect is obtained if both are dulled. A small amount of the brighter color will balance a larger area of dulled color. Complementary colors tend to intensify each other*
- j. Solve the following problems:
 - 1) Pupils choose from several blue bowls one whose color will form the most pleasing combination with calendulas (or nasturtiums)
 - 2) From colored papers pupils make three different complementary harmonies. Indicate the amount of each color used
 - 3) From colored samples pupils choose trimming for violet linen dress so that an interesting complementary color harmony results
- k. Arrange several pairs of interesting complements. Indicate several pairs of interesting complements. Indicate in each case which hue is to be larger in area. Have groups judge the combinations made by another group
- l. Select from printed fabrics provided the ones which have the most pleasing color combination (any of the three studied so far may be included). Identify scheme used and tell why the combination is pleasing
- m. Determine best values and intensities of different hues for their own use
- n. Plan a color harmony to be used for a cotton school dress for yourself
- o. Plan dress for yourself, using any one color scheme
- p. Choose accessories, (beads, boutinners, pins, scarfs, collars and cuffs, belts, handkerchiefs, etc.) to wear with this blue-violet dress. Tell what scheme you have used and why the colors are harmonious

Evidences of Mastery

- I. and II. Interests and ideals evinced through:
 1. questions the pupils ask
 2. problems they bring for solution
 3. contributions they make to class discussions
 4. remarks concerning their discoveries of beautiful design and color in everyday life, and

5. materials they bring to the classroom for the bulletin board
- III. Well selected and balanced arrangements of real objects evinced in:
 1. Choosing a dress design that is well balanced
 2. Producing well balanced effects in the use of costume accessories
 3. Arranging flowers
 4. Setting the table
 5. Arranging top of dresser
- IV. Pleasing design and good proportion evinced in:
 1. Plans for posters and other articles
 2. Arrangement of drapes and curtains at the windows at home and school
 3. Belts worn so as to divide dresses into two interesting parts
 4. Pictures mounted so the margins are suited to the material mounted
 5. Good spacing in addressing envelopes
 6. Good spacing in putting names on place cards, labels, etc.
 7. Good spacing in writing notes of invitation, letters, etc.
- V. Interesting repetition will be evinced in:
 1. Dress patterns showing one main idea repeated in an interesting manner in:
 - a. Scallops
 - b. Groups of tucks
 - c. Rows of braid
 - d. Rows of bias tape, etc.
 - e. Rows of buttons
 2. Necklines, hats, etc., suitable to occasion which repeat best line of face and avoid repeating poor lines.
- VI. Rhythmic arrangements evinced in:
 1. The rhythmic pattern selected by a pupil which might be used for a dress for herself
 2. The collar selected for a dark blue flat crepe dress which has the most rhythmic design and is pleasing in proportion.
 3. The plan for a window for Mr. Jones' hardware store to emphasize his sale of canned goods which he is planning to have next Saturday
- VII. Recognition of arrangements having a single dominant idea evinced in:
 1. Avoidance of too many points of interest in clothing
 2. Making good use of flower arrangement, lamps, pieces of pottery, textiles, etc., as desirable points of interest in room arrangement
 3. Planning and choosing costume ensembles which emphasize the best feature of wearer
- VIII. Selection and combination of harmonious colors evinced in:
 1. Designating the hue of colored fabrics and materials with which pupils are in everyday contact
 2. Grouping colored fabric according to hue relationship without referring to standard color chart
 3. Recognizing several values of a color
 4. Designating in general the kind of color (that is, hue, value, and intensity) that pupils are using and seeing every day
 5. Suggesting ways of dulling hues that are too bright, of darkening colors, and of making changes in hue as desired

6. Recognizing interesting combinations made by using different values of one hue together in
 - a. Pictures
 - b. Flowers
 - c. Pottery
 - d. Textiles
 - e. Advertisements
7. Making attractive monochromatic harmonies in choice of dress accessories for self
8. Recognizing harmonious analogous color combinations in:
 - a. Material provided by teacher
 - b. Their own homes
 - c. Nature
 - d. Pictures
9. Showing improvement in selection and combination of hues in various arrangements
10. Giving evidence of greater enjoyment of the less obvious combinations of complementary hues in
 - a. Clothing
 - b. Home furnishings
 - c. Flower arrangements
 - d. Advertisements
11. Making attractive and pleasing combinations of colors by use of different schemes for various purposes, as:
 - a. Good daily choice of accessories for school garments, as well as for dresses used on special occasions
 - b. Choice of trimmings for garments to be made at school or at home
 - c. Choice of becoming colors and color combinations in materials for garments for self
 - d. Choice of flower containers for flowers
 - e. Pleasing arrangements of flowers for school or home
 - f. Well-balanced menus with attractive color combination
 - g. Attractive posters
 - h. Plan harmonious party decorations and favors

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III. CLOTHING: CONSTRUCTION

The aim in the teaching of clothing should be to interest girls in such phases of the clothing field as: (a) selection of materials suitable for garments to be made, (b) selection of becoming, artistic and suitable garments and accessories within the limits of the family income, (c) construction of garments needed by the girl which can profitably be made at home, and (d) care of garments after they are made or purchased, which will enable them to better solve their clothing problems.

This will necessitate less time and emphasis upon the manipulative skills of garment construction and more time and thought upon the problems of clothing selection than has been given in the past.

The approach to the clothing course may be satisfactorily made through a problem which includes the taking of an inventory of the present wardrobe of each pupil and evaluating the same. Estimating the cost of the garments worn in class on one day may further interest the girl in the value of the wardrobe and in the need for better selection. Pupils should keep clothing expense accounts throughout the two years' work.

The inventory will make it easy for each pupil to estimate her new garment needs and to decide which of the garments on hand may be altered, mended, or remodeled either at school or at home. The pupils may then select the new garments which can be most advantageously made in class and also decide which ones must be bought ready made.

Five units of work in clothing have been outlined, two on construction, one on care and repair, and two on selection of clothing.

Clothing construction is primarily concerned with the problems involved in the construction of garments needed by the girl which can profitably be made at home, and may lead into the care of garments after they are made or purchased.

Clothing selection is concerned with choosing of materials and patterns for garments, and choosing garments and accessories for becoming and suitable ensembles. Many of the principles in clothing selection can be taught in connection with the clothing construction. The units on Construction and Related Art should be taught before the unit on Selection.

Because it is desirable to develop the ability to select processes and finishes for different garments and to determine the best way to construct these particular processes, the construction unit is not organized around specific garments, but is treated as a large unit with suggestive problems on dresses, undergarments, etc., under the definite objectives. Most of the clothing construction should be carried on the first year but additional advanced problems may be offered the second year.

Interest will be greater and standards higher if the pupils are making something for which they have need and which they have decided upon through a study of the clothing on hand.

Unit Objective

Ability to select suitable patterns and materials for garments and to construct those garments which can profitably be made at home

Specific Objectives

- I. Interest in making clothing contribute in a maximum degree to one's personal attractiveness
- II. Desire to be appropriately dressed at all times at a minimum expense
- III. Interest in the selection of textile fabrics for garments
- IV. Desire to become skillful in the selection of materials for garments
- V. Interest in the construction of garments that can profitably be made at home
- VI. Desire to become skillful in the construction of garments
- VII. Ability
 1. To select suitable patterns or designs and adapt them for the garments to be made or remodeled
 2. To purchase pattern of correct size and to estimate the correct amount of material needed for a garment
 3. To alter a selected pattern to fit individual figure
- VIII. Ability to select suitable fabrics and trimmings needed for the garments to be made or remodeled
- IX. Ability to construct garments which can profitably be made at home shown in proficiency:
 1. To cut out garments correctly, using as little material as possible
 2. To use sewing machine efficiently
 3. To plan best order to follow in making a garment
 4. To select and use best method of handling construction processes necessary for any garment. To select and make best type of seam for a garment
 5. To fit each other's garments
 6. To press finished garments
 7. To formulate score card and judge finished garment
 8. To determine when it is desirable to make and buy garments
- X. Appreciation of attractive, becoming and well-made clothing

Teacher Procedures

- I. and II. The teacher provides problems for class discussion as suggested below:
 1. There are two friends who are very different in appearance. One is tall, slender, dark and vivacious. She wears bright reds, large checks, and conspicuous sweater suits very well. The other girl is very quiet, fair and small. She admires her friend's clothes very much and wishes to have some exactly like them. Would this second girl be wise in making a similar selection?
 2. One night last summer two girls were seen on the street. One girl was wearing a pink georgette dress made quite elaborately. With it she was wearing light elkskin sandals. The other girl was wearing a linen dress and white sandals. Which girl do you think was more appropriately dressed?
 3. One pupil spends most of her money for her best dresses, the ones she wears to church, and to parties. She says she is justified in doing this because she wears them for school when they get old, and

- then wears them around home when they are no longer fit for school. Do you think that this is a good plan? Why?
4. For other suggestions see Objective III, Clothing Selection
- III. Teacher provides such problems as the following for class discussion:
 1. Some schools purchase longcloth, nainsook, bleached muslin by the bolt. The girls in class are saved the trip to the stores and pay only a little more than the wholesale price for this material. Would you like to purchase your materials in this way?
 2. One girl's mother allows her to select from a catalog the material she likes. Is this a good method?
 3. Another student says her mother gets samples of materials (which are not guaranteed) and tests them to see if they are suitable for the garment she plans to make. Is this plan worth the extra time and effort?
 - IV. Teacher provides samples of common fabrics which show a range in quality. (These are to be used to arouse interest in the varying qualities of fabrics and to create a desire to be able to choose materials wisely)
 - V. and VI. The teacher provides illustrations, samples of materials, etc., and presents to class the following problems:
 1. Here are two slips. (No. 1 is ready-made and No. 2 is home-made). Examine them carefully. Which do you think is better made? Why? Repeat with dresses, smocks, or other garments being considered by class
 2. One girl has these two wool dresses that are fairly good but which she no longer likes to wear. Her mother does not want to buy new wool material. She does not have time to make dresses and thinks her daughter has not had enough experience to sew on wool. Do you think it would be worth her time to remodel these dresses? Consider the advantages and disadvantages of remodeling from the standpoint of the girls
 3. Another girl has this pretty white silk dress which was made to wear to her cousin's wedding. It was made quite elaborately and she has had no place to wear the dress since. Her mother says that she thinks they cannot afford another good dress. What would you advise a girl to do with this dress?
 4. Show pictures of interesting made-over dresses. Snapshots taken before and after are very effective
 - VII. The teacher provides problems:
 1. In the planning of dresses, for example as follows:
 - a. Try two cape collars (cut from unbleached muslin) on two girls who are about the same height and size. Which type of cape is more becoming to the wearer? Why? (One cape collar is cut so it comes exactly half-way between shoulders and waist; the other is less deep)
 - b. Provide three types of necklines from some neutral material. Select a girl with an oval or slightly rounded face and try the necklines on her. Have class decide which is most becoming; fairly becoming; and least becoming to her

- c. Use belts of different widths, have pupils decide which is becoming to different figures
- d. See Related Art Unit, Objectives No. 3-7, for further problems and statements of art principles
- e. Set up standards to use in the planning of undergarments:
 - 1) Nearly all of us have at least one thin dress. Arrange for three girls to try on three slips (one bodice top with straight straps; one with straps cut in with slip; and the other with a shaped top to which straps are attached). Hold pieces of voile over these. Select the type which makes the most attractive foundation for a thin dress. Justify choice
 - 2) When two girls made their clothing inventories they decided that they needed bloomers or similar garments. One girl did not want bloomers, she wanted to have some "shorts" or "step-ins." Do you think these garments would be as suitable as bloomers? Which problem would you advise for a girl who has made only a laboratory apron?
- 2. In purchasing patterns such as: One pattern calls for $2\frac{3}{4}$ yards of 36" material. The material is 39" wide and the person buying it is not very tall. How would you determine the amount she will need?
The teacher provides samples of standard and seasonal fabrics for pupils to use in becoming familiar with variations in prices and widths
The teacher provides adequate references and illustrative materials to enable pupils to solve class problems and set up standards by which to alter their own patterns
- 3. In altering patterns such as:
 - a. Directions in the fashion sheet say to buy patterns by age or size. How can you be sure that you are buying a pattern most nearly your size?
 - b. One girl finds that her sleeve pattern is two inches too long. She is undecided whether to cut it off at the top, off the bottom, or take a pleat in it. Which would you recommend?
 - c. Another girl found that the back of her blouse is a half inch too narrow across the shoulders. Where shall she add fullness: (a) at the armeye, (b) at the center back, (c) lengthwise through the shoulder?

VIII. The teacher provides the following problems:

- 1. Samples of materials and garments of good and poor wearing qualities to illustrate factors to be taken into consideration in choosing fabrics
- 2. Materials to use in following problems:
 - a. This material was firm when purchased but before the garment was completed it was quite limp and lifeless. To what do you attribute this?
 - b. Here are two pieces of material recommended for winter school dresses. These are similar in color and weave and the same in width but one costs \$1.29 per yard and the other \$2.69. How do you account for the difference in price?

- 3. Charts, bulletins or other reference materials on household tests for textiles
- 4. Design principles for Related Art Objectives 3 to 7. Teacher provides illustrative materials for problems below:
 - a. Here are two color combinations. Which is better? Why? (Same scheme has been used but in one the areas are too nearly equal).
 - b. Fashion notes decree that a dress is more pleasing when the trimming matches one color in the design of the cloth. Which color do you think would be best to use with printed material? Why?
 - c. If a print had been selected for a dress and the picture showed the use of either a lace collar, or a collar of plain material, which do you think should be used?

IX. The teacher provides problems:

- 1. In cutting garments correctly such as:
 - a. On the bus a girl who sat across the aisle wore a print dress in which the design of the material seemed to be slipping off one side of the hem like this. (A piece of print which has not been straightened will be shown). What was the reason for this?
 - b. A girl was making a dress and had the pattern pinned on the cloth. She asked her mother to check it with her. They found that she would have a seam down the center back if she cut it the way she had placed the pattern. Account for this
 - c. Another girl was using a print. She found on checking the placing of the pattern that the design would be right side up in the front but down in the back. How might she correct this?
- 2. In the operation of the sewing machine such as:
 - a. Here are two samples of machine stitching. Which do you think looks better? (Show difference in straightness, correct length of stitch, etc.)
 - b. (Show seam made with the tension improperly adjusted) What probably caused this?
- 3. In garment making such as:
 - a. Which of two plans to be put on board or given to class is better?
 - b. These two slips show different ways of putting on the straps. Which method do you think more satisfactory? If you use that method, at what point in the making of your slip will you make the strap?
 - c. A pupil sewed up the shoulder and underarm seams of her dress the first thing, then put on the collar and sewed in the sleeves, leaving the tailored pockets and the cuffs till last. Do you think her plan a good one?
 - d. Another girl sewed the collar on her dress, planning to put the binding on the collar at the same time she bound the placket. Do you approve of this plan?
- 4. In seam construction and appraisal:
 - a. In this dress the side seam has pulled out. What do you think caused this? (Raw seam used)
 - b. Examine these two dresses. Which one do you think has the better side seams? (Plain and french seams used)

- c. Teacher provides illustrative material of plain, french, and felled seams. Which do you think would be best for your dress? Why?
 - d. Teacher shows two examples of ways to finish the waistline joining of the dress. Which do you think better? Why?
 - e. Teacher shows three methods of attaching waist to skirt. Which do you think best for a dress made of linene suiting, or pongee, or voile? Why?
 - f. Other processes as pockets, plackets, decorative buttonholes, fastening, belts, ties, tucks, pleats, shirrings, etc., may be worked out in a similar manner
(To develop judgment in the selection of these processes, teacher provides illustrative material consisting of garments, samples of processes, charts, diagrams, etc.)
5. In fitting:
 - a. One pupil checked her pattern very carefully before cutting out her dress. She was anxious to see how it would look when finished, so she basted it and tried it on. She found the neck too high in front and wrinkles going out from the neck in the back. What caused this?
 - b. Teacher provides illustrative material, charts, etc., to aid in clear understanding of simple fitting standards
 - c. Teacher plans for and carries out a pupil-teacher demonstration of fitting a dress or other garment
 6. In pressing:
 - a. Which of these three garments would you most enjoy wearing? Show one (a) well pressed, one (b) poorly pressed, one (c) unpressed
 - b. Teacher asks class to account for the difference between (a) and (b). Both of these have been pressed
 - c. A girl who has learned how to press her cotton dresses wishes to wear a flannel dress but it is wrinkled. Should she use the same method for the wool dress as for the cotton?
 7. In appraisal of garments:
 - a. Teacher provides two garments for class to examine and asks pupils to decide which is better made
 - b. Teacher provides types of score cards which might be used
Have class decide which would be best to use for the particular problem
 8. In cost of garments:
 - a. The teacher provides readymade garments and has the pupils compare them with the garments made in class from the standpoint of cost, quality of material, construction and suitability of trimming
Note: Such a procedure usually makes each pupil more satisfied with the garment she has made and leads forward to a study of clothing selection
 - b. Teacher interests the pupils in keeping an accurate record of clothing expenditures
- X. The teacher provides for the tenth objective by developing the work on

the selection of clothing and by planning for the construction of garments which the girls need

Pupil Activities

- I. and II. Pupils may describe the girl they have seen that day who they think was most appropriately dressed
Following the discussion of problems 1-3 in Teacher Procedure, the pupils may list the characteristics which contribute to one's personal attractiveness
- III. Pupils relate experiences which they have had in making satisfactory purchases of textiles, either for themselves or for others
- IV. Pupils select from samples provided by the teacher, two which they think suitable for the garment to be made
- V. and VI. Pupils do the following:
 1. Select from samples of materials the one similar to that used on a home-made slip and estimate cost of the slip
 2. Compare cost of slips No. 1 and 2 and decide whether it pays to make slips
 3. List garments they will need this year which they think could profitably be made at school or home. Give reasons
 4. Look over their own wardrobe to see if they have garments which could be made use of this season. Bring these to class if possible
 5. Exhibit dresses, etc., or try them on and rest of class offers suggestions for repairing or remodeling these garments
- VII. Pupils will:
 1. Following the discussion of problems 1-4 in Teacher Procedure, set up standards to use in the selection of dress patterns for themselves
 - a. Given two selected dress patterns, tell for which girl in the class the design is best suited and why
 - b. Working together in groups try on collars and necklines and decide most becoming shapes for a collarless dress; for a dress with a collar, etc.
 - c. From magazines or fashion sheets select pattern design for a school dress for another girl in class
 - d. Select illustration of garment she is to make (dress, slip, pajamas, etc.) and gives reason for her choice of pattern
 2. Plan the amount of material needed for a definite dress pattern (picture to be shown class and a commercial pattern used)
 - a. Each pupil estimates amount of material needed for the garment she is to make
 - b. Pupils acquaint themselves with prices and widths of materials provided by the teacher
 3. Take for each other the measurements needed to test pattern
 - a. Refer to charts or books for further directions on the altering of patterns
 - b. Plan how and where to alter patterns for length, width, etc.
 - c. Check and alter each her own pattern. (If pupils wish they may work in groups of two)
- VIII. Pupils will:
 1. From problems in Teacher Procedure 2-6 and from samples provided

- in Teacher Procedure 3, set up standards to use in selecting materials for garments
2. Choose from samples provided by teacher, material desirable to use for garments decided upon. (For some materials this will require testing. See Clothing Selection, Ability 6)
 3. Bring in samples of material to use for the garment each needs and plans to make. Each pupil justifies the choice she has made
 4. Working in small groups select three becoming colors for each pupil in class. (Use colored cotton materials held near face and covering up dress worn by girl)
 5. Select each for herself the best color for garment to be made
 6. Select trimming, suitable in color, to be used
 7. From collars of: (a) plain cloth, (b) lace, (c) embroidery, (d) one with rows of bias tape, provided by the teacher, choose the best one to use on a print dress; a plain voile dress; a plaid gingham dress
 8. Plan trimming to use on their own dresses (or garments) and estimate the amount needed
 9. After submitting choice of material and trimming to their mothers for approval, make the necessary purchases and keep a record of the expenditures

IX. Pupils will:

1. In cutting garments:
 - a. From Teacher Procedure 1-4, set up standards for cutting out any garment
 - b. Examine the cloth they have purchased for the direction of threads and straighten the ends of the material if necessary
 - c. Plan the placing of pattern on cloth
 - d. Place patterns on cloth. When these are checked by the teacher the garments may be cut out
2. In using the sewing machine:
 - a. Set up standards for good machine stitching. Referring to instruction book or charts, they work out the threading of school machines. (Standards based on results of Teacher Procedure 1 and 2).
 - b. Judge the practice seams made by class for correct stitching
3. In planning a garment:
 - a. Decide which is the better of two plans to follow in the making of a garment
 - b. Make plan of work to follow in making the garment
 - c. Work in groups of two and each checks the plan of the other
 - d. Adopt final plan to follow each in the making of her garments
4. In handling construction processes:
 - a. From materials provided in Teacher Procedure 1-4, set up standards for seams in any garment
 - b. Describe or bring to class various seam finishes. Decide which finish they would use for their garment
 - c. Make a seam of the type decided best each for her garment. From these seams set up standards of class attainment for each type of seam used

- d. Decide the best seam and finish for each to use to join the waist and skirt of her dress
- e. Plan how to make the kind of finish decided upon
5. In fitting garments:
 - a. Diagnose cause of wrinkles or puffy places and suggests remedies
 - b. Set up standards for a fitting garment
 - c. Fit each other's garments as need arises and have each fitting approved by teacher
6. In pressing garment:
 - a. Plan best way to press material used in garment just made
 - b. Press finished garments
7. In making a score card for finished garment:
 - a. Make a list of the points that should be considered in deciding which garments (dresses or undergarments) just finished are the best, etc.
 - b. Adapt one of the score cards selected and the points suggested by class to a simple score card to be used in class
8. In deciding whether to make or purchase garments:
 - a. Total the cost of the garment completed
 - b. Examine ready made garments and compare them with the garments made in class. Suggest factors which indicate when it is advantageous to buy garments ready made and when it is desirable to make them
- c. Decide to keep a record of all clothing expenses until the end of the semester or the end of the year
- X. Pupils will plan, construct, and appraise clothing

Evidences of Mastery

- I. and II. This ability will be shown in the extent to which Specific Objectives VII, VIII and IX are acquired
- III. and IV. Shown in the extent to which abilities in Specific Objectives VIII and IX are acquired
- V. and VI. Indicated in development of ability IX in Specific Objectives
- VII. Mastery will be shown in:
 1. The degree of ability which has been attained by each pupil will be indicated by the final choice of pattern and design she used for the garment she makes
 2. In the size of pattern and the amount of material brought to class by each pupil
 3. The extent to which each pupil is independent in her plans for the alteration of her own pattern; also by accuracy in making the alterations on the pattern
- VIII. The degree of mastery will be indicated by the ability shown in the selection of materials for garments to be made or remodeled. (These materials should be suitable in texture, color and design, and adequate in amounts). Objective tests may be used in determining certain types of pupil information
- IX. Mastery will be shown in:

1. Each pupil's ability to prepare pattern and cloth and place pattern correctly and economically
2. Each pupil's ability to wind bobbin, thread machine and stitch correctly at all times
 - a. As measured in Trilling and Williams, *A Girl's Problems in Home Economics*
 - b. As seen in each pupil's ability to diagnose common causes of imperfect stitching and to make minor adjustments
3. Each pupil's ability to make a plan of procedure for each garment so that time can be saved, and the best results can be secured
4. Pupils' ability to choose suitable construction processes for each garment to be made, considering the type of garment and the material of which it is made; in pupils' independence in determining method of handling various construction processes; in construction of all processes necessary for a garment (hems, seams, etc.) so they will contribute to its appearance and durability
5. Pupils' independence in suggesting remedies for defects in the fit of each other's garments
6. Pressing of future garments made in class and in way garments worn to school are kept pressed
7. Scoring garment or garments satisfactorily by score cards decided upon by class
8. Note: Since this ability is one of judgment, it is probable that mastery will not be evidenced until after the pupils have had the unit on Clothing Selection
- X. Mastery will be shown in the choice of their own clothing and in their judgment on clothing displays

IV. CLOTHING: SELECTION

Unit Objective

Ability to select suitable, becoming, and healthful garments and accessories for self for various occasions and within own share of family income

Specific Objectives

- I. Interest in planning and selecting a suitable, attractive and healthful wardrobe
- II. Interest in observing conditions influencing cost of garments, materials, etc. (Sales advertising, style trends, installment buying, exchange privileges, etc.)
- III. Desire to be appropriately dressed at all times
- IV. Desire to become an intelligent shopper of clothing, materials and garments
- V. Ability to plan a suitable clothing budget for self, based upon record of previous clothing expenditures
- VI. Ability to distinguish characteristics of materials and garments of good and poor quality due to differences in weave, construction, finish, fiber and adulteration

Teacher Procedures

- I. Suggested problems for the teacher to use as a basis for class discussion
 1. People of many different countries have had a characteristic or national dress (show pictures). Travellers to these countries now find that most of these people have adopted European type of dress for general wear and are wearing their national costumes only on special occasions and holidays. Why has this happened?
 2. Show pictures of school girl (about 1914). Compare her clothes with those the members of this class are wearing; or show tennis costume of early 1900 with a picture of the present day champion for a game. Which style contributes more to the health and attractiveness of the wearer?
 3. Show two pictures of dresses cut from magazine. Which do you think would be better for school wear?
 4. Chiropodists say that girls choose high heels to make themselves appear taller but that in reality they are making themselves shorter. Is this true? Show posture charts indicating effects of different types of shoes. (Charts from Cantilever Shoe Co., etc.)
 5. Provide garments to be used in I, Pupil Activities, and discuss
 6. Discuss comments made by medical authorities on the probable influence of choice of clothing on the increasing susceptibility of the adolescent girl to tuberculosis

Reference material should be provided by the teacher
- II. The teacher may present the following problems:
 1. Last year a girl used for a dress a new material like this sample.

She paid \$1.98 a yard for the material. Yesterday this same material was on sale at \$1.19 per yard. Why do you think this reduction was made? Is it a bargain at this price?

2. A high school girl wanted an ensemble before Easter. Her mother said if she would wait until after Easter they could afford to get her such a suit. If she is to have such a suit eventually why does her mother want her to wait?
3. No doubt you have noticed the interesting historical scenes used as designs for some of Mallison's crepes. They sold for \$4.95. Why did these silk crepes sell for a higher price than some other silk printed crepes?
4. This large advertisement from a recent newspaper, features dresses, coats, and other garments which may be purchased by paying a certain amount of money each month. Is this a good plan to use for buying clothes?
5. One homemaker says she would rather buy garments from a store where she has privileges of taking garments home to try them on and of having the merchandise delivered even if she has to pay higher prices. Should a store charge customers for these privileges?

III. The teacher may proceed as follows:

1. Show picture of the high school girl who won the national championship in the 4-H Clothing Contest last year. This is one of the greatest honors a girl may receive. Describe garments she is wearing. What do you notice about her clothing?
2. Do you have a dress that you particularly enjoy wearing? Why? When do you like yourself better—on Saturday morning or in the afternoon when your work is done and you have changed your clothes? Why?
3. Would it be worth-while for you to try to reach these standards in your personal appearance? (Pupil Activity II)

IV. The teacher may proceed as follows:

1. Below are descriptions of methods used in purchasing of garments. Which customer do you think enjoyed her shopping most, and received most satisfaction from it later?
 - a. A girl came into the ready-to-wear section and said she had decided to buy the silk dress tried on the day before. The dress had been sold. The girl was very much disappointed. She said she had been looking in all the stores to find a dress she wanted. The one sold was the one she liked best
 - b. Another girl came in with an older woman, who may have been her mother. She asked to see some silk crepe dresses suitable for general wear which would cost about \$15.00. She preferred a navy blue or a channel red. After she had tried on several dresses and examined their construction, she bought a navy blue dress which both she and her companion liked
 - c. Two girls came into the store. One girl, a decided blonde, asked to try on a yellow cotton dress which she saw in the window with sale price tag. She tried on the dress, remarked to her com-

panion that it cost just the amount she had earned, and took the dress

2. Repeat, with similar incidents in buying yard goods and accessories

V. The teacher may present these problems:

1. Two high school girls, sisters, keep an account of their clothing expenditures. Their father has a yearly income of \$1500 with which to support a family of four. Here are copies of the accounts kept by these girls during the past year, showing the number of garments purchased and cost of each. Which girl do you think made the better selection? (The teacher should acquaint herself with the different income levels of the local community and provide an average income for use as a basis for the first general budget problems. Such a procedure is not very personal, but it will be typical of that community)
2. Experts who have made a study of the cost of living for many families say that about 20 per cent of the income is spent for clothing. Does the cost of the garments in your own inventory conform to this standard?
3. A high school girl who is the only child of a day laborer whose income averages about \$1100 per year, demands that her mother buy silk hose and rayon underwear for her to wear to school because the other girls have them. Do you think the family can afford these garments?
4. A painter, the father of several children, averages about three weeks of work for every month in the year. His wife says they cannot plan their clothing purchases because the money is not available when the father has no work. Do you agree that the planning of clothing purchases is impractical for families whose income varies at different times? Why?

VI. The teacher presents the following problems:

1. One girl brought three samples of cotton print to class to decide which to use for a house dress. Examine these and tell which you think would give the most satisfactory service
2. One of the girls has noticed that one sample is stiffer than the others. Is stiffness an advantage or disadvantage in cotton materials? Compare prices of samples with and without stiffness
3. Here are two pieces of cotton print. One is 50c per yard and has the words "Guaranteed color fast" on the selvage. The other is 39c and has no color statement. Which would you purchase for a school dress, provided you liked the color and design of each equally well?
4. The mother of a high school girl told me the other day that the taffeta trimming on the daughter's flat silk crepe dress split. The dress had not been worn hard, had been cleaned once, and the crepe was in good condition. What might have caused this silk to split?
5. This sample of material was thought to be silk, rayon and mercerized cotton by different members of this class. How can we find out which it is?
6. One mother was making a flannel dress for her daughter of material

like this sample. While working on the dress, she noticed that short fibers pulled out on the needle point. She wonders if this piece of material will wear as well as the dress made last year of flannel like this sample. Do you notice any difference in these samples?

7. Three pairs of knitted rayon bloomers are labeled with the price paid for each, 49c, 98c, and \$1.98, and the number of times each has been laundered. Which do you consider the best buy?
8. These three pairs of rayon bloomers have not been worn and the price tags have been removed. Examine and try to decide the approximate cost of each. Which would be the most economical purchase considering both cost and length of wear?
9. A survey has been made of store sales during the past two years which shows that the purchase of knitted rayon undergarments has increased rapidly. Select any material you may wish to use for bloomers. Compare this cost with that of the knitted rayon bloomers. Can you justify the rapid increase in sales of this ready-made garment?

Pupil Activities

I. Pupils will:

1. Examine two ensembles representing outer garments a school girl might wear. Decide which combination would be most suitable for them to wear to school. Decide which one would be the better purchase.
2. Estimate value of garments each girl is wearing to school at the present time
3. Make inventory of garments on hand
4. List the garments which they have which are perfectly good but which they are not wearing. State reasons for not wearing them

II. Pupils will:

1. Examine materials and garments. Note the prices which may be due to methods of selling, style trends, manufacturing processes, etc.
2. Make a study of a new or seasonal fabric. Compare it with a staple fabric of about the same quality. Is the difference in price justifiable?
3. Compare a standard textile purchased at two types of stores, a cash store, a credit and delivery store
4. List the purchases they think they could make advantageously at seasonal sales

III. Pupils will:

1. Describe the best dressed girl or woman they know
2. Compare points listed by different members of class and set up standards for personal appearance
3. Watch the small children whom they see during the next few days to see if they show any evidence of happiness from being well dressed or any unhappiness from being poorly dressed
4. Notice the advertisements in the magazines and papers and make a note of the points in personal grooming which are given the most attention

5. Prepare score card for judging appearance of members of their class as they appear at school
6. Make suggestions for improving their appearance with the smallest expenditure of money possible

IV. Pupils will:

1. Recall their last shopping experiences
2. List the ways in which they might have improved their own shopping
3. Decide to try to put these suggestions into practice

V. Pupils will:

1. Suggest changes in the expenditures of the girls named in Teacher Procedure 1, so that the total will come within what they think a proper share of the family income
2. Take inventory each of her own wardrobe and estimate cost. If it is possible to get an idea of average incomes for the class, have each girl check her clothing inventory against it. (Better, if possible, have each girl consider her own family income as a basis for determining her budget)
3. Using an inventory as a basis, make a list of the garments needed during this school year
4. Considering each her share of the family income (actual or estimated) check her list of needed garments, as indicated by her inventory, to see if she can afford them
5. Plan a clothing budget each for herself for the school year
6. Keep an account each of her clothing expenditures for the remainder of the year

VI. Pupils will:

1. Examine samples of materials. (Reading and hand magnifying glasses will help. These first samples should be of plain weave but number of threads per inch should vary; amount of filler should vary; and some materials should be made of smoother and more even threads. Prices should vary also). Class should justify low prices of some samples and high prices of others. (Different qualities of staple fabrics as gingham, prints and muslins, should be used)
2. Test samples (a) by burning to identify different fibers and to find the weighted silks; (b) by exposure to the light and by washing to test for fastness of color, for shrinkage, for starch, for sizing and permanence of lustrous finish. Which of samples tested would give best service?
3. From samples provided by the teachers, select one of cotton, silk, and wool that will wear well
4. Compare cotton dresses made in class with several ready made cotton dresses ranging in price from 98c to \$4.98 and see to which of the ready made dresses her dress compares in value?
5. Bring samples of wool materials of garments which have given satisfactory service. Compare them for wearing quality
6. From a number of samples of wool, select the one they think would be most satisfactory for a school dress
7. Repeat with silk samples

8. Figure cost of making a pair of bloomers each for self from any desired material and compares cost with that of ready made bloomers of similar materials

Evidences of Mastery

- I. Mastery will be evinced in:
 1. Reports by pupils
 2. Actual selections which the pupils make from time to time will be good evidence of their interest
 3. Evidence of their ability to select clothing is shown in the development of Objectives 5, 6, and 7
- II. Mastery will be shown in:
 1. Interest evidenced by contributions pupils make to school bulletin board (these may be examples of merchandise whose price has varied because of style changes, sales campaigns, cash vs. credit buying, etc.)
 2. Interest evidenced by reports of experiences and observations concerning local conditions influencing cost
- III. Mastery will be revealed in the degrees of ability shown in Objectives V, VI, and VII
- IV. Mastery will be shown by the selection pupils make of materials purchased for school and personal use
- V. Mastery will be shown in well kept personal accounts of clothing expenditures
- VI. Mastery will be measured by:
 1. Ability to pass judgment tests for the identification of fibers and for the distinguishing of different qualities of (a) cotton fabrics, (b) wool fabrics, (c) silk fabrics, (d) fabrics from synthetic fibers, such as are being worn and used at school and at home
 2. Ability indicated by selections pupils make of materials and garments

V. CLOTHING: CARE AND REPAIR

Unit Objective

Ability to give garments in own wardrobe adequate daily and seasonal care

Specific Objectives

- I. Interest in the part that care of clothing contributes to one's personal attractiveness
- II. Desire to make their clothing contribute to personal attractiveness by being well cared for
- III. Ability to select and use equipment that will minimize effort in caring for clothing
- IV. Ability to press garments made of different materials
- V. Ability to remove common types of spots and stains
- VI. Ability to launder garments made of different fibers
- VII. Ability to mend garments
- VIII. Ability to select the best method of storing certain garments between seasons
- IX. Appreciation of clothing that is well cared for

Teacher Procedures

- I. and II. The teacher presents these problems:
 1. A high school girl has spent her allowance for new garments and can have no new clothes for some time. How can she keep those she now has in good condition? When her dresses become soiled should she send them to be cleaned and pressed or should she try to do this herself?
 Note: If dry cleaning lessons are undertaken the teacher must see that every precaution is observed that will insure safe home practice as well as successful school procedure
 2. What things can you do daily to insure having your clothing at its best with the least effort? What things can you do occasionally?
- III. The teacher presents these problems:
 1. One girl who was often tired or in a hurry when she changed her clothes left them where she took them off or put them on a chair. She does not have much closet space. She says most of the wrinkles shake out and if they are too bad she will press them. Do you agree with her? Why?
 2. Teacher provides equipment (hangers, shoe trees, shoe bags, dress covers and hat stands) for the pupils to select from in determining the articles that will save time and effort in taking care of clothing
 3. Teacher provides reference material including current magazine articles which suggest satisfactory substitutes for closet equipment and convenient arrangement of closet accessories
 4. Take class to see the closet space in a new house. Are these

closets as conveniently planned as you would like your closet to be?

5. One girl's bedroom did not have any closet. How may she provide adequate protection for her clothing?
6. A high school boy likes to have his shoes shined uptown. He is also anxious to have more spending money. His younger brother asked him why he didn't buy some polish and a brush. How much money could he save in a year, by doing this?

IV. For procedure see unit in Clothing Construction VIII-F

V. The teacher presents these problems:

1. Two girls at school get ink on their dresses. One was wearing a blue linen and the other a white broadcloth. Could the same method be used satisfactorily to remove the ink spot? Why?
2. A small girl was eating a peach. To attract the attention of her older sister she took hold of the sister's white skirt with her sticky fingers. How could the girl prevent this spot from becoming a permanent stain?

VI. The teacher presents these problems:

1. The teacher provides two pair of hose that were purchased at the same time and have had approximately the same amount of wear but had been laundered differently. The hose were alike in size, color, quality and brand. How do you account for the difference in their appearance now?
2. A pamphlet distributed by a hosiery firm contains the following precautions:
 - a. Do not rub soap on hose
 - b. Squeeze, don't wring
 - c. Use warm, not hot water
 - d. Dry slowly
 Why do you think the company issued such precautions?
3. A homemaker washed the baby's wool sweater. The next day it was found to be too small for the child. How could the shrinkage have been prevented?

VII. The teacher presents such problems as:

1. An old adage tells us that "A stitch in time saves nine." Do you think this is true? Give an example
2. Teacher provides worn garments for the pupils to examine in determining when mending is needed
3. Teacher provides illustrative material, references and charts or diagrams from which the pupils may determine procedure in making needed repairs

VIII. The teacher presents such problems as:

1. A family which was storing winter things needed extra storage space so had a closet built in the attic. When the closet was opened in the spring the furs were found to be in poor condition. How do you account for this?
2. A homemaker put her winter clothes in a separate closet and sealed all openings. In the spring the garments were found to be full of moth holes. How do you account for the presence of the moths?

3. One homemaker advocates storing cotton garments unstarched and unironed. Do you think this a good plan? Why?
4. One high school girl said her mother put most of their clothes away in labeled suit boxes. Do you think this is as satisfactory as hanging them in closets? Why?

IX. The teacher asks pupils to note and mention instances observed of clothing well cared for

Pupil Activities

I. and II. Pupils will:

1. Recall or relate observation of some person who has few clothes but who is always attractively dressed

Note: If lessons in dry cleaning are undertaken the pupils should have opportunity to help plan for a procedure to follow that will ensure *safety* as well as satisfactorily cleaned garments

2. Pupils make partial lists at this time of the things they can do daily and occasionally to keep their clothes looking as well as possible. (As Objectives III-VIII inclusive are attained, additions may be made to the original list)

III. Pupils will:

1. Select from the equipment provided by the teacher the articles which they could use advantageously in taking care of dresses, shoes, hats, etc.
2. Plan and make some of the inexpensive "aids to good looks" (shoe bags, dress covers, etc.)
3. Study the closet in their own room to see if it is as conveniently arranged as possible and plan for changes that will be possible and advantageous for them to make
4. After consulting reference materials and comparing experiences, plan a "makeshift" closet
5. Make a list of equipment and supplies they think their family could use in caring for their shoes
6. Clean and polish their own shoes

IV. For Pupil Activity see unit in Clothing Construction VIII-F

V. Pupils will:

1. Using class reference materials plan procedure to follow in removing ink from white and from colored fabrics
2. Bring to class garments that have been recently spotted. Pupils, after planning, remove spots and press garments

VI. Pupils will:

1. Examine hose provided by the teacher and decide that daily care contributes to the appearance and wearing quality of hose
2. Bring hose from home and launder them after setting up procedure to follow for each kind of fibers (silk, synthetic fiber, wool and combination of fibers)
3. Using references plan the procedure to follow in washing and drying a knitted wool garment

VII. Pupils will:

1. Relate incidents they have observed in which time had been saved by mending soon enough
2. Examine garments provided by the teacher and decide which worn places need reinforcing and which may need darns and patches
3. Examine garments in their own wardrobe and estimate needed repairs
4. Work out a plan of procedure to follow and make use of it in repairing some garment in their wardrobe

VIII. Pupils will:

1. Determine suitable storage space for furs and fur trimmed garments in their homes
2. Plan how to protect garments from moths
3. Plan how to take care of their clothing at different seasons of the year

IX. Pupils will take proper care of their own clothing

Evidences of Mastery

- I. and II. Mastery will be indicated by inquiries for information on how to care for their own clothing
- III. Mastery will be indicated by the way in which the pupils take care of their school wraps, their lockers, and their clothing construction problems
- IV. Mastery will be indicated in the extent that the pupils keep their clothing free from spots and stains
- VI. Mastery will be evinced in ability to launder satisfactorily some common articles of wearing apparel
- VII. Mastery will be shown in the skill and judgment used in repair as indicated in the garments repaired by the pupils in class, and by the extent to which the pupils keep their school clothing free from holes, rips, tears, loose buttons, and dangling snaps
- VIII. Mastery will be indicated by pupil reports on home practices they are carrying on as a result of classroom instruction
- IX. Mastery will be evidenced by the pride and satisfaction pupils show in their school garments which they keep in good condition

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Woolman, M. S., *Clothing: Choice, Care, Cost*, Lippincott, 1920

Bulletins

Write for list of available household publications from the following:

1. United States Department of Agriculture, Supt. of Documents, Government Printing Office, Washington, D. C.
2. State extension departments
3. Good Housekeeping Institute, 57th St., at 8th Avenue, New York
4. Delineator Institute, Butterick Building, 161 6th Avenue, New York
5. "Home Washing Helps," Colgate & Co., Jersey City, New Jersey
6. "Color Chart," Home Service, Diamond Dyes, Burlington, Vermont

VI. PERSONAL GROOMING

The personal grooming unit may precede or grow out of either the food or clothing unit since personal cleanliness and good grooming enter so vitally into the sanitation of food preparation and into clothing selection and personal appearance

Unit Objective

The desire and purpose to be a well groomed high school girl

Specific Objectives

- I. Interest in improving own personal appearance, for the pleasure it will give self and others, rather than as an expression of vanity
- II. Ability to care for the skin
- III. Ability to care for the nails properly
- IV. Ability to care for the hair by brushing, shampooing, and arranging
- V. Interest in keeping one's garments neat and orderly

Teacher Procedures

- I. The teacher may use these problems:
 1. Do you agree with the Frenchman who said: "There are no ugly women; only those who do not know how to be beautiful?"
 2. Psychologists have said, "Women should allow themselves the privilege of being as well dressed as they can manage." Why do they say this? (Makes them happier and more competent, gives pleasure to others and acts as a valve for their love of attractive things)
 3. Why is it true that of a group of girls applying for a position, if other qualities are about equal, the "well groomed girl gets the job?"
 4. Read to class parts of "What Employers Expect of Junior High School Girls," *Journal of Home Economics*, August, 1929
 5. What is meant by these two lines from Elizabeth Otis' poem, "An If for Girls":

"If you can dress to make yourself attractive,
Yet not make puffs and curls your chief delight—?"
- II. The teacher may use the following:
 1. What methods of cleansing the face are used by members of the class? Which is best for the skin?
 2. Problems concerning prevention and removal of blackheads, pimples, soaps, etc., may come from the class or be suggested by the teacher
 3. Problems concerning creams, powders, rouge and lipstick and their use should be planned if the situation demands
 4. Teacher states that she has heard ready-to-wear saleswomen say it is very unpleasant to try garments on some women because of the odor from their bodies. Many women are able to avoid this entirely.

How can this be done? Develop problems concerning baths, deodorants, care of the body during menstruation, etc.

- III. The teacher may by means of inductive problems develop standards for well cared for hands; best method of shaping nails; removing cuticle and stains; caring for brittle nails and preventing chapping of hands. Teacher or some pupils may give demonstration of shaping nails, cleaning, removing cuticle and stains, and polishing
- IV. The teacher may proceed as follows:
 1. Teacher asks class if they have noticed some saddle horses whose coats are shining and silky and others whose coats seemed coarse and dull. Can they account for the difference?
 2. What different methods of shampooing have you tried? What is a good method? (A demonstration of shampooing may be given by teacher or some pupil)
 3. Some person with unusually attractive, well cared for hair might be brought before the class
 4. Teacher asks the following questions:
 - a. How should dry lusterless hair be cared for?
 - b. How would you care for hair which becomes oily almost at once after washing?
 5. There may be a demonstration of effect of different hair dress on various members of the class who have different types of faces (round, long and narrow)
 6. Compare cost, effort and results of home and beauty parlor shampooing
- V. The procedure may be as follows:
 1. The teacher asks the following questions: How can one's clothes be kept in good condition and always looking their best?
 2. Problems involving preventing and removing spots from dresses; cleaning hose, shoes, hats and gloves; airing of coats and dresses, should be given
 3. An assembly program or play may be planned by the class as suggested in an article "The Importance of Presenting a Good Personal Appearance," *Practical Home Economics*, September, 1929, 468 Fourth Ave., N. Y. (Three short plays)

Pupil Activities

- I. Pupils will:
 1. Describe a classmate or a woman whom she knows who stands out among her acquaintances as always being especially attractive in appearance. What is most outstanding about her appearance?
 2. Observe people they see on the street, in the bus, or in the street car as they go home from school. What makes some stand out as being especially attractive?
 3. Look through some of the women's magazines to see how much material they can find on personal grooming
- II. Pupils will:
 1. Choose the girl in the class who has the best skin
 2. Check judgment concerning methods for cleansing the skin with those suggested in the following leaflets:

- a. "Little Lessons in Loveliness," No. 1, *Good Housekeeping*, 119 W. 40th St., New York. Price 10c
- b. "When Winter Comes!" Send stamped self-addressed envelope to Hazel Rawson Cades, Good Looks Editor, *Woman's Home Companion*, 250 Park Avenue, New York
3. Check their judgment of cosmetics by:
 - a. "The Comic Cosmetic," by Richard J. Walsh, *Woman's Home Companion*, December, 1927, page 18
 - b. Johnson, Iva L., *Bacteriology of the Home*, Manual Arts Press, Peoria, Illinois
4. Relate experience of students and others they may know in the use of cosmetics
5. Compare natural and artificial flowers as to real beauty
- III. Pupils will:
 1. Compare appearance of hands they have seen and pictures of hands
 2. Give selves a simple manicure
 3. Select inexpensive equipment for caring for hands
- IV. Pupils will:
 1. Look through magazines and choose pictures which show attractive hair and tell why they admire it
 2. Select from among their friends one whom they think has the most attractive hair and tell why it deserves this attention. Find out what care she gives it
 3. Brush their hair ten minutes each night for a week and see if they notice an improvement
 4. Check own method of caring for hair with beauty parlor methods, methods in magazine articles and in beauty pamphlets from women's magazines
 5. Each shampoo her own hair in class if it seems advisable
 6. Examine pictures of becoming and unbecoming hair dress in *Art in Everyday Life* by Goldstein and *A Girl's Problems in Home Economics* by Trilling and Williams and tell why some are pleasing
- V. Pupils will:
 1. Recall or relate observation of some person who has few clothes but is always attractive
 2. Choose from illustrations of real equipment those which would be useful to them in caring for their clothes—dress, hats, shoes, etc.
 3. Make a list of equipment and materials which they think it would be wise to have their family keep on hand to clean articles of clothing
 4. Check own judgment with suggestions in the reference books
 5. Keep their own clothing well cared for, list the things they could do daily and occasionally
 6. Plan a score card by which personal grooming of selves and teacher will be checked daily by a committee from the class

Evidences of Mastery

- I. 1. Increase in interest as unit progresses
2. Personal applications of principles studied
- II. 3. Shows improvement in complexion as to clearness, color, etc.

4. Makes wise use of cosmetics
- III. 5. Improved appearance of hands
- IV. 6. Improved appearance of hair
- V. 7. Improved appearance of garments worn to class

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- Goldstein, H., and Goldstein, V., *Art in Everyday Life*, Macmillan, 1925
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Articles

- Clipper, M. A., "The Importance of Presenting a Good Personal Appearance", *Practical Home Economics*, September, 1929
- Ells, M. C., "What Employers Expect of High School Girls", *Journal of Home Economics*, August, 1929
- Walsh, R. J., "The Comic Cosmetic", *Woman's Home Companion*, December, 1927

Leaflets

- Leaflets may be secured from *Good Housekeeping*, 119 W. 40th St., New York, and from *Woman's Home Companion*, 250 Park Avenue, New York

VII. FOODS: PLANNING AND PREPARING THE FOOD FOR THE FAMILY: BREAKFAST, LUNCHEON AND SUPPER

Home Economics teachers quite generally agree that the emphasis in a course in foods should be upon the selection and preparation of an *adequate* diet for an average normal family group. The food units have been planned, therefore, with elementary nutrition principles as the central theme. The first unit emphasizes the foods which should be included daily in the diet without going into a *detailed* study of the various vitamins and minerals found in these foods. The second unit includes a more detailed study of the function of the vitamins and minerals in the body and their occurrence in various foods.

The first unit should not be used for an advanced unit in classes which have had the unit in the elementary course of study; these classes should use the second unit in foods or adapt this one to supplement the previous work. The first unit, in addition to the emphasis upon nutrition, stresses the management of time and energy in connection with food and meal preparation. Consideration is also given to the cost of food.

The second unit devotes less time to the problem of food preparation and time management and more to the study of the quality and quantity of the food to be consumed. Many of the objectives for the first unit are emphasized again in the second unit.

Units in food buying and school lunch are also outlined. Much of the material found in the buying unit in the second year might be incorporated in the first food unit.

The school lunch unit might take the place of the first unit in foods in schools in which the Home Economics class carries the school lunch as a project.

Unit Objective

Ability to plan, buy food for, prepare and serve adequate, inexpensive, attractive family meals in a reasonable length of time

Specific Objectives

- I. Interest in making food contribute to one's own health and to the health of others. Desire to become a healthy individual
- II. Interest in planning meals which will meet the daily food requirement
 1. Ability to plan an adequate day's diet for self
 2. Ability to plan breakfasts for high school girls
 3. Practice of eating the kind and amount of food which the body needs every day
- III. Ability to prepare inexpensive breakfasts suitable for the high school girl in a reasonable length of time
 1. Ability to plan and organize work so that a breakfast may be prepared quickly
 2. Ability to prepare the foods included in the type breakfasts (for example, muffins)
 3. Ability to prepare a meal in a reasonable length of time

4. Ability to set the table attractively for a meal and to serve foods attractively
 5. Ability to plan adequate family meals which can be prepared in a reasonable length of time and which will not exceed in cost the amount of money which the families of the class members can afford to spend
 6. Interest in conforming to generally accepted social customs in the use of table appointments and conduct at table
- Desire to become a socially poised person

Teacher Procedures

- I. The teacher will proceed as follows:
 1. Enlist the interest of the pupils in the nutritional phase of the foods work through the first two pupil activities. The teacher should have ready to show to the class the pictures suggested and ask them to note the differences. She should also have, if possible, some animals. This will help the class to set up a list of evidences of good nutrition
 2. Pupil activities 3-8 should further the interest in nutrition and help to direct this interest toward themselves. A sufficient amount of interesting, comprehensible reference material must be provided to enable the pupils to do the required checking and answer the questions.
- II. The teacher will proceed as follows:
 1. Good and poor menus for the judgment problem (activity 2) should be carefully planned by the teacher. The menus should be judged for adequacy only. This study and discussion of them should result in the list of the foods which are needed daily in the diet as milk, vegetables, fruit, whole grain cereal, etc.
 2. The schedule for daily habit checking (activity 6) should be selected by the pupils. They may be asked to bring any schedules with which they are familiar, such as those used by Campfire, Girl Scouts, and similar organizations. The teacher may suggest ones from the National Dairy Council and elsewhere
 3. The menus which the pupils plan for themselves (activity 7) should be judged by the class also. These serve as additional judgment problems
 4. The teacher may help the pupils to secure a "type" breakfast by asking the pupils to name the foods eaten by them that morning for breakfast and list them under fruit, cereal, beverage, etc.
- III. The teacher will proceed as follows:
 1. The ability to prepare a meal may be acquired gradually by increasing from day to day the number of foods prepared and by including more foods which are difficult to prepare. For example, if a fresh fruit is prepared the first day, fruit and toast may follow, then toast and cocoa. A breakfast of fresh fruit, prepared cereal, toast and cocoa may then be served. Afterward other types of breakfasts may be "built." By this means, both manipulative and managerial skill may be developed. It is suggested that most of the meal preparation for the breakfast and supper units be in-

dividual. In the dinner unit, meals may be prepared by groups of pupils

2. Food preparation is taught only as a part of meal preparation. The amount of time to be devoted to the actual preparation of food should depend upon the ability which the members of the class have already acquired

The method of teaching the preparation of one of the foods included in the breakfast will be given as illustrative of the method of handling food preparation problems. Since the making of a batter or dough, such as muffins, is fairly difficult, this food is chosen for the illustrative problem. Muffins would not, of course, be the first food prepared. They would not be made until near the end of the breakfast unit. The suggested method should be used for the first foods prepared

Recipes may be secured as suggested in pupil activity III Ba. The recipe chosen for muffins should be one for plain muffins which can serve as a basic one to be varied later. After the recipe has been chosen present to the class two possible work plans for the making of muffins in the laboratory and have pupils decide which is the better. (The discussion of the plans should result also in a list of things to be considered in the planning of work)

Follow the same method for several of the foods which are prepared. Each time this is done it serves as a judgment problem. The judgment problems may be made to increase in difficulty by:

- a. Increasing number of plans from which to choose
- b. Making less and less difference between plans to be judged. Later the pupils should be required to make their own plans

These plans may then be compared in class and remade on the basis of the criticism offered. When the work plan has been decided upon, each pupil should make at least one-fourth of the family sized muffin recipe. Before the pupils make muffins the teacher should show them real muffins and pictures of muffins to establish in their minds an idea of what good muffins are. A demonstration of the method may be necessary

At the close of the class period, the muffins should be compared and the definite standards for a good product set up as a result of this comparison

To develop both manipulative ability and managerial ability in the preparation of food, there must be motivated repetition. The amount of repetition should depend upon the difficulty of the process and upon the class. Repetitions may be motivated through the desire to make a better product; the desire to work more quickly; and the desire to make a different kind of muffin.

Several lessons may well be devoted to this food. There should be time for deciding upon the recipe and the plan of work, for preparing the plain basic recipe, and for preparing the variations. A judging of the products should follow each preparation, and each repetition should be motivated

3. Ability to prepare a meal in a reasonable length of time may be

developed further by repetition. A time schedule will have been made for the first preparation. Give the class the opportunity to prepare the same or a similar meal a second time aiming to make such improvements in the order of work as will reduce the time for preparation

4. The serving of foods is also a part of the meal project. Several pupils may set a table as they think it should be set for a definite breakfast menu. The whole class should compare and discuss the tables and as a result of the discussion list the generally accepted rules for attractive table setting. Elaborate settings should be avoided

Each day that food is cooked, the table should be set and the food served there as it would be served for the family. Several methods for serving the food attractively may be considered and the class allowed to choose the best one. The teacher should find out what methods of table setting and of serving are best adapted to the community in which she is teaching

5. Previous to this time the breakfasts planned have been considered chiefly from the standpoint of adequacy. Now the factors of cost and time for preparation should be considered also. Present to the class an inductive problem similar to the following: If you were to prepare your own breakfast tomorrow morning, which of the following menus would you choose?

a. Stewed prunes

Shredded wheat biscuit

Toast Milk

b. Sliced orange

Oatmeal

Muffins Cocoa

c. Cream of wheat

Toast Coffee

Other menus may be substituted. The discussion of the menus chosen should bring out the fact that cost and time of preparation as well as adequacy, which was studied earlier in the course, must be considered in planning breakfasts.

A study, therefore, of the cost as related to food value and the time for preparation of each of the foods set up in the type breakfast should be made. The method of studying cereals will serve as illustration. A pupil may have asked some such question as "Are the ready-prepared cereals as good for us as the ones cooked at home?" Reference to the composition of the two will reveal the fact that weight for weight they are the same in caloric value. This comparison should bring out the fact that there are whole grain and refined cereals in both the ready-prepared group and the uncooked group, and that this factor must be considered in choosing the one to serve. The vitamin content should be considered also.

Then comes the question of their relative cost. The class should obtain prices of packages of various kinds of both cooked and uncooked, determine the number of servings, the cost per serving, and

the calories per serving and thus decide which would be the cheapest to serve

The time for preparing the foods should be known as a result of previous work.

Note: Additional concepts for pupils to acquire in connection with food will be found in Unit IV, Second Year

6. Interest in conforming to generally accepted customs in the use of table appointments and conduct at table may be aroused through the reading of a story such as the "Log Cabin Lady" or the subject may arise in some class discussion and need no other motivation.

Some ability to use table appointments correctly and to participate in table conversation may be developed in connection with the many meals which are served. This should not be left until the end of the course but should be a part of each meal project.

The study of methods of setting the table and of serving the food prepared will furnish a part of the information necessary for the correct use of table appointments. Those points which have not been covered can be established in much the same manner that the methods of serving have been established. Since the pupils constitute the family group at the table, ample opportunity is afforded for application. Assist children to find suitable topics for, and to carry on interesting conversation at table.

Pupil Activities

I. Pupils will:

1. Study pictures of animals which have been fed good and poor diets such as cracker and milk vs. cracker and water. Note as many differences as possible in them. Find in reference books pictures of people who have been well and poorly fed. Note differences. If possible, study real animals which have been fed on different diets
2. List characteristics of good health which she would like to have and tell why she thinks good health is a priceless possession
3. Estimate the number of days of school missed during the last year and decide if possible how much of this was preventable
4. Find out what life insurance companies say about preventable illness
5. Mention people who are dependent upon others because of ill health
6. Study themselves and check on such indications of health as color, muscle tone, energy, brightness of eyes, appearance of complexion and hair, height and weight, etc. Start a weight chart
7. List personal habits which contribute to good health and those which contribute to poor health

II. Pupils will:

1. List the foods eaten in the last 24 hours
2. Study several days' menus furnished by the teacher and decide which would be adequate for them. (Refer to books for information which will help to solve this problem)
3. Make a list of foods which should be eaten daily. (Consult reference books)

4. Each pupil compare the list of foods which she has eaten in the last 24 hours with this list which should be eaten daily
5. Each pupil keep a record of a day's activities and calculate the number of calories of food which she should have daily. (Study reference books)
6. Each pupil select and begin checking a daily habit schedule
7. Pupils make adequate menus for two consecutive days for themselves and have them judged by the class
8. Pupils decide upon the types of breakfast which they should have

III. Pupils will:

1. Prepare individually and serve at school breakfasts adequate for themselves
 - a. Each pupil prepares two or more foods during the laboratory period and serves these at the table. (The number of foods which can be prepared in one laboratory period will depend upon the ability of the class and upon the length of the class period). Finally each pupil prepares complete breakfasts for herself and serves and eats them at the table with other members of the class who may form a "family group"
 - b. Each pupil prepares independently and serves the foods which are included in the types of breakfasts which have been decided upon. (Usually more than one food will be prepared during a laboratory period as suggested in A) (Each pupil should make an amount large enough to furnish some experience in the method of handling ingredients, probably at least one-fourth of the family sized recipe)
 - 1) Pupils bring from home or secure from reference material the recipes for the foods to be prepared. Compare and select ones best adapted for school use and for use in their homes
 - 2) Pupils study two work plans for laboratory procedure which are presented by the teacher. Discuss plans and decide which is better for the food which is to be prepared. (Later, pupils make own plans for laboratory procedure. Discuss the plans and select the one which is best suited for the occasion)

IV. Pupils will:

1. Set table for the serving of each food which is prepared. Compare tables and discuss them. Then compare methods suggested in textbooks. Decide upon a method which seems good and also suitable for home use by the members of the group and use this method
2. Compare methods of serving the foods prepared. Select one which seems acceptable for use in their homes. (Table service should be considered from the standpoint of family service emphasizing the part which the daughter may take in assisting with the serving)

V. Pupils will:

1. Compare menus presented by teacher. (See Teacher Procedure)
 - a. Compare prices of fruits for breakfast
 - b. Compare prices of various brands of well-known cocoa, both package and bulk. (See Buying Unit)

- c. Compare prices of a number of uncooked and cooked breakfast cereals
- d. Compare time for preparation of different fruits and cereals
- 2. Compare other menus presented by the teacher and choose the ones best from the standpoint of cost, time for preparation, and adequacy
- 3. Plan adequate menus for breakfast which are limited in cost and in time for preparation. Those limits should be set by the teacher. Each pupil prepare some of the meals planned
- 4. Plan two seasonable breakfasts suitable for their family. Plan also the schedule of work for preparing these breakfasts at home. Discuss plans with the teacher before preparing the breakfasts
- 5. Prepare and serve at home on Saturday and Sunday the breakfasts planned. The next week discuss with the teacher the results. Make plans for additional breakfasts to be served at home and again discuss plans and results with teacher
- 6. Carry out for the luncheon or supper unit activities similar to those suggested for the breakfast unit.

VI. Pupils will:

Make plans for some topic of conversation at the meals which are served at school. For example: Each pupil come prepared to talk about some interesting national or local event

Evidences of Mastery

- I. and II. Mastery will be evinced in changed interests and ideals are evidenced largely through attitudes toward the work in general and toward the acquisition of specific abilities and habits. The daily habit schedules kept by the pupils will be a check on the attainment of these objectives
- III. Mastery will be shown by:
 - 1. Ability to prepare a final meal project in which the pupils plan, prepare, and serve individually and independently a meal, the requirements of which are definitely set by the teacher will give evidence of mastery of planning, preparing, and serving abilities. (Definite points for scoring the results of this project should be set up by the pupils and teachers in conference)
 - 2. A knowledge of and the ability to use the principles involved in the preparation of foods. Evidence of mastery in the preparation of foods will be the progress made, through repetition, in the ability to judge proportions, to judge finished products, to work quickly, to make a good product
 - 3. The confidence, speed and accuracy developed through repetition in the breakfast unit determines the degree of mastery
 - 4. The ability to serve simple meals correctly with poise and assurance
 - 5. Everyday use of accepted customs

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- 8. Rose, M. S., *Feeding the Family* (Revised Edition), Macmillan, 1929
- 9. Rose, M. S., *Foundations of Nutrition*, Macmillan, 1927
- 10. Todoroff, A., *What is What in Groceries*, The Grocery Trade Publishing House, 5660 N. Lake Street, Chicago, 1926
- 11. Bulletins and illustrative material may be secured from
 - a. Extension divisions of state agricultural colleges and state universities
 - b. The Bureau of Home Economics, U. S. Dept. of Agriculture
 - c. The Office of Education, Department of Interior
 - d. Such organizations as: Public health departments; National Dairy Council; and American Child Health Association
- 12. Magazines
 - a. *The Journal of Home Economics*, Baltimore, Maryland
 - b. *Home Economics News*, Manual Arts Press, Peoria, Ill.
 - c. *Practical Home Economics*, Lakeside Publishing Co., 468 4th Avenue, New York City

VIII. FAMILY RELATIONSHIPS: SOCIAL CUSTOMS AND GOOD MANNERS

The first year in family relationships is based upon objectives closely connected with those to be developed in the introductory unit. Since human relationships enter into all parts of the home-making course, the specific objectives of this unit may be carried out wherever they fit in best. For example, the problem series on social customs and good manners might be presented just before some social event in which the class is interested.

It is assumed that the unit in hospitality as outlined in the Iowa course of study for the Elementary Schools, will have preceded this unit. There will be need for further practice of rules of hospitality, table courtesy and conversation, in senior high school. This may be obtained through meal serving, teas, and other group situations.

Unit Objective

Desire to develop personal qualities that will contribute to desirable relationships with others

Specific Objectives

- I. Desire to become a socially poised person
- II. Ability to practice generally accepted social customs and good manners

Teacher Procedures

- I. The teacher may:
 1. Ask the pupils: "At which times are you most at ease: In your family group, when there are guests in your home, when you are a guest in another home? What causes the difference?"
 2. Have class read *The Log Cabin Lady*, and conduct a discussion as follows: Why was she unhappy in the earlier years of her environment? What caused the change in her attitude later? Could her earlier discomfort have been prevented?
 3. Through an assignment provided for a discussion in class of significance of these statements in *The Log Cabin Lady*: "Fear is the destroyer of peace. I knew no peace until I learned not to be afraid of conventions." "Custom is merely a matter of geography." "New money always glitters." "I resent that any free born American citizen should be handicapped by lacking so small and easily acquired a possession as poise, poise that comes with the knowledge of the simple rules of the game"
- II. The teacher may:
 1. Present such statements as the following to pupils for their reaction and decision: President Eliot of Harvard once said, "Good will and common sense are the basis of all good manners." Is this a true statement?
 2. Present the following situation: A guest in a home noticed the

daughter of her hostess doing the following things in the course of an hour:

- a. Rose when the guest entered the room and remained standing until the guest was seated
- b. Brought in the evening paper; read, laid it on the table; handed it to her mother when asked to do so
- c. Apologized when passing in front of the guest
- d. Answered quickly and pleasantly a question addressed to her mother
- e. At the dinner table criticized her brother sharply for talking about mice
- f. Spoke easily and fluently on the following subjects:
 - 1) the personality of the high school principal,
 - 2) colors most becoming to herself
- g. Corrected an inaccuracy in one of her father's statements

Did this girl have good manners?

3. Direct a "Good Manners Campaign," carried out by the means of posters: First, a series to awaken interest in the project; second, a series depicting specific examples of good manners and accepted social customs; third, a series representing social errors. The pupils will be asked to hand in written statements giving the correct form. The teacher may provide a question box as a means of securing good problems from boys and girls in the school

Pupil Activities

- I. Pupils will:
 1. Describe a situation in which a girl has been somewhere with a boy or with a group of people where she has felt at ease. Describe a similar situation in which she felt ill at ease. What made the difference? (Degree of familiarity with the surroundings and customs, and of acquaintance with associates)
 2. Observe people who appear self-confident under what might be trying circumstances as talking with strangers, making a talk before a group, helping other people get acquainted, and have a good time. What is the secret of their self-confidence?
- II. Pupils will:
 1. Solve the following problems: Does the same principle of good manners govern all three of the following well-known social customs?
 - a. We sit down at the table from the left of our chairs
 - b. In a hotel dining room the men remove their hats, the women wear theirs
 - c. A man gives his seat to a woman
 2. Read selected references from fiction—for example,
 - a. *Young Mrs. Greeley*, by Booth Tarkington. The social experience of Mr. and Mrs. Greeley had been about the same. Why the difference in their poise at the dinner party given by their employer?
 - b. *Alice Adams*, by Booth Tarkington. Why was she unpopular with young people?

3. Place the following social customs in three groups, according to principle involved:
 - a. Give up your seat in a car to an older person
 - b. When walking two or three abreast step back when you meet someone
 - c. Pull back your mother's chair when she is being seated at the table
 - d. Live up to family regulations about late hours
 - e. Do not play with your silver at the table
 - f. When walking with a boy take the inside of the walk
 - g. Do not enter a private room without knocking
 - h. Dip your spoon away from you
 - i. When the guest of honor is a woman, seat her at the right of the host
 - j. Do not discuss family affairs outside the home

Evidences of Mastery

- I. A willingness to participate in school and home situations which call for poise and use of commonly accepted social customs
- II. Ability to:
 1. Prepare a set of principles which govern the practice of good manners
 2. Distinguish between and to evaluate in concrete situations:
 - a. Manners based on custom
 - b. Manners based on convenience
 - c. Manners based on kindness and thoughtfulness
 3. Converse easily in unfamiliar surroundings and with new acquaintances
 4. Preside as a hostess under various circumstances, as at a tea, a dinner, an evening party
 5. Make a talk in assembly
 6. Plan and carry out a "Good Manners Campaign" for the school. Write a play depicting good manners and present it in assembly or Parent Teacher Association

References

Pupil:

1. Anonymous, *The Log Cabin Lady*, Little Brown, 1922
2. Coss, M. M., *Girls and Their Problems*, Ginn, 1931
3. Dodd, E. E., *Fibre and Finish*, Ginn, 1925
4. Ells, M. C., "What Employers Expect of Junior High School Girls Trained in Home Economics," *Journal of Home Economics*, August, 1929
5. Faculty, South Philadelphia High School for Girls, *Every Day Manners*, Macmillan, 1926
6. Parker, C. S., *An American Idyll*, Atlantic Monthly Press, 1919
7. Roosevelt, T., *Letters to His Children*, Scribner, 1923
8. Stearn, E. G., *My Mother and I*, Macmillan, 1917

Teacher:

1. Charters, W. W., *Teaching of Ideals*, Macmillan, 1927
2. Pamphlet, State Department for Vocational Education, Lincoln, Nebraska, "Teaching Family Relationships"

SECOND YEAR

I. CLOTHING: CONSTRUCTION

The general principles underlying the method of teaching clothing construction are the same, no matter what garments are being constructed. In this unit on clothing construction for the second year's work, other types of garments than those constructed in the first year should be made. These garments should involve new, different, and more advanced techniques than those needed in the first year's work.

The general procedures involved will be found in Unit III of the first year course of study.

II. CLOTHING: SELECTION

Unit Objective

Ability to select suitable, becoming and healthful clothing within the family income

Specific Objectives

- I. Ability to plan suitable and becoming costume, including accessories for self for various occasions
 - II. Appreciation of a well planned and harmoniously combined costume
- Note: See references at the end of Unit I, Clothing Selection

Teacher Procedures

- I. and II. The teacher may:
 1. Show the class a dress design from a late fashion magazine. Suppose three different people, a small slender girl and a large girl of average height and a short fat girl all purchased this pattern from a store. Would it be equally becoming to each? Why?
 2. Develop an answer to this problem: One girl who is 30 pounds overweight wants to know which of these two patterns she should choose to make her weight less noticeable.
 3. Have a pupil stand in front of the class. Hold before her a piece of striped material: First, so that the class will get the effect of stripes running cross-wise; and second, so that it will get the effect of the stripes running lengthwise. What is the apparent effect of the stripes on the figure? To which member of the class would you recommend that she wear the stripes crosswise?
 4. Hold dull surfaced and shiny surfaced material up to selected pupils (or have them try on both crepe and satin dresses). Do these fabrics seem to have any effect on size? Which is more becoming to you?
 5. Repeat with fabrics or garments having large and small designs
 6. Work out a solution to these problems:
 - a. One girl who has always worn blue and is tired of it wants to know if she can wear green.
 - b. A girl who wants a suit this spring has been looking at a gray tweed suit and a dark blue poret twill (show illustrations). She thinks the gray one will make her appear larger. What effect upon the apparent size of the figure do these make?
 - c. Another girl has been looking at these samples of materials to use for her spring dress. Which of the designs, colors, and textures would be best for a girl who is overweight?
 - d. A high school girl in a small town purchased a tan flat crepe dress which had three rows of small pleats around the skirt. It was the most expensive dress she had that year. She has now had the dress two years and has worn it only for "best." It is very becoming and is her favorite dress. During the first year she had

the dress cleaned and pleated twice and cleaned once, costing a total of ten dollars. The second season the dress was cleaned and pleated once and cleaned twice, costing a total of eight dollars. Do you consider this a practical purchase?

- e. Many girls have adopted the garter belts to which their stockings are fastened. Do you think they are better than round garters? Why?
- b. One of the girls is to represent our high school in the tennis tournament. Which of these patterns and materials would you advise her to use for her dress?
- g. A high school girl wants to buy a silk dress which she can use for "best" this year and for school next year. Suppose she had these four dresses from which to select. (The cost is approximately the same and they are all dark in color). Which dress do you think she should select?
- h. The shoe store is having a sale. Of the four pairs grouped in the window which pair would you select to use with the dress selected above?
- i. Sport hose this season have woven and colored designs in them. which would you choose to wear with this sweater outfit?
- j. A girl in the class is not sure the necklace she is wearing is appropriate with her dress. Is it appropriate? Why?
- k. A few days ago two girls were standing before a store window where colored handbags were displayed. One remarked that she needed a new handbag and the red one would just match her new dress, the first red dress she had ever had. Would this be a wise choice?

Pupil Activities

- I. and II. Pupils will:
 1. Try on several dresses of plain materials provided by the teacher. Which dress gives the greatest effect of slenderness? Decide which is most becoming to their own figure
 2. Try on colors, working in groups of three with a mirror for each group. They determine best colors for each other and give reasons for choice. (See Related Art)
 3. Keep a record of which pictures, cut from fashion magazines and numbered, are most suitable for a short slender girl; for a short plump girl
 4. Select from fashion magazines a pattern they think suitable for a school dress for one of the girls in this class. From samples pupils select the material they think would be most becoming in line, color and design to the girls for whom they are planning
 5. Repeat the above, each pupil choosing pattern and materials for a school dress for herself, giving reasons for her choice
 6. From samples of crepe, rayon and georgette, select three samples for a dress and rank them as to becomingness of texture and color, initial cost and probable upkeep
 7. From a shoe catalog select a pair of shoes for school and a pair

for dress wear, and justify this choice from the standpoint of appearance, cost and estimated care

8. Select hose to be worn with the school dresses they have on that day, considering cost, color, and quality, as well as suitability of texture
9. Select pictures to represent a complete school costume for themselves which is becoming, hygienic and reasonable in cost
10. With present wardrobe in mind select shoes, hose, and accessories to wear to school with the dress just completed. Give reasons for choice. (This activity should be carried out after a dress has been made in the construction unit)
11. Score the ensemble when worn, on becomingness, appropriateness, healthfulness, cost, etc.

Evidences of Mastery

I. and II. The best evidence of ability is the girl's own choice of garments and accessories for school wear, and the contributions she makes to bulletin board of illustrations of accessories for special types of garments and for special occasions

III. PLANNING AND PREPARING FOOD FOR THE FAMILY

Unit Objective

Ability to plan an adequate daily diet for the family

Specific Objectives

- I. Understanding of:
 1. The value of vitamins in the promotion of general good health and growth, and in the prevention of deficiency diseases
 2. The importance of the mineral content of foods
 3. The importance of including the right kind and amount of protein in every day's diet
- II. Ability to:
 1. Prepare foods in order to preserve the vitamins and minerals as well as to improve the flavor, appearance and palatability
 2. Measure the fuel value of common foods and to calculate the amount required by various individuals
- III. Ability to:
 1. Select and combine foods for well balanced, attractive meals
 2. Prepare and serve dinner menus which illustrate the essentials of an adequate diet

Teacher Procedures

- I. The teacher will:
 1. Assist class to establish a definite standard for the selection of an adequate daily diet for a normal family group by referring them to to some recognized standard such as that found on the score card used by Dr. Amy Daniels at the Iowa Child Welfare Research Station. This will be a review of the standard established in the first unit
 2. Discuss with the class the factors which are essential to health, growth and energy
 - a. Vitamins are an important "quality" in foods. Place emphasis upon "qualities" in foods and not "quantities." Emphasize the importance of milk, butter, fruits and vegetables as sources of vitamins, and the role played by sunshine and cod liver oil in promoting health.
 - b. Charts, pictures of experimental animals, real animals and pictures of children may be used to illustrate the value of vitamins, sunshine and cod liver oil
 - c. Emphasize the daily use of green leafy vegetables instead of bleached; value of leaf lettuce vs. head; leaves of celery as well as the stalks; spinach; water cress
 - d. Suggest problems in the selection of vegetables which involve their nutritive value and which affect the food habits of the family

- e. Minerals are another important "quality" in foods. Discuss the nutritional value of minerals in the diet of people of all ages, both young and old. Stress the importance of fruits and green vegetables as a source of phosphorus, calcium, iron and other minerals
- f. The quality of protein is important. Discuss the common sources of protein. Discuss the value of the proteins found in meat, eggs and milk in comparison with those found in gelatin, beans and peas and cereals. Study the amount of protein needed in the diet
- g. Compare the human machine to an automobile or some other common machine to bring out the fuel value of foods
- h. Discuss the effect of too many as well as too few calories in the diet. Emphasize the fact that it is as important that the right foods are chosen as that the required number of calories are eaten. Bring out the importance of getting the calorie requirement from foods which meet the standard of an adequate diet

II. The teacher will:

1. Present to the class for solution problems which will teach the effect of heat, oxygen, drying, and canning upon the vitamin content of foods. Compare fresh home-cooked fruits and vegetables with those commercially canned as to vitamin content
2. Develop methods of preparing vegetables which will conserve the vitamin and mineral content. Suggest uses for the water from cooked vegetables
3. Discuss foods which can be eaten raw. Have class suggest ways in which to serve such foods at the table
4. Discuss meat, fish and poultry. Include kinds, relation of cost to various cuts of meat and importance in diet
5. Teach the principles of cookery used for tender cuts of meat, gravies, and sauces
6. If possible, have pupils dress a chicken or have a class demonstration
7. Have pupils prepare fish and sauces to serve with it. Bring out differences in fish and red meat

- ## III. The teacher will suggest problems which will help the class in formulating principles of menu construction which illustrate good selection, balanced food principles, good standards of cooking, attractive service, and such other factors as affect the appetite and habits of eating

Pupil Activities

I. Pupils will:

1. Set up a definite standard for selection of an adequate daily diet for the family
2. Study height and weight charts. Use the weight as one indication of health condition
3. Individually keep a record of activities engaged in during one day by some member of her family; using reference books figure the number of calories of food needed by this member of the family on that day; using food stencils or food models of servings of some of the commonly used foods set up a day's diet for the above person.

(These stencils may be obtained from the University Press, Chicago, and from the National Dairy Council, Chicago)

4. Find menus which fall into each of the five classes in the following outline:
5. Appraise the following standard: In one of the large industrial cities of the middle west, an investigation was made in regard to the physical health of small children. The investigator included the following seven items in the standard she used for judging their diet: Milk, eggs, cereal, vegetables, fruit, potatoes, and meat. She rated the diets by A, B, C, D, and E
 - A—adequate and good
 - B—adequate to furnish nourishment
 - C—fell short of the standard and was questionable
 - D—inadequate (less than one-half pint of milk per day)
 - E—actually deficient

II. Pupils will:

1. Prepare a variety of foods suitable for dinner menus and then calculate the number of calories in a serving of each:
 - a. Fruits for (1) appetizers such as grapefruit, fruit cup and fruit juices; (2) accompaniments such as spiced and cinnamon apples; (3) desserts such as baked apples, fruit whip, fruit ices, and sherbets
 - b. Vegetables—baked, creamed, buttered and scalloped. Use vegetables in season and use methods of cooking which preserve the vitamins and mineral matter
 - c. Salads and salad dressings. Use fruits and vegetables in season
 - d. Soups suitable for dinner
 - e. Meats for dinner
2. Calculate the approximate caloric value of foods actually eaten by the members of the family studied by class in Activity I 3 a. Compare the amount actually eaten with the amount estimated in I 3 b

III. Pupils will:

1. Formulate principles of menu construction using class discussions, text material and home experiences as the basis
2. Plan and prepare several dinners at school, the cost of which shall not exceed an amount set by the teacher
3. Plan and prepare as a home project the dinners for the family at home for at least one week. Discuss the plans with the instructor and report to her the outcome of the project. The dinners should be suitable and adequate for the family and not exceed in cost the amount available for food

Evidences of Mastery

- I. Ability to pass information test which will measure understanding of the following terms:
 1. Food requirement
 2. Energy requirement
 3. Calorie requirement
 4. Vitamin content

5. Mineral content
 6. Nutritive value
 7. Balanced diet
 8. 100 calorie portion
 9. Deficiency diseases
 10. Adequate diet
 11. Complete proteins
 12. Normal weight
 13. Fuel value of foods
- II. Ability to prepare standard products for dinner. Ability to plan an adequate day's diet which will furnish enough calories for various members of the family
- III. Ability to plan and prepare and judge an adequate, attractive dinner for a definite group at a definite cost. Ability to pass the part of the following objective test which is appropriate for this unit
- Achievement Scale in Household Science, Division I, Scale A, Food Compositions and Diet Planning, Ginn & Co., 1928

IV. PLANNING AND PREPARATION OF FOOD FOR THE FAMILY: BUYING

Many of the problems of food buying should be handled in connection with the planning and preparation of the meals as suggested in the introduction to foods. There are others, however, which may be studied to better advantage in a separate unit. Suggestions for some buying problems are also found in the Home Management and School Lunch units. Pupils should be encouraged to do as much of the family marketing as possible.

Unit Objective

Ability to select and purchase food so as to secure maximum value for money expended

Specific Objectives

- I. Knowledge of the factors involved in buying the various foods used in the diet
 1. Knowledge of the way a dollar is distributed in getting food from producer to consumer and how the consumer can aid in reducing food costs by intelligent marketing
- II. Understanding of the protection given consumer by federal and state food laws
- III. Ability to select a suitable grocery store
- IV. Ability to choose between bulk and package foods
- V. Ability to purchase canned foods
- VI. Ability to purchase bakery products

Teacher Procedures

- I. The teacher will have the class report on the difference between our marketing problem and that of our forefathers. Bring out in class discussion the specialization in production, cost of growing, harvesting, grading, packing, shipping, etc., the place of the middleman, and the influence of consumer's demand upon supply
 1. Use diagrams to show the division of a dollar spent for certain foods (use only reliable figures) such as the share that goes to the producer, manufacturer, middleman, wholesaler, and retailer. Bring out the retailer's expenses for selling, delivering, buying and managing
- II. The teacher will have members of the class look up the food laws and regulations of different foods, such as milk, eggs, fresh and smoked and canned meats, baked foods, fruits, vegetables, etc. Have them investigate local laws concerning the milk and meat supply. Have two or more brands of various foods on the demonstration table. Have pupils read the labels
- III. The teacher should assist the class in finding and solving practical problems in which comparison is made between price and quality of

materials purchased from different types of stores. Have class visit as many types of stores as possible. Use good illustrations showing definite characteristics of sanitary markets

- IV. The teacher should provide problems calling for judgment in specific instances between purchase of bulk and of package foods. Such problems may be best handled as they arise in selecting foods for meal preparation. Examples of such foods would be chipped beef, dates, cocoa, rolled oats, etc.
- V. and VI. Problems in selection and purchase of canned foods and of bakery products should be handled as opportunity arises for the purchase of these foods for class use, or as a part of home projects

Pupil Activities

- I. Pupils will list the foods and condiments in one day's diet. Discuss them from the following viewpoints: Where were they raised? Do they come from the same place the year around? What foods are ordinarily shipped into your city by the carload? What foods come from the farmers in the community? Make a list of the fruits and vegetables which can be obtained the year around in your local stores. If possible, give the price of each during the different seasons
- II. Pupils will:
 1. Report on the contribution of some phase of the pure food law to the health of the community
 2. Study labels of various foods and find out whether they conform to the pure food laws regarding labels
 3. Visit meat markets and dairies and note provision for conformance with pure food laws
- III. Pupils will:
 1. Find and state the advantages and disadvantages of telephone marketing. Give similar reports on neighborhood versus chain stores and mail order buying
 2. Study the types of stores in the community. Discuss each from the standpoint of types of foods kept in stock, prices, sanitation, location, arrangement, delivery, credit and courtesy of merchant
- IV. Pupils will:
 1. Compare package and bulk groceries as to price, quality, sanitation, time saved in purchasing, brand or trade name and storing facilities
 2. Investigate in local stores the various kinds of containers such as crates, boxes, baskets, bags, pails in which foods are shipped or sold. Note the reasons for standardizing containers. Note effect of container on cost
- V. Pupils will weigh the amount of liquid and of solid food in cans of various sizes and brands, and compare the amount of nutritive value with the money cost. Make a score card to use in scoring the products on the basis of number, size, color, texture, flavor, syrup, use
- VI. Pupils will compare as to quality, cost and time involved, prepared bakery products from stores and bakeries with home made products

Evidences of Mastery

- I. Ability to define and illustrate the following:
 - a. Specialization in production
 - b. Grading
 - c. Middleman
 - d. Wholesaler
 - e. Retailer
 - f. Manufacturer
 - g. Consumer
 - h. Demand and supply
 - i. Chain store
 - j. Cash and carry store
 - k. Credit and delivery store
 - l. Federal food and drug act
 - m. Federal meat inspection act
 - n. Sanitary regulations
 - o. Fancy quality
 - p. Choice quality
 - q. Standard quality
 - r. Open market
 - s. Closed market
 - t. Pastry flour
 - u. Bread flour
 - v. No. 126 oranges
 - w. No. 70 prunes
 - x. Bulk
- II. Ability to pass information tests devised by the teacher
- III. Ability to answer clearly such questions as:
 - a. What advantages are there in buying in person? By telephone?
 - b. What foods can be bought by weight in the stores that you know?
 - c. What foods would you purchase in large packages?
 - d. What are the usual sizes of cans used for canned goods in the home?
 - e. What is meant by "55 degree" syrup, "40 degree" syrup, etc?
 - f. How is the violator of the Federal Food and Drug Act penalized?
- IV. Ability to buy the groceries for the family for one week and show practical ways of helping to reduce the cost of food through efficient buying
- V. Ability to plan and market for a dinner which summarizes the marketing principles taught in the previous lessons. In evaluating the menus, the teacher should note whether they include fresh fruits and vegetables, package and bulk foods, etc.
- VI. Ability to select for home use good quality bakery products

V. PLANNING AND SERVING THE SCHOOL LUNCH

The advisability of asking the home economics class to handle the hot lunch project has been questioned by many teachers. It seems, however, that it is possible to make this project very worthwhile because of the many nutrition and management problems involved. The food preparation is well motivated, because the product must be a salable one. The possibility of making the project worthwhile is somewhat limited when only one hot food is served, and many communities have found this limited type of luncheon to be inadequate. Two foods, or a complete lunch may be served. A typical menu is: Cocoa or a cream of vegetable soup; one substantial hot food such as an escalloped dish; fruit or vegetable salad or a fruit or milk dessert, or both; and sandwiches. Milk and fresh fruit are also often included. The class should plan the project, under the guidance of the teacher, and be responsible for its success, financially and otherwise. Financially, the aim should be to pay expenses, including all overhead such as dish washing, etc., but not to make any more profit than is necessary for a safety margin. The cost of the individual serving should be kept as low as possible. Experience indicates that two or three cents is about the correct amount in the rural schools. Attendance drops off when the price runs higher than this.

The hot lunch project should be started the first of September that advantage may be taken of the opportunity to can and store some of the surplus fruits and vegetables, thus reducing the cost of the lunch to the pupils. The lunch project also serves to motivate the work of preservation and of marketing. This part of the project may be covered in about one month's time. Work may be resumed about the middle of November and continue as long as the school deems advisable. Such mechanical work as washing the serving dishes should be paid service. Pupils may be paid in food or money, or outside help may be employed. The girls in the home economics classes should not be exploited for other pupils in school by being required to assume responsibility for all the routine, daily tasks. A limited amount of repetition can be defended on the basis of developing skill, but prolonged or continued repetition is not educational and cannot be defended in a school project.

This unit is so planned that duties will be varied and rotated and thus avoid an undue amount of repetition. If the school lunch project is handled as suggested in this outline, pupil outcomes should be practically the same as in Foods Unit I.

This school lunch unit is planned for the school which has only one year of home economics. The school which makes the hot lunch project a part of the second year's work should adapt this unit to fit its needs. When this unit is substituted for Unit I the teacher should study thoroughly that unit, since many methods and suggestions made there are not repeated here and they should be used in teaching this unit.

Unit Objective

Ability to plan, buy food for, prepare and attractively serve adequate noon lunches for school children

Specific Objectives

Part I

- I. Interest in planning, securing, preparing and serving attractively for the school lunch, food which children need daily in the diet
 1. Desire to prepare and serve the best kind of lunch for school children
- II. Ability to make plans for providing the right kind of food for the school lunch
- III. Ability to:
 1. Can and store such vegetables as are to be thus provided for the lunches
 2. Buy advantageously the canned vegetables which are to be purchased.

Part II

- I. Ability to:
 1. Organize the work of planning, preparing, and serving the school lunch
 2. Plan adequate, inexpensive, attractive school lunches
 3. Properly cook foods for the school lunch, especially those which contain milk and vegetables
 4. Buy advantageously milk and other foods which will be used in the lunch
 5. Determine the selling cost of foods served for lunch
 6. Serve food attractively
 7. Keep books for the school lunch; to act as cashier for the lunch; to deposit in the bank the money received; to draw checks on this deposit; to pay for supplies, etc.
- II. Knowledge of the state laws in regard to health requirements for persons engaged in preparing and serving food in public eating places

Teacher Procedures

Part I (September)

- I. The teacher presents this problem:

The home economics classes have been planning, preparing and serving hot lunches for the school the last few years. Is it advisable for this class to continue this practice? A limited amount of discussion should follow this question, the pupils stating reasons for and against the practice. The final decision should not be made until after the class has done some investigating and studying. Pupil activities I and II are planned for the purpose of determining the value of the lunch to the pupils of the school and the results of these activities should have much weight in the decision of the class

Reference material should be provided and placed in the laboratory in order that pupils may refer to it during class periods
- II. and III. The teacher shows that the study so far has emphasized the fact that vegetables and milk are two of the very important foods and that they are not found often in the lunches brought from home. She brings up the question of how often vegetables and milk should be served and which vegetables should be served most often

1. The problem of providing the vegetables now in order that some canning and storing may be done. (See units on Home Management and Food Buying for suggestions for method of handling buying problems)

Part II

I. The teacher will:

1. Resume work on the hot lunch about the middle of November. Have class decide upon the type of lunch to be served. (See introduction to unit)
2. Have class make plans for carrying out the project of planning, preparing, and serving the lunch. There may be a manager, an assistant manager and helpers, each pupil having certain specific duties to perform. These positions should rotate
3. Have class list the foods which contain milk and vegetables which are most suitable for the hot lunch. (Cocoa, cream of vegetable soups, escalloped vegetables and other escalloped foods, creamed vegetables, baked vegetables, some desserts which contain milk). These foods are the ones which will receive the most emphasis in cooking. Lunch menus should be presented to the class for judging as to adequacy, then cost, and finally attractiveness. Then a problem involving all three factors may be presented. The class should then make menus which would be adequate, inexpensive, and attractive
4. Since the class is to learn, through the handling of the school lunch project, to prepare foods, have at least one or two days in the laboratory before serving to the school. Furthermore, a complete cafeteria lunch will not be attempted the first day. School lunches should be "built" as is suggested in the unit on Breakfasts (Unit I). (The teacher should study that unit very carefully to secure suggestions for handling food preparation problems because this outline does not repeat the suggestions made there)
5. Since one of the easiest foods to prepare for the lunch is cocoa plan for this to be the first one attempted. At least one day should be devoted to the selecting of a recipe for the making of cocoa and computing the size and cost of a serving and for the making of plans for the serving of it to the school. The next day the cocoa should be made in family sized recipe by each pupil and served according to the plan already made. It is suggested that no food be served on the following day but that the class use the day to choose a basic recipe for escalloped dishes and for discussing the preceding day's work. The next day each pupil should prepare a family sized recipe of some escalloped vegetable and serve it to the school and compute cost of serving. The following day each pupil should make a family sized recipe of both cocoa and some different escalloped vegetable and serve them to the school. This provides for some necessary repetition and involves the problem of cooking and serving two foods for the same meal, thus increasing the management problem. This will take about one week's time

6. Beginning with the second week divide the class into two groups and carry it on a schedule similar to the following. (This will, of course depend upon the size of the class and also upon the number to be served). The two groups are designated A and B

First Day

Menu to be served: Scalloped salmon, fresh fruit (oranges, apples, bananas) milk

Group A: Prepare all foods to be served; wash cooking dishes; get everything in readiness for serving; serve

Group B: Figure cost of foods prepared and decide upon size of serving; select recipe and plan for food (cream of vegetable soup) to be prepared by them the next day

Second Day

Menu to be served: Cream of vegetable soup, wafers, fresh fruit

Group A: Discuss results of previous day's work; figure cost of food being served and decide size of serving; get everything in readiness for serving

Group B: Prepare soup; wash cooking dishes; serve

Third Day

Menu to be served: Cream of vegetable soup (tomato), wafers, canned fruit, cookies (bought)

Group A: Select basic recipe and make plans for serving some creamed dish (potatoes) the next day; pare and cook the potatoes; wash and put prunes to soak

Group B: Prepare foods to be served; wash cooking dishes; compute size of servings; prepare for serving, and serve foods

Fourth Day

Menu to be served: Creamed potatoes, cocoa, prunes, sandwiches, or bread and butter

Group A: Prepare potatoes, cocoa, prunes; wash dishes; serve

Group B: Discuss results of last two days' work; make sandwiches; prepare serving table; etc.

Fifth Day

Menu to be served. Creamed dried beef on toast, stewed tomatoes, milk

Group A: Prepare all food; wash cooking dishes; serve

Group B: Select recipe and make plan for food to be served the next day; figure cost and size of serving of food being served

7. Plan the menus and work so that each group will at some time prepare each type of food. The above outline is suggestive only. Gradually the number of foods served daily may be increased, until the type of lunch meets the demands of the community. The foods may be served cafeteria style or a plate lunch may be offered. The class should very soon take over the task of planning for the work to be done by each group. In fact, gradually all of the management problems should be delegated to them. Near the close of the unit one group may be able to handle the whole lunch problem while the other group does something entirely different, such as prepare and serve family meals, study marketing problems, etc.

Pupil Activities

Part I

I. Pupils will:

1. List the physical characteristics of well nourished children as found through study of illustrative and reference material provided by the teacher. (See first unit in Foods)
2. Weigh and measure a group of school children (if these data are not on record) and observe other indications of health. (One or two primary grades in the school may be selected)
3. Observe, unobtrusively, the foods which the children of the school are bringing for lunch and report to the class the next day.
4. Find out whether these foods are the ones which are needed by children. (Refer to books)
5. Find out whether there seems to be any relationship between good nutrition and school accomplishment and behaviour. (Refer to books)

II. Pupils will:

Plan the kind and amount of vegetables which should be provided to allow one serving daily for each pupil served during the hot lunch period. (Based on the average attendance of the previous year). This might be called a "vegetable budget." To determine the kind to be served must often study the vitamin and mineral content of vegetables

III. Pupils will:

1. Determine the best method of securing vegetables for the lunch by investigating the advisability of storing and canning or buying commercially canned
2. Can, by the best method for these specific vegetables, the ones which it is advisable to can
3. If some vegetables are to be purchased canned, investigate to determine the best place to buy, considering both quality and cost. Determine also the quantity which it is advisable to purchase
4. If possible, purchase and store at this time

Part II

I. Pupils will:

1. Make plans for the preparation, management and serving of the hot lunch
2. Determine the best method of purchasing milk and other foods which are to be used. (This should be done just before they are to be purchased)
3. Decide which of several school lunch menus presented by the teacher is the best from the standpoint of (a) adequacy, (b) cost, (c) attractiveness
4. Make menus for the school lunch
5. Prepare cocoa and serve to the school. Figure the cost per serving. It may be best, in some cases, to have pupils make and compare the products from several recipes and decide which is best from the standpoint of palatability and cost before the serving of lunch to the school is begun. (To make the preparation of food as nearly like

the home situation as possible, each pupil should prepare family sized recipe of cocoa. This method should be followed as often as possible throughout the lunch unit)

6. Prepare individually escalloped vegetables and serve to the school. Figure the amount and cost per serving
7. Prepare lunch containing two or more foods and serve to the school
8. Prepare complete cafeteria or plate lunch and serve to the school
9. Experiment to determine effect of attractive arrangement and garnishing on sale of food, e.g., a colorless dessert such as rice pudding may be served as follows: Serve one-half in dishes with no garnish and the other half in the same kind of dishes with a small amount of bright colored gelatin or jelly on top. Place both on the table and observe which are chosen first by the pupils
10. The manager for the week may do the bookkeeping, act as cashier, deposit money in the bank and pay the bills. As often as possible bills are paid by check. (For specific activities for developing ability to draw checks, etc., see Home Management Unit)
11. (See First Unit in Foods, Buying Unit, and Home Management Unit for suggestions for pupil activities in connection with the buying of foods)

II. Pupils will:

1. Have such physical examinations as the state requires for persons engaged in the preparation and serving of food in public eating places
2. Refrain from participating in food preparation or serving when afflicted with colds or other contagious diseases
3. Observe sanitary measures in the laboratory, such as washing hands before handling food and after visiting the toilet, using individual spoons for tasting, etc.

Evidences of Mastery

Part I

- I. Improved attitude of the pupils in the class throughout the project and the attitude of their parents toward the work are the main evidences of mastery
- II. Ability to plan lunches with proper food values within a reasonable cost is the best evidence of mastery
- III. Ability to prepare lunches which draw patronage from pupils is evidence of mastery

Part II

- I. Ability to organize work and carry plans to completion at the appointed time. Profit or loss at the close of the project is evidence of the abilities to compute the cost of servings of food, to plan menus whose cost is within the allowance, and to buy food advantageously. More specific evidence of abilities in pupils may be indicated by the success with which they carry the project without any supervision from the teacher for the last week or two
- II. Using practices in the handling of food which conform to the state laws in regard to persons so employed

VI. CHILD CARE AND DEVELOPMENT

Girls can best understand children through actual observation of them. These observations may be made in the kindergarten, the primary room, children's playgrounds, children's hour at the library, primary room in Sunday School, or children at free play in the neighborhood. Each girl might choose a particular child which she could observe at regular intervals. Each teacher will need to adapt her plans for observation to the opportunities available in her school and community.

- Work with Social Service in assisting families with children
- Weighing and measuring children in foods courses
- Problems in children's clothing
- Home problems with children brought up by pupils in other home economics class work
- Magazine and newspaper articles and stories and advertisements relating to child development

Unit Objective

Ability to assist in the care and training of children

Specific Objectives

- I. Interest in the child's life as a period of adaptation and adjustment to the world
- II. Interest in providing the best possible environment for children
- III. Ability to guide a child's natural impulses and emotions (fear)
- IV. Ability to guide the activities of little children
- V. Ability to select stories for children
- VI. Ability to lead a child into right conduct toward other children
- VII. Ability to assist a child in establishing good health habits (food)
- VIII. Interest in sources of information and help in child welfare work; and in laws governing child welfare

Teacher Procedures

- I. The teacher will tell or assign reading of stories of persons whose careers have been affected by environment: Edison, Helen Keller, "The Log Cabin Lady", "The Promised Land"
- II. The teacher will present for discussion:
 1. Do you consider Herbert Hoover's "The Children's Bill of Rights" worth while?
 2. A couple having lost their little girl, decided to adopt a child. There were presented two children for their choice. A boy, aged seven, was a child of poor but respectable German parentage. His mother had died at his birth and he had been cared for by a sister aged 12 until his father's death four years later, when he was placed in an orphanage. He was likeable and attractive in appearance and of

average intelligence. The other child was a boy, aged three months, of similar parentage. Mother died and having no relatives in this country, father had placed child in orphanage. Neither child had any handicaps. Which child would you have chosen if you had been this couple?

III. The teacher will present the following problems:

1. Psychologists tell us that there are only two instinctive fears; lack of support and sudden, sharp noises. Have you ever observed this in the case of small babies?
2. A three year old girl when put into a dark closet by a mischievous cousin, laughed when released and asked to be put back. Another child, the same age, cried when left to go to sleep in the dark. Why the difference in the attitude of the two children?
Factors involved: The majority of fears are the result of environment and could be avoided
3. A boy two years old had been accustomed to going to bed happily in a dark room. After he had spent a summer with his grandmother, his mother found that he showed marked fear, and wanted a light. The grandmother said she did not know why he had grown to fear the dark; that one night when he first came, the door of his room had slammed shut and he had seemed frightened and had cried, but that had been weeks ago, long enough for him to forget. The mother thinks the door slamming may have been the cause of his present fear. Which one was probably right?

Factors involved:

- 1) Fear may be produced by association
- 2) Fear is much easier to produce than to overcome
- 3) Harmful effects of fear
4. In the foregoing case when the door slammed, which of the following things would you have done in the grandmother's place?
 - 1) Turned on the light
 - 2) Told him that such a big boy ought to be ashamed of crying
 - 3) Opened the door to let in a little light and turned on the radio for a few minutes, or sat with him a little while telling him a favorite story

Factors involved:

- 1) Fear may be overcome by association of its object with pleasant and desirable experiences
- 2) Children should not be ridiculed about their fears
5. The mother found that the grandmother had let the little boy form the habit of sleeping with a light and she wishes to get him again accustomed to sleeping without a light and to destroy his fear of the dark. She plans the following methods:
 - 1) Send him into a dark room to find a favorite toy she has left on the table
 - 2) Give him his dessert in the dark once or twice
 - 3) Stay with him a while each night, gradually shortening the time

The grandmother says the child will be spoiled by so much attention. Who is right?

Factors involved: Repetition of association with pleasant experiences; fear easier to produce than to overcome

6. A mother of a small boy is extremely afraid of snakes. Recently at a picnic, although she did not mention her fear, I saw her cautiously examine the ground and several times she started at some movement in the grass. She has told friends that she greatly regrets that her little son has inherited the same fear. Her husband thinks her attitude is the cause of the boy's fear but she insists that she has never done more than caution him to be careful. Which one is right?

Factors involved:

- 1) Children imitate attitude of their parents
- 2) Fear the result of environment

7. During a severe thunder storm a small boy, aged three, looked startled. His father considered two plans of dealing with the situation. To pull down the shades and hold the child's attention with a favorite story, or to carry him in his arms to the window, point out the beauty of the storm and tell him a lively story about thunder and lightning

Factors involved:

- 1) Children imitate attitude of parents
- 2) Association with pleasant experiences
- 3) Fear more easily controlled by facing than by avoiding

8. A high school girl had trouble getting her four year old brother to come indoors when it was time for his nap. Finally she told him she would call a man to come and take him away, and he came in without further objection. Was the method a good one?

Factors involved:

- 1) Harmful effects of fear
- 2) Fear should not be used as a means of discipline

9. A mother wishes to teach her three year old boy not to run out into the street in the way of passing automobiles. Select the best method from the following:

- a. Describe to him a terrible accident, in which by being careless a little boy was run over by a car
- b. Point out to him how the cars whiz by; show him by crossing with him a few times how to avoid danger; let him take his mother across

- c. Point out the traffic policemen on a busy corner and tell the child the policeman will lock him up if he is careless

Factors involved:

- 1) Harmful effects of fear
- 2) Caution distinguished from fear
- 3) Wrong association: fear of policeman
- 4) Fear should not be used as a means of discipline

Similar problem series relating to anger, love, imagination, etc. may be organized in the same way

IV. The teacher will:

1. Have the class compare the play schedules of the following two children. Which one is better for the development of the baby? Both children are three years old

a. Rise at 6:30

Breakfast at 7:00

Play inside 8:00

Play outside 10:30

Wash for dinner 11:30

Dinner 12:00

Play

Nap if he feels like it any time in afternoon

Supper 6:00

Bed 7:00-7:30

b. Rise at 6:30

Breakfast 7:00

Household duties 7:30

Play inside 8:00

Play outside 9:30

Wash and rest with music or story book 11:00

Lunch 11:30

Nap 12:30

Wake 3:00

Clean up and lunch

Outdoors or walking or playing with group of children

Story or music period 5:00

Supper 6:00

Half hour with Daddy 6:30

Bed at 7:00

2. In each of the homes in the above problem the family lives in a small town and the mother does all the work. The children are in school and the father comes home for lunch which is served at 12:30. Which of the two schedules is the most practical for the mother?
3. A little boy aged three and a half years on seeing his sister get out the dish pan after lunch, ran and caught up the dish towel and asked to help. If you were the sister which of the two methods would you choose?
 - a. Explain to him that he might break the dishes if he were allowed to help
 - b. Give him a few pieces of silver to wipe
4. A child of two persists in opening and shutting the refrigerator door. Which would be the best way of dealing with the situation?
 - a. Slap his hands
 - b. Lock the refrigerator
 - c. Provide a little cupboard for his toys with a door that he can open and shut
5. Mrs. Blake, with the idea of giving her little son John opportunity for self direction, lets him use anything in the house for his play activities. John goes to the neighbors and picks up the clock. The

neighbor knows the mother's plan for John. Should she allow him to play with it?

6. After a number of judgment problems, creative problems may be given in solution of problems which arise during observation of and work with children.

V. The teacher will present story telling as follows:

1. "The Little Red Hen", "The Three Bears" and "Peter Rabbit" stories are well liked by little children. Why? (Characteristics brought out will be attractiveness of animal stories; repetition; action; compound of familiar with new and unusual; etc. It is not necessary that all characteristics be discovered in first problem. Subsequent problems should include in addition, new factors)
2. Some purposes for story telling to young children are: Relaxation and recreation; information; standards of behavior; increase of ability to express self, etc. With these purposes in mind which of the following stories would you choose: The Billy Goats Gruff; The Pig Brother; Chicken Little; The Grocery Man; The Little Engine that Could; Why the Evergreen Tree Keeps its Leaves
3. Similiar problem series should follow on stories suitable to various ages; method of telling stories, selection of pictures, music, games and toys. Following the series on selection of toys (which may be taken up a few weeks before Christmas) a creative problem may be given on construction of play equipment from boxes, spools, wood, etc. Problems may follow on teaching a child to care for toys

VI. The teacher will present the following problems:

1. Two little girls, both inclined to be selfish, are on a visit together with their mothers. They do not get along because each wants what the other has, and they refuse to share their playthings. Which of the following courses should the mothers follow:
 - a. Put them in separate rooms and divide the playthings
 - b. Leave them to fight their own battles
 - c. Stand by to see that they do not interfere too much with each other
2. Two small girls were playing in the sandpile. The larger and more aggressive wanted the other's spoon and was about to take it from her. The teacher appeared to take no notice until the aggressor was about to succeed in taking the spoon. Then she took her by the arm, told her the spoon did not belong to her and suggested that she find something no one else was using. Did the teacher handle the situation correctly?
3. A high school girl, finding her three year old sister playing in the hammock, picked her up and told her to run away and play and meanwhile settled herself in the hammock with a book. Later the child tried to push her grandmother out of a chair she wanted to herself. The father said the older sister was to blame for the conduct of the three year old. Was he right?
4. A neighbor had just brought a dish of ice cream to the mother of two boys as the boys returned from nursery school. The mother would rather see the children enjoy the ice cream than to have eaten

it herself. Shall she divide it between the boys or into three small equal parts to include herself?

5. A girl aged two and one half years, had just been given a necklace of green wooden beads which she prized highly and wore from morning till night. When her playmate went for a ride with the family the mother suggested that she allow her little friend to wear the beads for awhile. After a few minutes during which the little girl watched the beads on her friends neck, her mother suggested that she wear them again. Twice, later during the ride the mother suggested an exchange of the beads between the children lengthening the wearing time a little each time. What would be the probable effect upon the attitude toward sharing possessions?

VII. The teacher will present

1. The following types of problems growing out of observations and which may be presented for class discussion
 - a. A small boy played with his food and his fork and still had food on his plate when the others had finished the main course. Should he have been required to eat all the food on his plate or have been allowed to eat dessert with the others?
Factors: Clean plate; no dawdling
 - b. The youngest child in the family had never eaten carrots before but her mother, thinking she would surely like them since the rest of the family were so fond of them, gave her a large helping. She ate one spoonful and refused to eat anymore. Which way would you handle the situation?
 - 1) Remove part of the serving and ask her to try to finish the rest
 - 2) Insist on her eating what was on her plate
 Factors: Right amount of serving; new food; negative response
 - c. A three year old child who had been given reasonable amounts of different foods for lunch, cried and refused to eat her carrots. Which would be better, to remove them from her plate and substitute a second serving of tomatoes; reserve dessert until the carrots are eaten; leave the carrots?
Factors: Clean plate; no substitution
 - d. A mother wishes to teach her child to eat apples, which she dislikes. Would it be better to hand her a small piece of apple and say, "Eat this piece of apple and then you can have your dessert", or "You may not leave the table until you have eaten your apple"; or "If you will eat the apple, you shall go for a ride to Grandmother's"?
Factors: Method of introducing new foods; use of rewards
2. Other problems involving factors:
 - a. Serving children's meals on regular schedule
 - b. Attractive foods appeal to child's sense of color, etc.
 - c. Teaching child to eat new foods when he is hungry and happy
 Problem series involving health habits other than food would be organized similarly

VIII. The teacher will present the following problems:

1. Mrs. E. has a crippled child who needs medical attention but she is

- too poor to pay for such care. Some have suggested the Iowa University Clinic. Find out the possibility there of help for the child
2. Mr. and Mrs. B. wish to adopt a baby. They found a baby girl, a ward of the Juvenile Court, and were eager to take her at once but discovered much legal matter to be gone into first. Find out the regulations in regard to adoption. What are the reasons governing them?
 3. A widow left with three small children must depend upon her own work to support them. Find out what assistance is available for her in your community or in other Iowa communities
 4. Have books and magazines on child welfare available for the class
 5. Have persons connected with child welfare, physicians or others, talk to the class. Include additional problems in regard to registration at birth; care of baby's eyes at birth, maternity legislation; work of Iowa Child Welfare Research Station

Pupil Activities

- I. Pupils will:
 1. Each observe a very young baby. List the things he did. List the things he could do at birth. List the things he has learned to do
 2. Observe a child six months old. List the things he can do. Do the same for a child a year old; five years old
 3. Report to class ways in which children of different ages become adapted to the world
 4. Give instances in which child adaptations to the world have been to his advantage and reverse instances
- II. Pupils will:
 1. List factors in own environment that influence their daily life (Parents, brothers and sisters, teachers, games, organizations)
 2. Mention some factor in environment that has been decisive in influencing their lives in such matters as choosing a vocation; friends; avocation; etc. Bring in examples of persons known to them whose lives have been influenced by environment
- III. Pupils will list fears they have and try to trace the cause. Try to trace the cause of some fear exhibited by children they know
- IV. Pupils will:
 1. Each make a play schedule for a boy aged four. The family live on a farm. There are the parents and three brothers in school. The family rises at 5:30 a.m. Breakfast at 7:00. Boys leave on the school bus at 7:45. Father works on farm all day, comes in at 12:00 for dinner. Mother does housework and attends to chickens and garden. Supper at 6:30
 2. Observe the play hour in kindergarten, nursery school or at home. List the activities the children perform without guidance. List the playthings they choose without guidance and the uses they make of these
- V. Pupils will:
 1. Make a list of possible values derived from the stories indicated in Teacher Procedure 10 as indicated in:

- a. Type of story
- b. Method of telling
2. Judge stories brought by teacher
3. Select and tell stories to children
 - a. Assist with story hour
 - b. Tell religious stories to children in primary Sunday School
 - c. Select some one child in primary room or kindergarten, tell story, and note interest and questions asked
- VI. Pupils will watch for instances of behavior toward each other in the group they are observing
 1. Note how the one in charge handled the case and report to class how she succeeded
 2. Try in each case to find out why the teacher handled situations as she did
- VII. Pupils will choose from kindergarten or lower grades the three healthiest appearing children and three reverse. Certain members selected from class will visit homes of children at meal time, providing it can be arranged with parents. Report on the following:
 1. Menu served
 2. Did child show dislikes?
 3. How did he react to foods?
 4. Attitude of family toward child's food habits
 5. Draw conclusions concerning relation of child's food habits to his health
- VIII. Pupils will bring to class short reviews of articles on child welfare by the following persons and others and find out their connection with child welfare: Helen T. Wooley, Arnold Gesell, Edna White, Angelo Patri, Mary Swartz Rose, Ernest R. Groves, Anna E. Richardson, Miriam Van de Water

Evidences of Mastery

- I, II and III. Ability to make a plan showing how to train a child not to be afraid of a dog, not to play with fire and to teach a child how to avoid or overcome some fear
- IV. Ability to make or revise a daily schedule for young brother or sister in harmony with the family schedule
- V. Ability to select and tell stories to a given child
- VI. Ability to list personal qualities a child should have in order to insure good conduct toward others
- VII. Ability:
 1. To solve problems like the following: A little girl refused to eat oranges served alone or in any combination. She will, however, drink orange juice. Plan how you would teach her to eat the fruit
 2. To make a plan showing how desirable health habits may be established with a given individual

References

Pupil:

1. Faegre, M. L., and Anderson, J. E., *Child Care and Training*, University of Minnesota Press, 1929

2. Justin, M. M., and Rust, L. O., *Problems in Home Living*, Lippincott, 1929
3. Reeves, G. G., Trilling, M. B., and Williams, F., *Problems in Food and the Family*, Lippincott, 1931

Teacher:

1. Blatz, W. E., and Bott, H., *The Pre-school Child*, Wm. Morrow Company, 1929
2. Johnson, H. M., *Children in the Nursery School*, John Day, 1928
3. Patri, Angelo, *Problems of Childhood*, Scribner, 1923

VII. FAMILY RELATIONSHIPS

Objectives

- I. Desire to develop personal qualities that will contribute to desirable home relationships
- II. Ability to evaluate character traits necessary for a successful homemaker
- III. Ability to carry out a program for development of personal traits for homemaking
- IV. Ability to promote recreational life of the family

Teacher Procedures

- I. The teacher will assign selection from references for study
- II. Whenever possible the teacher should present to the class for solution actual problematic situations occurring in home, school, etc., which illustrate the practice of trait actions; and provide further problem series similar to the one typifying the trait "Consideration for others" using other character traits
- III. The teacher should assist pupils in planning individual projects in the development of personal traits. She should avoid encouraging pupils in becoming abnormally introspective, and should therefore stress positive rather than negative qualities
- IV. The teacher will:
 1. Present the following facts for discussion: An educational report from an English industrial city shows that since the opening of play centers in 1917, there has been a decided decrease in juvenile crime and corresponding increase in worthwhile recreational pursuits. Some of the activities named are camping, games, singing lessons, dramatic work and concerts. What caused the change?
 2. Make an assignment for the class to find out what kinds of recreation are afforded by the community. On the basis of the assignment she will present such questions as the following for discussion: a. Are these forms of recreation beneficial? b. Will they promote better citizenship? c. Are there recreational facilities for all ages? d. Are there means provided for recreation for the family as a group?
 3. The teacher may read or assign for reference parts of the two following books: *Endicott and I* by Warner; *An American Idyll* by Parker; and make these the basis for class discussion on the merits of such forms of home recreation as are described in the two stories

Pupil Activities

- I. Pupils will:
 1. Read about well-known women or women in fiction who exemplify fine personal traits and who have notably fine relationships with other people
 2. Consider people they especially like or admire and try to determine what traits make them admirable
 3. Study the creeds of 4-H Club, Home Economics Club, Campfire, etc., and activities which tend to carry out purpose of creeds

4. Consider one or two wage earning vocations in which members of class are interested, and study personal traits that persons entering these vocations should possess. Vocations considered may be stenography, nursing, teaching, etc.

II. Pupils will:

1. Watch for instances of behavior in the home economics class, at home, school, and other places, which exemplify good personal qualities. Then list desirable traits for (a) girl in high school, (b) girl in home, (c) mother in home
2. Solve the following problems typifying the trait, "Consideration for others:"
 - a. When a high school crowd was ready to return from a basketball game, one of the girls was riding in a car which had to be taken to a garage for repairs. This girl insisted upon telephoning home, saying that her parents would expect her home by eleven and that because of the slippery roads they might be worried. The others contended that the delay would not be more than an hour beyond the time she was expected, that the message would cost 35c and that the family would probably be asleep. Who was right? (Principles involved: Consideration for attitude of parents; respect for confidence reposed in one's self)
 - b. Some of the girls in the foods class have strong food dislikes and it is often hard to plan menus upon which all can agree. On one occasion a girl acting as a guest, quietly refused one or two foods served. She later justified her action by saying that when the meal was planned she had held out to the last against serving those foods, and that if she chose to go without and had done so unobtrusively, the "hostess" had no cause for complaint. She says she habitually follows this policy at home and elsewhere. Is this right? (Principles involved: Consideration for preferences of others and conformance to majority rule; consideration for time and efforts of others; consideration for honor due a hostess, who may be her mother)
 - c. The class has adopted the standard, "An immaculate apron for every girl, every day." A girl has forgotten to bring an apron, but finds a clean one that belongs to a girl in another section. The first girl believes that one day's use will not soil the apron and says that she herself is always willing to lend anything to a friend. Shall she take the apron? (Principles involved: Consideration for personal rights and property of others; consideration for feeling and welfare of others)
 - d. A 17 year old girl has finished high school and has an office position in her own town which pays seventy-five dollars a month and enables her to live at home. Her parents feel that since she is earning money she should pay \$15 a month toward home expenses. Several questions have arisen: Since she is still entitled to her father's support, should she be expected to pay the cost of her board, especially as her father has always managed to support and educate the family? In case she pays the amount stated,

should she continue to assist with such home work as helping with dinner dishes, putting living room in order, sharing with her younger sister the care of their room? (Principles involved: Consideration for attitude, efforts, and welfare of others)

- e. A group of girls have stopped at a friend's home after school. The girls have been discussing school happenings, clothes, etc. The mother in the home comes into the room. Each girl rises to speak to her and there is a little pause in the conversation. Should the conversation be resumed where it was interrupted? Should the group make an effort to include the mother in the conversation? Should they start a new subject? Should they wait and follow her lead? (Principles involved: Consideration for feelings of others. Consideration for honor due a hostess)
 - f. A college girl home on vacation usually reads to her younger sister the letters from her college chum. She is away for the week when a letter comes from the college chum. The younger sister is eager to read it, but the question arises as to whether she might properly open and read the letter or whether she ought to wait several days until her sister returns. Which should she do? (Principles involved: Consideration for property and personal rights—privacy—of others)
3. Solve other problems in the series in ascending difficulty, as opening of a letter or telegram which appears to be urgent
 4. Solve these problems:
 - a. It has been brought to the attention of a high school girl that she is inclined to dominate her younger sister, who is naturally less self-reliant than she. The older girl admires qualities of unselfishness and sincerely wishes to practice them. Which of the following plans would be most effective for her to follow as a home project?
 - 1) Study and write a theme about the character of the sisters in *Little Women* or similar stories
 - 2) Plan and carry out own line of conduct in specific situations such as in sharing the Saturday cleaning with her sister; getting ready for school, in which situation the younger girl does not move fast enough to suit her
 - 3) Apologize to her sister and resolve to be unselfish with her hereafter
 - b. Which plan would it be best to follow in order to avoid dominating the younger girl in the matter of getting ready for school?
 - 1) Go on pleasantly about her own affairs and let the sister be responsible for any results of dawdling
 - 2) Do sister's share of the morning work
 - 3) Make out a schedule for her sister to follow
 - c. A girl who was usually behind schedule and constantly getting into trouble because of her failing wished to develop the habit of being punctual. One Sunday morning she was late to breakfast and afterward made the family late to church. She had gone to a movie Saturday night and was in bed by ten. The following

is her schedule before breakfast which was served at 8:30. Got up, 8:00; took bath, 13 minutes; found clean clothes, 10 minutes; cleaned white shoes, 5 minutes; mended a run in her socking, 5 minutes; dressed, 10 minutes. Which of the following plans would you consider best in order to develop the habit of punctuality?

- 1) Wait until after breakfast to get clothes ready to wear
- 2) Set aside a time on Saturday for getting clothes in order
- 3) Get up a half hour earlier on Sunday
- 4) Reduce the time for each task

IV. Pupils will:

1. Make an estimate of the amount of time spent for recreation in one week by each member of own families. Does each receive relaxation in accordance with his need?
2. List the ways in which each member of the family gets recreation in two weeks time, and amount of money spent for that purpose by each one. Are differences due to personal tastes, amount of free time or money available, or other causes?
3. Keep a record for two weeks of amount of time and money the family spends in group recreation. Compare the time, money, and methods used by a family individually and as a group. On the basis of results, take a family vote on which methods pay the biggest returns in enjoyment and benefit
4. Take the record of money spent for recreation by the family individually and collectively for two weeks, and decide as nearly as they can whether the family gets better returns in health and satisfaction by the present method than if all or part of the money were put aside for some planned recreation as a summer trip
5. Keep account of the mileage on the family car for a period of time, and estimate the amount of gasoline used for business, for planned recreation, and for aimless driving. Plan a readjustment whereby the amount spent for gasoline will bring greater satisfaction to the entire family

Evidences of Mastery

- I. Concern regarding their own personal qualities
- II. Ability to:
 1. Find and relate incidents from actual life illustrating principle that had been developed
 2. List character traits necessary for a good homemaker
- III. Ability to:
 1. Plan a practical program for self for the development of one or more traits desirable for homemaking
 2. Improve attitudes in home economics class
 3. Succeed in home projects according to reports of parents
- IV. Ability to:
 1. Plan and carry out some form of family recreation as a picnic, an evening at home, a party to see some movie of interest to all the family
 2. Plan a score card for: a. Family recreation, b. community recreation

VIII. HOME MANAGEMENT

Managerial ability should be stressed in every unit in the Home Economics course. In a two-year course, however, four or five weeks may be successfully devoted to intensive study of typical home management problems. The following material is suggestive only. Home problems that the girls are meeting may be substituted for those included in this course. Certain objectives listed in this unit may be developed in other units successfully. For example, all the work on budgeting may be taught in foods or clothing. Family management problems which are often made a part of home management are listed in a separate unit on family relationships. Since reference material suitable for high school pupils' use in home management work is scarce, it is suggested that each teacher start a file of clippings from periodicals. Many magazine articles are written in a form that is interesting to high school pupils.

The teacher may use the following material to arouse interest in the unit in home management:

Discuss the statement of a judge in a court of domestic relations who has estimated that the chief cause of nine-tenths of the divorce cases brought before his court are traceable to misunderstandings due to the mismanagement of family funds

Discuss this statement made by a successful business man: "There are few people who cannot actually add from thirty to fifty per cent to their earnings by doing a better job of spending." Have the pupils estimate the "extra" money they would have if everyone spent her money to the best advantage

Tell of the plan of a Chamber of Commerce that set out to discover just how far a dollar bill travels in a fortnight and what it does. A circular was attached to a crisp new one dollar bill, asking the spender to write down the purpose for which he had used the money. The one holding it at the end of the fourteenth day was asked to return the circular to the Chamber of Commerce which sent it out. It had been used thirty-one times, as follows: five times for salary; three times for meals; twice for men's furnishings; five times for tobacco; once for washing powder; once for automobile accessories; five times for cigarettes; once for garters; once for tooth paste, three times for candy; twice for shaves. This particular dollar had had no dealings with books, charity or benevolence, and missed church both Sundays.

Discuss whether advertising adds to or decreases the price of an article.

Present the results of a survey of 149 Iowa homes made in 1928 showing that the length of a typical working day for seventy-two farm homemakers was 11.07 hours, while that of town homemakers was 9 hours. The average for all the 149 homemakers showed a working day of 10.03 hours.*

Discuss this question: Should so much time be spent on routine tasks?

Discuss the statement that less fatigue results from the use of power driven equipment over a given period than results from the use of hand operated equipment.

* College course in household equipment based on problem of teaching—Vivian A. Brashear. Unpublished material

Unit Objective

Ability to use time, money and energy to the best advantage

Specific Objectives

- I. Interest in using time, money and energy to the best advantage
- II. A desire to have a home so well managed that the physical plant contributes to the comfort and well being of the family
- III. Ability to make a budget
- IV. Ability to schedule time and carry through the schedule
- V. Ability to carry on simple business operations. For example: ability to carry out the simple business operations necessary in operating a hot lunch
- VI. Interest in the factors that affect the buying and selling of household commodities
- VII. A desire to secure the best values possible for time, money, and energy expended
- VIII. Ability to select the best plan for buying a given commodity. For example: ability to select the best method for buying a winter coat for self
- IX. Interest in reducing human labor in the home to the minimum and yet maintain right standards for the members of the class
- X. Ability to select and operate household equipment of the standard and cost possible and advantageous for the members of the class. For example: ability to select the best electric iron for use in own home
- XI. Ability to estimate amount of outside labor advantageous and possible for operation. For example: Ability to determine when it is advisable to employ outside help for manipulative processes in the home

Teacher Procedures

- I. The teacher may show pictures of two rooms, one in disorder and one in order and homey in appearance. Tell the story of a woman who made everyone uncomfortable by over care of the house. Have pupils discuss the problem of whether it is more important for the mother to complete household tasks after supper or to spend some time in the family circle
- II. The teacher may read or tell the story of some outstanding, successful woman who found it necessary to use both time and money to the best advantage
- III. The teacher may:
 1. Have the pupils make a budget for themselves based on their expected income and expenses
 2. Have the class select from several budgets, some good and some poor, the best ones. These should be judged in order of increasing difficulty
 3. Secure budget of a girl who has recently been graduated from high school
 4. Secure if possible the budgets for two girls who are earning their own money. Have the class compare the expenditures
- IV. The teacher may give the class or have the class make out the daily

schedules of three high school students (A, B, and C) who have about equal intelligence test grades, but whose activities and accomplishments vary from low efficiency to high efficiency and have the pupils account for the difference in grades

- V. The teacher will:
 1. Present three sample checks made out according to varied forms. Which of these checks is best in form?
 2. Give class blank checks to fill out. Work out in a similar manner interest approaches and judgment problems for each of the following operations:
 - a. Bank drafts
 - b. Money orders
 - c. Deposit slips
 - d. Bank statements
 - e. Business letters
 - f. Balancing books
- VI. The teacher may:
 1. Have the pupils compare the price of certain products sold under proprietary of trade names and the price of the same product when sold in bulk with no trade names
 2. Have class discuss why people of prominence will lend endorsement to certain commodities. Suggest use of magazines, reports of Bureau of Standards, *Getting Your Money's Worth*, and field trips. (This is only one factor that affects prices. Other problems will have to be made for other factors)
- VII. The teacher may discuss advantage and disadvantage of buying at sales. Have class observe the buying done by different individuals. Have this study carried on in different stores
- VIII. The teacher may present the following problems to the class:
 1. Many of you are planning to work this fall. Find out what your approximate salary and expenses will be. Using the inventory of your wardrobe worked out in the clothing selection unit, estimate your clothing needs and make a plan for purchasing some needed article of clothing. Decide whether you should purchase it by paying cash or by the installment plan
 2. Mrs. A. is the mother of five children. The father and oldest son work in a machine shop. Because of limited finances Mrs. A. does all of her own work including laundry. Illness has prevented her from saving sufficient money to buy an electric machine. She has at present enough for a down payment on one. Would you advise her to buy the machine on the deferred payment plan?
(Other judgment problems should be given; care exercised to select those which would be pertinent for the particular group. Judgment problems on purchase of clothes, house furnishings, a car for pleasure, a car for business, might be presented)
- IX. Teacher will have class discuss:
 1. The things in the home that are best done by hand and those best done by machine

2. The labor saving devices in industry as compared with those in the home in connection with a visit to an efficient workshop

X. Teacher will present the following or similar problems:

1. It is necessary for us to buy an electric iron for use here in the laboratory. Here are three irons, varying in shape, cost and construction. Which one would it be best for us to buy?
2. Make a list of the points to be considered in buying

Note: This problem series covers only one small phase of the whole big subject of equipment. Problem series should be arranged for teaching the other phases of this question. The problem of operation of equipment has not been considered. This should also be taught by real life situations. The type of problem and the nature of the problem will vary with the community and its facilities

XI. The teacher may present the following problems:

1. The statement is often made that it is cheaper to buy fruit in No. 10 cans than to preserve this same fruit in the home. Is this statement true?
2. The city laundry and dry cleaner advertises the following prices: (actual prices to be given).
Would it be advisable for you to do your own laundry and dry cleaning?
3. Some typical judgment problems for solution

Pupil Activities

- I. Pupils will analyze why they enjoy visiting in certain homes. Analyze why they feel uncomfortable in certain homes. Analyze why certain individuals of equal intelligence and training are able to do more work at home than others when both have the same amount of time
- II. Pupils will make a list of all the things they would enjoy doing if they had the time and money. Make a list of all the things they actually are doing. Compare lists. Examine budgets having same amount of money and different methods of spending. Estimate the amount of money spent by individual pupils based on accounts of the past year. (See Introduction to Clothing unit) Estimate the amount that would be required for board and room if they were living away from home
- III. Pupils will score a home which they know intimately, using the score card published in the *Journal of Home Economics*, November, 1927
- IV. Pupils will:
 1. Discuss budgets of organizations with which they are familiar
 2. Work out standards for making and judging budgets. Judge and select budgets. Make a budget for a given individual. Make budget for selves including the necessities plus savings and allowance for high school activities. These budgets to be made after a study of their last year's expenditures
- V. Pupils will:
 1. Examine high school girl's activity and accomplishment lists, giving explanations for range. Judge time schedules for home. List things they would like to accomplish to-day; this week. Pupils make time

schedule for entire day; then for week; and at end of week check the results. Schedules should then be discussed in class

VI. Pupils will:

1. List the business operations the homemaker has in common with the business man
2. Work out standard procedure necessary to have checks made out properly
3. Arrange checks in order from 1 to 6, in accordance with standard, the best first. (These checks furnished by the teacher)
4. Write checks for payment of definite bills suggested by the teacher
5. Read Taber, C. W., *Business of the Household*

VII. Pupils will:

1. Make a study of some highly advertised home commodity. Make some comparison with less highly advertised products. Make a study of some popular product and determine if possible what has been the cause of rapid sale
2. Visit some store and make a study of the comparative sales of a highly advertised product and one less highly advertised
3. Refer to *Your Money's Worth* by Stuart Chase and F. J. Schlink and to *Business of the Household* by C. W. Taber

VIII. Pupils will:

1. Examine two different articles identical in quality; slight difference in appearance; some difference in price; these articles to be bought from two different types of stores. Decide which article would be better to buy
2. Make an analysis of all their recent purchases. Decide in what purchase they got greatest value for time, money and energy expended

- IX. Pupils will make a study of the different methods of buying used in own community. Make a study of those used in the large, nearby towns. Make a list of articles that it is possible to purchase by these different methods. Make a list of articles that under ordinary circumstances it is justifiable to purchase by the deferred payment plan. Estimate the difference in cost of any standard make of car purchased by cash and by deferred payments. (Any other standard article could be used for this study) Pupils refer to *Your Money's Worth* by Stuart Chase and F. J. Schlink

- X. Pupils select some simple household task and carry out this task for two days without any special study. Check on the amount of time used. Make an analysis of this task; see wherein they could save time. Repeat the task for three nights and check on the time. The pupils will make a comparative study of the time required to perform two similar tasks, one performed using a labor saving device, the other performed without the use of the device

- XI. Pupils will select from the many electric irons here on the table the one they consider best

XII. Pupils will:

1. List various types of things a woman does in the home
2. Can some fruit and compare its cost with the commercial product

3. Interview stores and electricians to get costs of various washing machines and cost of operating
4. Work out score card for things to be considered and then draw conclusions as to which is best to do

Evidences of Mastery

- I. Better use of time and money
- II. Increased effort to have a well managed physical plant at home
- III. Ability to make a budget:
 1. For a couple living in a small town. Income, \$1,000 per year. Man employed in clerical position. Wife does no work outside home. Small child, three years old
 2. For a family of five on \$1800 income. Family includes father, mother, daughter of sixteen, son of twelve, daughter of six. (Teacher must define this situation fully)
- IV. Ability to:
 1. Make schedules independently for class work. (Should be made in writing so that the teacher may check them)
 2. Make schedules for home work. (This schedule may be checked by group, class or individual conference with teacher)
- V. Ability to take charge of the business of the department for a period of time. (Check the results of their work in business management of the hot lunch)
- VI. and VII. Ability to make out drafts, money orders, and deposit slips in the class room. (Check results)
- VIII. Ability to make a plan for buying certain articles. For example, there is a young married couple with the salary of \$1200 a year. With their savings they bought only the most necessary things for the home. They desire now to make the following purchases: a washing machine, radio, couch for the living room, and a car. Pupils hand in written reports as to the best plan of buying these articles stating the order in which they should be bought and how. (Teacher check these reports)
- IX. and X. Ability to:
 1. Select at a store an electric iron they consider best for use in their homes. Have them bring in a description of the iron
 2. Select independently some household appliances for their own homes
- XI. Ability to consult with their parents and work out a plan showing the amount of outside labor it is advantageous to have in their families; and to react properly to specific situation set up by the teacher concerning the amount of outside help needed in the home. These reactions should be given in writing

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Pupil:

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5. Judson, Clara Ingram, "A Story of Home Budgeting Based on Cooperation of All Members of the Family," *Journal of Home Economics*, January, 1924
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IX. HOME FURNISHING

This unit on home furnishing is planned to follow a unit in related art in which basic principles of design and color were developed. Further application of those principles should now be made in solving the house furnishing problem suggested in this outline.

This unit is based on the study of the girl's own room. In many instances, perhaps it would be wiser to use other rooms in the house. The problems are intended to be suggestive rather than complete. Each teacher should complete the series and work out problems for teaching the other abilities.

An interesting approach may be made through a discussion of the following:

1. The national campaign for better homes
2. An attractively furnished house which has been visited
3. The plan that most large stores now have of maintaining a department of interior decoration. There are employed in these departments, staffs of trained people whose principal function is to consult with those planning to furnish a home. How can a store afford to employ these trained workers?
4. The high price of old furniture. (An old chair recently sold for \$30,000)
5. The different feeling one gets from a room in which there are no curtains and drapes and one in which there are attractive curtains and drapes?
6. The fact that while formerly the majority of people planned their own homes, now they either consult an architect or select some plan that has been drawn by an expert

Unit Objective

Ability to apply essential art principles in the selection and arrangement of household furnishings

Specific Objectives

- I. Interest in the selection of the most artistic furniture and floor coverings and accessories that are possible and advantageous for the group
- II. Desire to become skillful in the selection and arrangement of furniture, floor covering and accessories
- III. Ability to select furniture, wall coverings, accessories, etc. for a girl's own room. For example: The ability to select a chair that is good in design and is suitable for use in a bedroom
- IV. Ability to plan attractive color scheme for the girl's own room. For example: The ability to select curtains and drapes that harmonize in color with the general color scheme of the room
- V. Interest in the most convenient and artistic arrangement of furniture, floor coverings and accessories possible and advantageous for the group
- VI. Ability to arrange furniture, floor coverings, etc. artistically and conveniently in the girl's own room

VII. Interest in the selection of the most convenient floor plans possible and advantageous for the group

VII. Desire to become skillful in reading floor plans

IX. Ability to select and read floor plans intelligently.

Teacher Procedures

- I. Teacher will ask the following questions:
 1. Why is it that some furniture never goes out of style and out of date while other furniture does?
 2. In many homes you see old pieces of furniture that have been in the homes for many generations. These are not only prized and used but fit in with the other furnishings of the home. Account for this fact
- II. The teacher will give such problems as:
 1. What art principles are applied in placing furniture in a room? In placing rugs on the floor? In the use of accessories?
 2. Magazines are now showing many drawings illustrating attractive ways of arranging furniture. A few years ago we did not have these drawings. What has brought about this change?
 3. The statement has been made that because of poor arrangement of furniture we walk several miles each day. Plan a problem with the class designed to test this statement
- III. The teacher may present the following problem: Examine these three chairs I have borrowed for to-day, and select the one you consider best for use in this room. (Show a picture of a room). List the reasons for your choice

Note: Only one part of this objective can be considered here. It will be necessary to make a problem series to cover all other phases of the objective. For example, the selection of rugs, individual pieces of furniture, accessories, curtains, etc. must all be planned and taught by problem series. A creative problem might be the planning of the arrangement of the furniture in their own rooms, selecting what furniture is needed
- IV. The teacher may present the following problems:
 1. Here are two pictures of a room showing different color schemes. Which scheme would be better for this laboratory?
 2. Here are pictures of three bed rooms. A different color has been used in each room. Which color scheme do you think would be best for _____'s room? (Use the room of one of the girls. Each member of the class should be familiar with this room.) The pictures of three rooms should be of such design and character that they would be possible for the members of the class
 3. Different curtains and drapes have been hung at three windows. In which is there the most pleasing color scheme?
 4. From these materials select the ones best in color for the room of some pupil in the class who is to have new curtains and drapes

Note: The teacher will list on the board the standards set up by the class to be used in judging good color schemes.
- V. The teacher may present the following problems:

1. Show the group a picture of an artistically arranged room. Do you like the picture of this room? Why?
2. Why is it that some rooms always seem crowded and others with the same amount of furniture seem spacious and restful?
3. In the last few years there has been a movement away from the use of central lighting fixtures. Why this change?
4. Have you ever been in a room which you felt was one-sided, where the furniture seemed to be so arranged that one side over balanced the other?
5. Show a picture of a room in which the rugs are so placed that the edges of the rugs form lines at various angles to the sides of the room and furniture. Have girls discuss the effect of this arrangement. (If such a picture cannot be found draw one)
6. Have you ever gone into a home where it was necessary to look up to the pictures on the wall? Did you enjoy this?

VI. The teacher may present the following problems:

1. Study these two groupings of furniture for a moment and decide which one you like better. (Several pieces of furniture and rugs should be used in this problem. Often there is sufficient furniture in the school to provide illustrative material for the problem, or it may be borrowed)
2. Here are three pictures of rooms with furniture and rugs. In which is there the best arrangement?

Note: Whenever possible take the class to see some artistically arranged room. It is usually possible to secure coöperation of the owners of furniture stores and make provision for the class to arrange the windows, showing different types of arrangement

- VII. The teacher will take the class to visit some conveniently planned house in the community. Have them note the number in the family and the activities of the members of the family. Ask why people are coming more and more to consult architects when building homes? What difference does a conveniently planned house make?

VIII. The teacher may raise the following questions:

1. Who needs to become skillful in the selection of floor plans?
2. A contractor made the statement that a change in the floor plans of a house after construction has started costs much more than if it had been made before. Find out why this is true
3. Why do many people make the statement that it is necessary to build one house before one really knows how to build one that is satisfactory?

IX. The teacher may present the following problems:

1. Select from these floor plans for three different kitchens the one you consider best suited to the needs of the Brown family. This family consists of the mother, father, two children—a girl aged 7 and a boy aged 10. The family income is \$1500 a year. Mrs. Brown does all the family work. List reasons for your selection. (The teacher may qualify this situation further)

2. Based on the reasons worked out in class make a score card for judging floor plans

Pupil Activities

I. Pupils will:

1. Make an estimate of the money that has been spent in their families replacing furniture that has gone out of "style"
2. Make a list of the furniture and rugs in their houses that they enjoy and feel that they will always want to keep; list the factors that influence their selection

II. Pupils will:

1. Make a drawing of the arrangement of the furniture in a house in which they consider the arrangement good. (This drawing may be made on squared paper. Care should be taken not to assign a problem so detailed as to be beyond the ability of the class to perform, and one that will take too much time)
2. Study the pictures of rooms and select the one in which the arrangement of furniture pleases them
3. If possible, plan an arrangement of the pictures in the laboratory to give a more pleasing effect
4. Count the number of steps they take each morning in getting dressed. Rearrange the furniture, make another count and compare results

III. Pupils will:

1. Select from pictures the chair they consider best in line and size; from pictures select the chairs they think best in line, size, material and cost, for their own rooms
2. Visit a furniture store and select the chairs they consider best for their own rooms and bring to class a description of the chair
3. Study other pieces of furniture in much the same way

IV. Pupils will:

1. Select from samples of curtain material the one that they think would be best for the color scheme that is used in the class room
2. Study the rooms in their homes and in their friends' homes and decide in which room the curtains and drapes contribute most to the general color scheme of the room
3. Then make plans for curtains, the color of which will harmonize with the color scheme of the laboratory
4. Each make a plan for curtains the color of which will form a part of the color scheme of her room at home

V. Pupils will:

1. Select pictures of rooms they consider artistically and conveniently arranged
2. Notice the arrangement of furniture and rugs in the store windows and determine whether the arrangement is artistic and convenient
3. Notice different types of curtains and draperies. Is the convenient always artistic? Is the artistic always convenient?
4. Examine pictures of rooms and notice the type of lighting. Study also the types of lighting in different rooms and list the advantages and disadvantages of central lighting and individual lamps

VI. Pupils will:

1. Study the rooms in their own home. Select the one in which they consider there is the best arrangement of the furniture
2. List the factors which they would consider in evaluating a well arranged room. Make score card
3. Score their own rooms, then make any change that they consider necessary to produce a better arrangement
4. Each make a plan showing the most artistic arrangement of the furnishings in some school room

VII. Pupils will:

1. Examine the floor plans of the home economics laboratory and decide what difference it would make if the door were changed to the opposite end of the room; if the storage closet were changed to the opposite side
2. Study the floor plans of their own homes and decide what difference it would make if the front entrance were changed
3. Examine the floor plans found in two magazines and decide for what type of family they are best suited
4. Examine the floor plans of some house that won a national contest and decide why the plan is good

VIII. Pupils will:

1. Determine the number of extra steps it would be necessary to take if the cabinets in the laboratory were all on one side; if the sinks were placed on the opposite end of the room. (Some special job should be done to test conveniences of arrangement; for example, the preparation of a simple luncheon)

IX. Pupils will:

1. Select from floor plans for farm kitchens the one they consider most convenient, the selection to be based on the score card. (See teacher procedure)
2. Rate the floor plan of the kitchen at school. Rate the floor plan of the kitchen at home. Rate a floor plan selected by the teacher from a magazine. Select from pictures the most suitable and convenient kitchen floor plan they can find, the judgment being based on the score card, and the selection to be made for their home kitchen
3. Select from a magazine kitchen floor plans best suited to the needs of their families
4. Bring to class pictures of the floor plan they think best adapted to the needs of their families

Evidences of Mastery

- I. Critical attention to artistic furniture, floor coverings, and accessories
- II. Suggesting proper furniture and its arrangement for actual rooms under construction
- III. Ability to choose independently a chair that is well suited for a described situation, selection based on price as well as design
- IV. Ability to:
 1. Plan an attractive color scheme for a girl's room is best checked by an actual problem with real materials

2. Judge color schemes found in different rooms. For example, the color scheme of the rest room, the study hall, etc.

V. Ability to arrange furniture, floor coverings, and accessories artistically. Ability of class to arrange the furniture in the rest room or in some other school room

VI. Ability to solve real problems in the arrangement of rugs, furniture, and accessories

IX. Ability to choose the most suitable floor plan from a number submitted and to modify a floor plan to meet conditions

References

Pupil:

1. Goldstein, H., and Goldstein, Z., *Art in Everyday Life*, Macmillan, 1925
2. Trilling, M. B., and Williams, F. M., *Art in Home and Clothing*, Lippincott, 1928

Teacher:

Books

1. Jakway, B., *The Principles of Interior Decoration*, Macmillan
2. Parsons, F. A., *Interior Decoration, Its Principles and Practice*, Doubleday Page, 1920

Magazines

1. *Better Homes and Gardens*, Des Moines, Iowa. 60c per year
2. *House Beautiful*, 8 Arlington St., Boston, Mass. \$1.00 for 5 months

Pictures for the Home

1. Art Institute, Chicago, Illinois
2. Colonial Art Company, Oklahoma City, Oklahoma
3. Japanese Prints, Tashina, 20 W. 46th Street, New York City
4. Metropolitan Museum of Art, New York City. The American Wing
5. Reproductions of Old Masters, Brown Robinson Co., 45 Madison Ave., New York City
6. Seeman Prints, Rudolph Lesch, 225 5th Avenue, New York City
7. Perry Pictures, Malden, Mass.

Bulletins

Bulletins may be secured from the extension department of the state institutions and also from some commercial firms

The following is a list of the books in the collection of the New York Public Library, which are now in the possession of the Library of the City of New York.

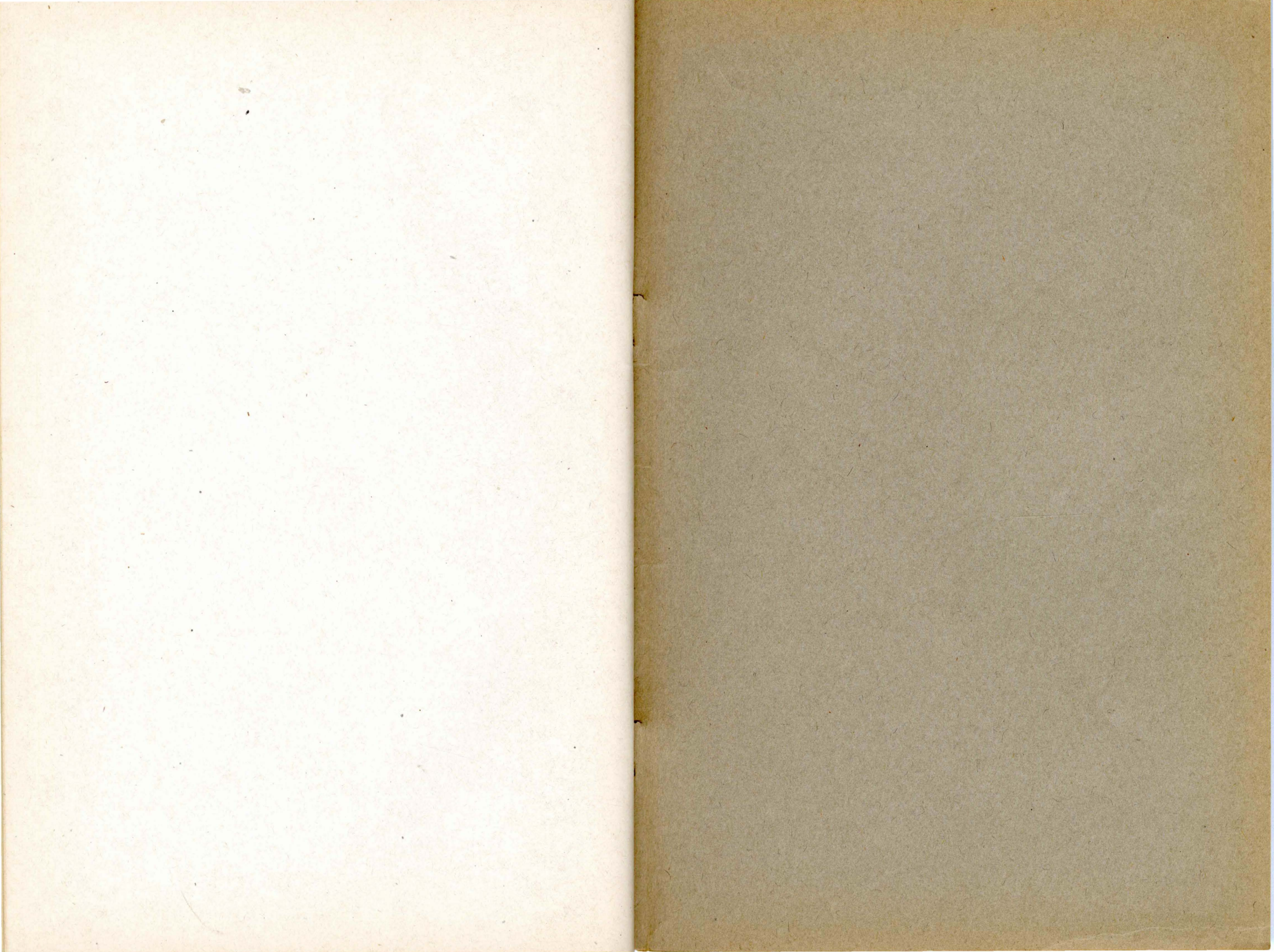
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