

OUTLINE FOR A COURSE
in
DOMESTIC SCIENCE.

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To Be Used In The Schools
of
NEW BEDFORD, MASSACHUSETTS.

Clara Willis

I. Vacation Schools.

a. Life Among the Mill Operatives.

The problem of taking care of the children of the poor and helping ~~them~~ during the summer months becomes one of utmost interest in large cities. It is being met, in part, by the vacation schools, which hold during six months or more in the most thickly settled and miserable parts of the large milling cities.

To understand the value of these schools in any degree, one must go into the parts of the city where they are held and see the conditions of the streets in the over-crowded factory districts. One will find many odd sights. The streets are dirty and the houses closely built. Lack of fresh air and clean water are the predominate features. Small babies creep around the dirty side walks. The boys are getting into trouble and out again at about as rapid a rate as possible. Attempts to decieve and to steal are common. Adults are noticeably few in the streets, save loafers about the saloons and a few merchants. Every one seems versed in the English language, at least so far as profanity goes. The general atmosphere is one scarcely conducive to wholesome living. Life in the mills is a hard one and wages poor. Families are large and it requires both parents to support them, and each child must go into the mill at the earliest possible age. Hours are from 6 A.M. to 6 P.M., and, generally dinner is eaten at the mill, which means absence from home all day.

The oldest one home takes care of the family. Such families are not brought up-- they grow up. The public can ill afford to ignore the education of the children who are to be the future citizens.

b. Organization and Scope of the Vacation Schools.

The vacation school varies in different cities. In many it originated through charities of some woman's club, and then fell indirectly into the hands of the school authorities. In others, the citizens have seen the advisability of such schools and established them as a part of the public school system. In some cases they are held in large vacant lots, where tents can be erected, and are called play-grounds. In other cases they are held in public school buildings. There are several departments represented in them, usually all of an industrial nature. Few of these children complete the grade work, and here they can learn practical methods in manipulations. Sewing, cooking, millinery and basketry all are taught for the girls; sloyd, basketry and metal work for the boys. In addition to these departments, there is a playground well equipped with sand piles, swings, tilts, hammocks, trapeze, and a library from which the children may draw books. There is always a teacher to lead the boys in baseball and basket ball, and the girls in other games.

c. A Typical Session of the School.

Looking in on such a session, which holds from 9 to 12 A.M., we find all types of children, varying in age from six months to fourteen years. One will find young girls sewing

warm garments for the winter months, to clothe the babies they hold in their laps. These are the home makers, bringing up the families. When work drags there is always the tilts, swings, books to read or a sand-pile to play in. In some schools the children are taught how to care for and feed the babies. So older and more practiced hands train the little mothers to care for their families during the summer heat.

d. Its Value.

It helps them in a practical, every day way, which reaches into the individual home and tells on the family life there. It helps the boys to become useful mechanics and to learn fair play from their athletics. It helps all to become better citizens, and keeps them off the dirty streets of an overcrowded district. It relieves parents of mental anxiety, and keeps the children, for a time, in a sweet moral atmosphere. In short, the vacation school offers a moral and an industrial education to the lives of those who need it most, and their need of it is surely recognized by any cognizant with conditions in poor districts of the manufacturing city.

II. Outline for a Course in Cooking.

a. Desirable Objects.

The power to apply work so that it will be of lasting value to the student is a problem constantly confronting the teacher. She must know and appreciate home conditions in order to meet the deficiencies.

The aim in teaching cooking among this class of children

should be to lay the foundations of a home in conditions where the natural tendency is toward the destruction of home sentiments. In all civilized nations this is the mother's work. The care of the home and the training of the child are her work. It is then necessary that both be of the best type we can make them. It has long been an accepted fact that the nation is dependent on the home for its future citizens-- good or bad as the home whence they come. Among the milling population the mothers are at home only at night, and it can readily be understood that they are worn out with the all day clatter of the mill. Who, then, is to fill this position of mother? It must fall on the older children.

Domestic Science has a good field of work here, and opportunity to show its value. It is easy enough to train home-makers, but here they must not only be trained but created. A fundamental desire for a good home, an earnest love of "house-work", and a clean desire for cleanliness must be instilled.

- b. The following outline of work was submitted to meet the initial demands for the introduction of such a course in the vacation schools of New Bedford, Massachusetts. It became desirable to introduce cooking here in 1907. It was important that the work be along simple lines and suited to children about twelve years of age. For the greatest good, it was necessary to work with materials of minimum cost and good nourishment. Therefore, the laboratory equipment and series of thirty lessons have been planned at the least

possible expenditure of money consistent with effective-
ness.

Laboratory Equipment.

12 Students.

3 Wooden tables with drawers @ \$4.25	\$12.75
6 Bread boards @ 10¢	.60
6 Knives 6 Forks	1.20
12 Teaspoons	.60
6 Tablespoons	.60
6 Small Saucepans	.60
6 Vegetable knives	.30
6 Glass measuring cups.	.30
6 Tin plates	.30
1 Set china (4 persons)	2.50
1 Coffeepot	.25
1 Ricer	.10
6 Small brown moulds	.60
12 Cups and saucers.	1.20
6 Double boilers	1.50
1 Baking dish	.10
6 Mixing bowls	.60
2 Egg beaters	.20
2 Tin baking sheets	.20
12 Dish pans	1.20
2 Sets individual cake tins.	.20
6 Small loaf pans	.60
6 Scrub brushes (2 @ 5¢)	.15
	<u>\$26.65</u>

1 Range \$20 - \$40

Dish cloths, dish wipers, soap, tablecloths, napkins, fireless cooker

General Rules for Work.

I. Room Motto:

"Ship shape means a place for everything-- and everything in its place. The ideal home should be ship shape."

II. Morning Duties:

- a. Build fire. Polish range.
- b. Be sure to let water run before using.
- c. Fill teakettles.
- d. Attend to oven dampers so that the fire will not burn out.
- e. Brush, or better, wipe with a damp cloth around your stove.
- f. Replenish fire when necessary. Do not lift the coalhod but use a shovel.

III Dishwashing:

- a. Take one pan of hot water with plenty of soap suds.
- b. Take one of clear hot water.
- c. Gather up dishes, scraping off all scraps of food and rinsing off with cold water.
- d. Put glass, silver, china, earthen ware, granite, tin and iron in separate groups.
- e. Wash each kind separately in the hot soapy water.
- f. Rinse in clear hot water.
- g. Wipe thoroughly and polish with dish towel.
- h. Change water often.
- i. Wash and rinse dish towel. Hang straight.
- j. Scour dishpan, wash and wipe.
- k. Scrub sink with brush and sapolio. Wash and dry.

IV Sweeping:

- a. Dust chairs and take out of room.
- b. Roll up rugs if in use. Hang on a line or sweep outdoors, then roll up closely.
- c. Remove ornaments to another room or cover them up.
- d. Close all drawers and doors tightly.
- e. Scatter damp papers on the carpet.
- f. Begin at the corners of the room and sweep to the center, pushing broom away from you.
- g. Take up dirt and burn.
- h. Wipe carpets or floors with a damp cloth.
- i. Dust chairs and woodwork in the room.
- j. Rearrange rugs, furniture and ornaments.

These rules to be posted in the room.

Lesson I.

1. Describe a ship's galley. Our "home galley" should be ship shape
2. Home conditions related to right doing. Relation of the individual to the nation. Good citizenship.
3. Relation of cleanliness to health.
4. Cleanliness:
 - a. How to dress while working.
 1. Material which will wash.
 2. Aprons and caps.
 3. Washing the hands, cleaning the nails, keeping hair tidy.
 4. Jewelry, rings, pins, etc., not to be worn in the kitchen.
 - b. Discuss rules posted in the room.
 - c. Demonstrate fire building, polishing range.
Explain the stove.

Practice work:

Clean glass, silver, china, tin, boards.

Sweep and dust room.

Cost-- 1¢ per pupil.

Lesson II:

I. Air necessary to life:

- a. Breathing more necessary than eating or drinking.
- b. Impure air and pure air.
- c. Oxygen necessary to fire in the stove. Necessary to life.
- d. Exps: Close up dampers and try to start fire. Open.

Breathe into a bottle and insert a lighted match.

II. Water necessary to life:

- a. A plant withers without it. Thirst to death.
- b. Impure water and pure water.
- c. Exps: Show simmering water. Boiling water.

III Food necessary to life:

- a. Without it get thin and the body wastes away.
- b. Good food and poor food.

IV. Begin study of potato:

- a. How does it grow? Eyes-sprouts-how to keep potatoes.
- b. Grate-- wash and show some of starch in the potato.

V. Practice work:

Boil potatoes. Rice and mash.

Cost- 1¢ per pupil.

Lesson III:

I. Cookery of Starch:

Exps. (to be performed by teacher always):

- a. Taste some raw starch (class)
- b. Taste some cooked starch (class).
- c. Notice difference in color of cooked and uncooked starch.
- d. Mix some starch with cold water and add to hot water.
- e. Cook a little and taste.
- f. Continue cooking and taste.
1. Raw starch does not taste agreeable and is not good food.
2. If well cooked tastes better and is better digested.
3. What is digestion? Organs, etc.

II. Practice work:

White sauce.

Cream toast.

Potato soup.

Cost- $2\frac{1}{2}\phi$ per pupil.

Lesson IV: Sugar.

- I. Burn some sugar down to carbon. Teach composition.
- II Starch and sugar called carbohydrate. Give heat and energy to the body.

III Sugar:

- a. Sources; cane, maple, beet.
- b. Manufacture. Pictures to illustrate.

c. Kinds:

Granulated (medium priced)

Powdered (expensive)

Loaf. (expensive)

Brown (Good., cheap)

Molasses (good, cheap)

d. Cookery:

Exps: Show thread, soft ball, hard ball and caramel.

IV Practice work:

Peanut candy.

Cost- 3¢ per pupil.

Lesson V: Combine sugar and starch.

I. Review sugar and starch. Their relation as to food value.

II. Starch as a thickening agent. Methods of using.

III Practice work:

Cornstarch mould.

Cost- $1\frac{1}{2}\phi$ per pupil.

Lesson VI: Cereals.

I. Composition:

1. Seeds storehouses of starch:

- a. Exp: Put some rolled oats in water and wash out starch.
- b. Cellulose or hard outer coating. Its use.

II. Kinds: Rice, corn, oats, wheat, rye.

III. Cookery:

- a. Do not have as much water in them as potatoes so require more in cooking.
- b. Long, slow cooking.
- c. Start the day before and place in the fireless cooker for about 12 hours.
- d. Poorly cooked cereal will often cause sickness.

IV. Food value:

- a. Good, cheap, nutritious food.
- b. Use of the cellulose of starch.
- c. Compare cost of potatoes with cost of an equal amount of rice. How long will each last?

V. Practice work:

Oatmeal.

Graham mush.

Rice.

Cost- $2\frac{1}{2}\phi$ per pupil.

Teach use of a home-made fireless cooker packed in newspapers.

Lesson VII. Proteid: Cheese, milk.

I. Composition of milk. Fat, albumin, casein, sugar.

II. Proteid from milk:

- a. Cream, fat largely.
- b. Butter fat largely.
- c. Cheese, casein and fat largely.
- d. Skim milk. Lack of fat.

III To buy products:

- a. Cream by itself expensive-- 60¢ quart.
- b. Butter 25¢ - 40¢ per pound. Other fats can be used.
- c. Cheese 16¢ - 20¢ per pound. Skim milk cheese.
- d. Skim milk one-half price. Good to cook with and to drink.
- e. Sour milk same. Also used for cottage cheese.

IV. Care fo milk:

- a. Absorbs odors, taste, dirt quickly.
- b. Needs to be kept cleaner than any other food.
- e. Should be kept covered and cool all the time.
- f. Watch your milkman. See if he is clean and careful.
- g. Scalding milk in double boiler will keep it but it does not taste as well.
- h. Be very careful of all milk for the babies.

V. Practice work:

Cottage cheese.

Plain custard.

Cost 4¢ per pupil.

Lesson VIII. Eggs:

I. Carbohydrates. Heat and energy givers. Effect of lack of meat. Proteid.

- a. When we grow fast and get broader and taller, it is not done by sugar and starch foods. It is meat, eggs and fish which build up and strengthen the body. They are called proteid.

II. Eggs:

a. Structure

b. Composition:

1. White of egg-- albumen.
2. Yolk of egg.

c. Food value:

1. Good food for growth.
2. Some always necessary (proteid)

d. Care of eggs.

e. Cooking eggs.

1. They must have a gentle heat to be best cooked.
2. Never let water boil, it makes albumen tough.

Have it simmer

III. Practice work:

Hard cooked egg.

Soft cooked egg.

Escalloped egg.

Cost- 5¢ per pupil

(@ 24¢ per dozen)

Lesson IX. Milk and Eggs.

Custards and Puddings.

I. Principle: Cookery of albumen, gentle temperature.

II. Methods:

Steaming--double boiler (use of a substitute)

Baking --in pan of hot water.

Frozen--as creams.

III General rule for a simple soft custard:

a. Ingredients.

b. Method of combination. Care.

c. Remedies for curdling.

d. To test when done:

1. Soft custard.

2. Baked custard.

e. Substitutes for eggs:

1. Cornstarch with eggs

2. Gelatine with eggs.

f. Variations for custards.

Tapioca--rice--fruit.

IV. Practice work:

Tapioca Custard.

Rice pudding.

Cost-- $2\frac{1}{2}\phi$ per pupil.

Lesson X: Meat.

I. Work of carbohydrates as food. Of proteid.

Food is that which furnishes energy and builds tissue.

Eggs	} Proteid tissue builders.	Sugar	} Carbohydrate energy givers.
Meat		Starch	
Fish			

II. Meat:

- a. Kinds-- Beef, pork, lamb, etc.
- b. Composition. Contains albumen--others.
- c. Cookery:
 1. Slow, gentle heat.
 2. Cook outside quickly and the rest slowly.
 3. Broil, roast, fry, smother, stew. Method for each. Reason
- d. Tests for good meat:

Should feel firm, look reddish purple. (Flabby, dark, stained meat is not good. Do not buy it.)
- e. Some cuts of meat and how to cook them.
 - a. Soup--neck-shin.
 - b. Roast-- Upper and lower round, flank steak, or, for nice roasts, the ribs.
 - c. Boil or stew--Neck piece, brisket, round.
 - d. Stew--rump or flank.

III Practice work:

Smothered Beef (Fireless cooker).

Soup stock.

Minced beef.

Brown gravy.

Cost- 3¢ per pupil.

Lesson XI. Fish.

I. Composition. Proteid.

II. Kinds:

- a. Salt water: sword fish, blue fish, cod, etc.
- b. Fresh water: trout, bass, perch.

III. Tests for freshness:

- a. Clear, full eyes.
- b. Flesh firm.
- c. Red gills.

IV. Cookery.

Boiling, frying, baking, stewing. Refer to cookery of eggs and meat.

V. Practice work:

- Demonstrate cleaning fish.
- Fish stew.
- Clam chowder.

Cost--2¢ per pupil.

Lesson XII. Fish.

I. Preservation of fish.

Salting cod; smoking herring; oil sardines; on ice.

II. To open oysters, clams. lobsters.

III Care of fish:

- Necessity of being fresh.
- Necessity of using at once.
- Poisoning from bad fish.

IV. Food value.

Easily digested, more so than meat. Cheaper. Builds tissue.

V. Practice:

Baked fish, creamed codfish.

Cost-- 2½¢ per pupil.

Lesson XIII. Gelatine.

I. Sources: bones (soup stock of meat), gristle.

II. Composition. Albuminoid. Its purpose.

III Characteristics.

a. Soaks up soft in cold water.

b. Dissolves in hot water.

c. It sets into a jelly.

IV. Food value.

a. Nourishment depends mostly upon what we serve it with; milk, sugar, etc.

b. Good for sick; to introduce nourishment in semi-solid form; acids also of a certain value.

c. Compare 12¢ worth of gelatine with 12¢ worth of beans dried.

V. Practice work:

Lemon sponge (without eggs).

Cost-- $1\frac{1}{2}$ ¢ per pupil.

Lesson XIV Legumes.

I Kind; peas, beans, lentils.

II. Composition. Vegetable food contains proteid as well as meat.

Reason we serve baked beans in place of meat.

III Fresh and dried: Most nourishment in dried. Must be soaked in water to soak them up.

IV. Food value: Cheaper than meat. Very nourishing. Great deal of cellulose. Its use.

V. Cookery:

a. Long, slow; for this reason fireless cooker is good.

b. We have to soften hard, cellulose wall before we can cook inside.

c. A little soda will help.

VI. Practice work:

Baked beans.

Lentil soup.

Buttered limas.

Cost-- $3\frac{1}{2}\phi$ per pupil.

Lesson XV. Fats.

I. Sources and kinds.

a. Animal: cream, butter, lard, oleomargarine, suet.

b. Vegetable: olive oil, cotton seed, peanuts.

II. Composition: CHO. Give heat and also work power. Esquimaux feeds on fat largely.

III. Butter vs Oleomargarine.

How is butter made.

Cost: butter 40¢, good.

oleomargarine 20¢, difficult to distinguish from butter

IV. Food value:

Relation of heat of burning fat to its heat giving power as a food.

Cold weather food.

All need fat.

Excessive amounts hard to digest.

V. Cookery:

Better uncooked. Fried food and pastry hard to digest.

Use lard or cotton seed oil to fry, not butter.

Danger of frying.

VI. Practice work:

To try out fat.

To clarify fat.

Dried apple pie.

Cost- 4¢ per pupil.

Lesson XVI.

I. What do we use to raise bread? Cake? Griddle cakes?

Exps: Mix some vinegar and soda.

Mix some molasses and soda.

Beat an egg white.

II Kinds of leaven.

1. Air.

2. Soda and an acid.

3. Baking powder.

4. Yeast.

III. Why porous foods are easier digested.

Hot bread. Cold bread.

IV. Cookery.

a. Formation of the gas. Explain.

b. How it expands and makes bubbles in the bread,

c. Heat keeps the walls firm. What makes cakes fall.

d. Use of sour milk and soda economical.

V. Practice work:

Drop biscuit.

Pop-overs.

Cost- $2\frac{1}{2}$ ¢ per pupil.

Lesson XVII. Leavening, Soda, Sour milk.

I. Leavening, soda, baking powder, eggs.

II Ingredients.

III Kinds of batters.

a. Thin batter.

b. Pour batter.

c. Drop batter.

d. Dough batter.

IV. Kinds of cakes.

a. Butter cakes. How to mix.

b. Sponge cakes. How to mix.

V. Baking cakes.

Time. Divide into quarter periods.

Tests for cake when done.

VI. Food value.

Money can be better expended than in cakes. Not necessary,
but a pleasant food.

VII Practice work:

Molasses drop cookies.

Cost- $1\frac{1}{2}$ ¢ per pupil.

Lesson XVIII. Bread.

I. Composition: flour, yeast, milk, salt, sugar.

II. Flour.

- a. source. Wheat grain. Manufacture.
- b. Kinds: graham, whole wheat, pastry, bread.
- c. Tests for good flour.
 - 1. Good creamy color.
 - 2. Packs a little when squeezed in hand.
 - 3. Feels a little gritty.
 - 4. Good flour absorbs considerable water.

III Yeast.

- a. Very small plant, grows fast.
- b. Forms a gas in bread.
- c. It needs warmth, moisture and food to grow well.
- d. Extreme heat or cold will kill it.

IV. Practice work:

White bread.

Cost- 3¢ per pupil.

Lesson XIX.

I. 1. Kinds of yeast:

Bakers, compressed, liquid.

2. Tests for good yeast cakes.

a. Smell sweet.

b. Good color, no streaks.

3. Methods of mixing bread:

a. Start with milk and add flour until stiff.

b. Start with flour and add milk.

4. Reasons for raising bread. Care. Why?

5. Kneading bread:

a. Reason.

b. Demonstrate how to knead bread.

6. Baking.

a. Temperature of oven. Test.

b. Length of time.

c. Tests when done.

7. Good bread should be

a. Elastic.

b. Smell and taste sweet.

c. No streaks, even pores.

d. Good brown crust.

Bad bread

a. Smells sour and tastes bad.

b. Moist and compact.

c. Full of streaks and raised too much.

II. Practice work:

Wheat bread.

Cost 3¢-per pupil.

Lesson XX. Fruits.

I. Composition: Largely water, some sugar, starch, cellulose, lack of proteid.

II. Kinds:

Fresh. Explain.

Dried. Explain.

III. Food value.

a. Emphasize laxative action. Necessity of a good condition of the bowels.

b. Nourishment small.

c. Cheap in season and should be used.

d. Cooling and refreshing.

IV. Selection and care of fruit.

a. Should be good weight.

b. Just ripe, neither over- nor under-ripe.

c. Always cut away bruised parts.

d. Wash fruit, as it is dirty from street.

V. Practice work:

Apple sauce

or

Stewed apricots.

Cost- 2¢ per pupil.

Lesson XXI. Salads.

I. What is a salad? Ingredients used.

II Parts of a salad:

- | | |
|-------------------|--|
| a. Bed of a salad | Lettuce
Cabbage
Cress |
| b. Ingredients | Meat
Fish
Eggs
Vegetables
Fruit. |
| c. Dressing | Vinegar
Oil
Cooked. |

III Essentials in saladmaking:

- a. Must be cold.
- b. Must be crisp and green.
- c. Must be carefully blended.

IV. Care of greens:

- a. Wash carefully (of bugs and dirt).
- b. Put in cold water at once or sprinkle.
- c. Keep in coolest place you have.
- d. Do not break leaves if it can be avoided.

V. Food value:

- a. Nourishment less than some other foods.
- b. Green vegetables are good for salts in them.
- c. Refreshing on hot days.
- d. Always cool, and cheap.

VI. Practice work:

Potato salad.

Cabbage slaw.

Lesson XXII. Beverages.

I. Beverage. Definition: A pleasant drink to satisfy thirst.

II. Kinds: Cocoa, tea, coffee, chocolate, lemonade.

III Coffee: Tea:

- a. 1. How to have good tea.
- 2. How to have good coffee.

- b. 1. Coffee plant.
- 2. Tea plant.

c. Value: Stimulate nerves; are bad for young people and babies

IV. Cocoa:

a Growth and manufacture.

b. Food value:

- 1. More than tea or coffee.
- 2. Contains fat and starch, and also a little stimulant.
- 3. Good, hot drink for breakfast in winter, because made with milk which can be skim milk.
- 4. Cocoa expensive. Cocoa shells cheaper and good.

V. Lemonade:

a. Value when cold.

b. Value when hot.

VI. Practice work:

Tea, coffee, cocoa shells, sandwiches.

Cost- 4¢ per pupil.

Lesson XXIII - XXIV. Luncheon packing.

Pack luncheon and take on a picnic.

I. Luncheon packing:

Food becomes a part of one for a time, and should be carefully considered as an aid to health. Without good food we cannot work well. Applies to packing dinners and luncheons.

II. Food:

a. Amount.

1. Number of people-- men or women.
2. Hearty or light meal.
3. Work or pleasure lunch.
4. Balance food. Have some carbohydrate, proteid, fat.

b. Care.

1. Of dinner pail. Lining, daily washing, clean brown paper, crumbs.
2. Packing:
 - Cleanliness.
 - Separation of food.
3. Variety from day to day.

III. Practice work:

Sandwiches:

Bread and butter.

Ham.

Hard cooked eggs. Stuffed.

Sugar cookies.

Cheese.

Fruit.

Cost-- 7¢ per pupil.

Lesson XXV. Invalid Cookery.

I. Diets.

- a. Liquid. Example: Milk. Broth.
- b. Semi-Solid. Example: Custards. Eggs. Jellies.
- c. Convalescent. Example. All easily digested foods.

II. Care in preparation of food.

- a. Must remember all you have learned and cook things just right so they will be easily digested.
- b. Select. Prepare. Cook. Serve best way.
- c. Food that is not pleasant to a well person will not taste good to a sick person.
- d. Avoid indigestible foods.
- e. Variety.

III. Practice Work.

Hygienic toast.

Poached egg in a nest.

Broth.

Cost $1\frac{1}{2}$ ¢ per pupil.

Lesson XXVI. Invalid Tray.

I. Serving an Invalid.

- a. Have your tray large enough for everything.
- b. Cover with a snowy white napkin.
- c. Hot china for hot food; cold for cold food.
- d. Use best china and place flower on tray if you can get one.
- e. Place food at back of tray; utensils in front.
- f. When you are sure the invalid is through, remove the tray.
- g. Never leave it in the sick room.

II. Care of a sick-room.

- a. Clean, simple, well ventilated room. Temperature?
- b. Good nurse is cheerful, quiet, gentle mannered.
- c. Dress should be simple and clean.
- d. Walking on tip toes and whispering irritates.
- e. Low toned and quiet.
- f. Keep the house as quiet as possible.
- g. Do not ask continually how a person is feeling.
- h. Keep the room always in good order and avoid leaving medicines or dishes about.
- i. Do not let others use invalid dishes.
- j. Wash at once in boiling water, letting them stand 5 m.

III. Practice Work.

Class arrange a tray.

Creamy egg on toast.

Hygienic toast.

Lemonade.

Baked apple.

Cost-- $1\frac{1}{2}$ ¢ per pupil.

Lesson XXVII. Breakfast Lesson.

I. Essentials in Table Setting.

- a. Simplicity always best.
- b. Plain dishes. Knives and forks according to number and to menu.
- c. Arrangement of Table.
 - a. Cleanliness.
 - b. Simplicity.
 - c. Good taste.
 - d. Balancing dishes and not crowding.

II. Laying the table.

- a. Dust the table.
- b. Lay silence cloth and pin it tight.

Use of silence cloth. How to make one.
- c. Lay table cloth smooth and even, paying attention to folds.
- d. Lay doiles and center decorations.

III. Laying covers.

- a. "Cover" is utensils one person will need for the meal.
- b. Knives and spoons on the right, blade of knife toward the plate, bowl of the spoon turned up.
- c. Forks, tines up, on the left.
- d. Glass at the tip of the knife, butter plate at the tip of the fork.
- e. Napkin at left of the plate.
- f. Have hot dishes ready. Cold dishes for the cold food only.

IV. Final Steps.

- a. Pour water.
- b. Fill butter plates.
- c. Cut bread.
- d. Place chairs.
- e. Air dining room.

V. V. Practice Work.

Serve breakfast.

Graham Mush.

Creamed Codfish.

Boiled potatoes.

Popovers.

Coffee.

Cost-- 4¢ per pupil.

Lesson XXVIII. Dinner Lesson.

Review previous lesson.

I. Waiting on the table (Family life).

- a. Everything needed should be on the table.
- b. When anything is needed the waitress should be ready to get it.
- c. Serve the courses separately.
- d. When you remove dishes go to the right.
- e. Same for placing a new dish.
- f. To pass anything to which a person must help himself, go to the left.
- g. Remove soiled dishes to the kitchen.
- b. Be sure hot things are served hot.

II. Serving.

- a. Hostess may serve cereal, desserts and coffee.
- b. Host should serve meat, vegetables and hot dishes.
- c. Others may serve fruit, preserves, pickles, bread.

III. Practice work.

Serve dinner.

Soup.

Hamburg steak.

Baked potatoes.

Macaroni and cheese.

Baking powder biscuit.

Fruit salad.

Coffee.

Cost-- 6¢ per pupil.

Lesson XXIX. Supper Lesson.

Review last two lessons.

I. Care of dining room.

- a. Supper last meal of the day, when family can all be together. Care should be taken to have everything nice for a restful, pleasant meal.
- b. Attractive dining room for tired people. Refreshing and nourishing food.
- c. To make dining room attractive:
 1. Air and temperature.
 2. Cleanliness of room.
 3. Well laid table.

II. Supper menus.

- a. Two courses.
- b. Some simple dishes.
 1. Creamed and escalloped meat and fish.
 2. Salads.
 3. Cream toast.
 4. Egg vermicelli.
 5. Macaroni and cheese.
 6. Cold meat.
- c. Using left-overs.

III. Practice Work.

Meat in potato border.

Corn-meal muffins.

Stewed prunes.

Tea.

Cost- 3¢ per pupil.

Lesson XXX. Reception to Friends (One to each pupil.).

Serve:

Lemon sherbet.

Small cakes.

Cost- 7¢ per pupil.

Summary of Cost:

Cost of 30 lessons to 1 pupil = .87

Cost of 30 lessons to 12 pupils = \$ 10.44

Extras = 2.00

Cost of equipment 26.65
\$ 40.09