

/PLANNING AND CONSTRUCTING CONTRACTS FOR UNITS  
SELECTED FROM THE KANSAS COURSE OF  
STUDY FOR HOME ECONOMICS/

by

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## INTRODUCTION

Educators today are giving much consideration and study to methods of teaching in order to find those which will best help the pupil to develop independent thinking. As a result methods which provide for individual instruction, in some form, are advocated. The contract plan, which has been successfully used in a number of instances is such a method. Home Economics offers unusual opportunities for individual instruction, and apparently is a desirable subject in which to use the contract plan.

This study is made to offer suggestions and helps to high school home economics teachers who are interested in using methods of individual instruction in their teaching and to stimulate interest in the contract plan.

The contract plan consists of a series of individual assignments, grouped in two or more levels of accomplishment, often known as contracts. These are based upon a unit or a similar division of subject matter. They are organized so that a pupil can progress individually at his own rate of speed, according to his ability. They include such items as problems to be solved, the assignment, sources of material, references, guides for study, helps in solving the problem and suggestions for laboratory procedure.

Contracts are planned in series that are indicated by such terms as A, B, C, D; I, II, III, IV; F, G, E; and Alpha, Beta, Gamma, Delta. One contract is the minimum essential contract. It indicates the amount of subject matter that all pupils are expected to master before undertaking another contract. As a rule, a definite time in which to complete the minimum essential contract is allowed. This is based upon what the average pupil can master in the given period. When four levels are used, this contract is designated by D or IV, when three levels are used it is designated by C, III, or F. When the Greek letters have been used to indicate the contracts, Alpha has been the minimum essential one.

The other contracts are undertaken in the order of their indicated sequence. An additional contract is not attempted until the preceding one has been mastered. In order to undertake one or more additional contracts the minimum essential one must have been mastered in a shorter time than is allowed for the average pupil.

As in other plans of organization of subject matter, various methods of teaching are used. Those that stimulate thinking, such as, problem solving, group discussion and individual investigation and experimentation are advocated. Any good method of teaching can be successfully used in the contract plan.



Tests are used in the contract plan. Some teachers decide the mastery of a contract entirely upon the results of tests and others use the test mainly as a means of stimulating curiosity and promoting thought.

Various plans are employed to determine marks or grades in the use of contracts. The general practice appears to favor basing the mark upon the contract. That is, if the D or IV contract only is mastered, a grade of D or IV is awarded; if the D, C and B or the IV, III, and II contracts are completed the grade is B or II. Complete mastery of a contract is also essential for any grade whatever and is required before the next contract can be undertaken. Some schools give a test upon the completion of a contract. A grade of 100 is necessary for mastery. Thus, if a pupil receives eighty per cent on such a test it means that he still has twenty per cent of the work to master before he goes to the next contract.

Miller and Hargreaves (1925) in determining marks and grades state, "Poor is a mark rarely used. Fair carries a real mastery of F contract. Good carries a real mastery of both F and G contracts. Excellent carries a real mastery of all three contracts F, G, E. N.M. is a mark used to indicate no mastery yet." Sell (1930) reports that the determining of marks and grades in the contract plan is not easy. A difficult problem was to determine the mark for

those who were inclined to do very well the least amount of work, and for those who did the greatest amount, but not of a superior quality.

It has been recognized for some time that the same degree of mastery cannot be obtained by all children or by all groups in the same length of time and that classroom methods should be based upon this fact. The contract plan aims to provide for these individual differences so that the brighter pupil is not held back for the slower, and the slower is not pushed so fast that he cannot do good work.

The contract plan offers other advantages such as:

1. Develops the habit of mastering each contract that is undertaken.
2. Trains the pupil to budget his time wisely and determine his own rate of speed in mastering his work.
3. Offers an opportunity for creative work.
4. Helps the pupil to develop responsibility by giving him an opportunity to dig for himself.
5. Gives the pupil that freedom in work which encourages him to work to capacity.
6. Develops initiative in attacking new work.
7. Trains the pupil to be systematic.
8. Provides for individuality.
9. Produces a high quality of work as a thorough mastery of all work undertaken is required.

10. Gives the teacher time for both the slower and brighter pupil.

#### REVIEW OF LITERATURE

The contract plan is not an entirely new idea in education, however, only a relatively small number of schools and teachers have adopted its use. According to Thayer (1928) as early as 1888 P. W. Search introduced individual instruction into the high school at Pueblo, Colorado. Recitations were abolished and the school day became a working period during which pupils mastered their assignments as rapidly as their differing abilities permitted. In 1912 and 13 Frederick Burk of the San Francisco State Normal School introduced individual instruction into the schools at San Francisco, California. However, after a short time, the plan was discontinued.

The two most widely known adaptations of the contract plan are the Dalton and Winnetka plans. These have been originated and carried on by two of Burk's former associates, Helen Parkhurst and Carleton Washburne, Miss Parkhurst being associated with the Dalton plan at Dalton, Massachusetts and Dr. Washburne with the Winnetka plan at Winnetka, Illinois. Although distinctive examples of individual instruction, the two plans differ in a number of respects. In both cases the entire school system works under the plan.

The Dalton Plan aims particularly to train pupils in the ability to budget their time wisely. The assignments are contracts which the pupils engage to undertake. Careful directions are given so that the pupils can proceed more or less independently. Group conferences are provided for once each week, and the teacher may meet groups of pupils whenever meetings are needed. Some assignments require that pupils work together. Outside of the conference period a pupil distributes his time as his contract requires. Contracts are planned on the basis of the month and a pupil must complete all of the month's contract before undertaking a second month's work.

In the Winnetka plan a pupil progresses in each subject as rapidly as he is capable and more or less independently of other subjects. The assignments are completely individualized. They are worked out in the form of tasks that the pupil must perform. The Winnetka plan aims to equip the pupil with instructions, so that he can proceed alone and can check his proficiency before he presents himself to the teacher for examination. The results of the examination determine his fitness to advance to the next class.

Other schools in which the contract plan is being used extensively are Stout Institute, Menomonie, Wisconsin, San Francisco, California; Minneapolis, Minnesota; University

of Wisconsin; the University of Chicago; and the University of Minnesota. Individual teachers in different schools and localities are also using the plan with various adaptations. Apparently where it has been tried it has met with favor.

Holroyd (1929) made a study of the contract plan as used in seventh and eighth grade United States History. Three different levels of accomplishment were provided for the units and a definite time for the completion of the unit stated. A pupil who finished contract C with an acceptable quality of work received a grade of C. Pupils who completed all of contract C and B, with a high quality of work received a grade of B. Those who completed all three contracts received a grade of A providing their work was of a superior quality. References and instructions were given to guide the pupil in mastering the contract. A pupil finishing a unit in less time than required, could do an extra contract and earn special honors or begin the next unit. As a result school work was motivated because the graded contracts provided for individual differences, and the child could work on his own ability level at his own rate of speed. The plodding student did not need to strain to keep up and the superior child was prevented from forming habits of idleness.

Manzer (1929) has found the contract plan valuable in Industrial Arts classes, and that the contracts selected and



used in the manual arts work at Bronxville, New York, have been used with success in the Wisconsin High School of the University of Wisconsin. He uses three different levels of accomplishment rather than four.

Barnard (1932) has applied the contract plan to the teaching of citizenship. He divides the units into three assignments of which C is the minimum essential contract and represents the requirement for a passing grade in the unit. Assignments B and A include additional work for the brighter pupil who is capable of earning a higher grade.

Marshall (1924) reported the success of the use of the contract plan in the Manhattan Trade School for Girls, Manhattan, New York. By its use the work of the trade school was improved. Much was gained by the teacher coming into close contact with the pupils and in assisting them in their difficulties. The pupils became more responsible and reliable by being allowed to direct their own work.

Few reports of the use of the contract plan in Home Economics have been made. Sell (1930) made a study of the contract plan in a ninth-grade clothing class in the School of Agriculture at the University of Minnesota. Four different levels of achievement were planned. The Alpha level included the minimum essentials for the course. The Beta, Gamma and Delta levels gave additional work for the brighter pupil. The assignments covered the entire unit and the dif-



ferent steps were so arranged that the pupils were able to check their own progress. Sell states, "The planning for an ordinary day consists in providing an interesting and inspiring introduction, securing ample and effective illustrative material, arranging for a group conference and most of all for the individual supervision and teaching necessary during the class hour." She found that this method took care of individual differences and gave the girls an opportunity to develop initiative, managerial ability and independence. The girls accomplished more with just as good quality of work, the majority of them favored this method, and their interest was increased.

Sell and Brown (1932) made a control study in the use of contracts in a Clothing I class in the School of Agriculture at the University of Minnesota. The class was divided into two groups of comparable ability. Identical subject matter was taught. In one class the contract method was used and the other was taught in the usual manner. It was found that the use of individual assignments developed a greater degree of initiative, independence, self-confidence and ability to interpret the printed page than the usual method. However, all of those who were taught by the usual method finished the work outlined but not all of those taught by the contract plan did. Sell and Brown expressed the need for more research and experimenting in the

use of contracts before definite conclusions could be made.

Forrest (1931) reported the use of the contract in a Foods class. She described how the work of the unit was divided among the girls in the preparation and serving of a dinner with each girl working at her own rate of speed. The minimum essential contract was called the seventy-five per cent block. A more advanced block was undertaken after the students had finished the minimum essential one. The work of the ninety to ninety-five per cent block included original work that had not been suggested by the teacher. She found by the use of this plan that the teacher had time for the gifted pupil as well as the slower one, and that it provided for individual differences.

Robinson (1931) applied the contract plan to a freshman high school clothing class. The aims for the course were determined by an analysis of home activities pertaining to textiles and clothing and by pupil interest. Each girl was given a copy for all three levels and allowed to work at her own rate of speed. It was understood that to maintain a place in the A group, each must pass a test covering the entire unit as well as completing all of the exercises in the three levels satisfactorily.

#### METHOD OF PROCEDURE

The first year of the two-year Kansas state course of

study for home economics was the basis of this study. The units as outlined and arranged in the course were used and no change was made in the indicated time allotment. The subject matter for each unit was arranged into four contracts representing four different levels of accomplishment. Contract D represents the minimum essentials for the unit, which is the amount of work that all pupils are expected to complete. Contracts C, B and A include additional work that the more able pupil is expected to do, according to his ability.

Each contract includes problems, references and sources of material, questions for the pupil's consideration and study and procedure to be followed by the pupil. The procedure is arranged so that the student can progress at his own rate of speed. Class and group conferences are provided for, and should be held when they will be of benefit to the class or group. Individual conferences are also planned for and each pupil has the privilege of having his work checked as often as is necessary. Each pupil is provided with a copy of the contract upon which he is working.

The selection of subject matter for each level or contract was determined by the investigator's personal experience as a teacher, by a study of current high school home economics text books, by an examination of recent courses of study in home economics and by discussions and interviews

with other home economics teachers.

The contracts were checked by a number of home economics teachers and teacher trainers at Kansas State College. Corrections and changes were made accordingly.

### THE COURSE

#### First Year of the Two-year Home Economics Course of Study for Kansas High Schools

#### Objectives

- To develop an understanding of the relation of health to foods, clothing, home, and community sanitation.
- To establish good standards of work.
- To develop the ability to plan, prepare, and serve well-balanced family meals.
- To develop the ability to select, construct, care for clothing, to dress attractively, and in good taste.
- To develop an interest in home and a desire to have a part in its maintenance.
- To develop ability for making adjustments to life situations.
- To develop the traits of character needed for living satisfactorily with others.

#### Clothing and Related Units--One semester

Unit I -- How to use and care for our laboratory equipment. 1 week

- Unit II -- Selecting and making underwear. 3-4 weeks
- Unit III -- How to look my best. 2 weeks
- Unit IV -- Knowing cotton and linen fabrics. 1 week
- Unit V -- Planning and making a wash dress. 5-6 weeks
- Unit VI -- Remembering our friends at Christmas time.  
1 week
- Unit VII -- Caring for my own room. 1-2 weeks
- Unit VIII -- How to obtain the greatest service from our  
clothing. 1-2 weeks

Foods and Related Units--One semester

- Unit I -- Keeping well and happy by good health habits.  
2 weeks
- Unit II -- Becoming acquainted with our laboratory. 1 week
- Unit III -- Planning, preparing, and serving breakfast.  
6-8 weeks
- Unit IV -- Caring for the kitchen and its equipment. 1 week
- Unit V -- Planning, preparing, and serving supper or  
luncheon. 6-8 weeks
- Unit VI -- Entertaining in home and school. 1 week

## THE CONTRACTS

### First Semester

#### UNIT I. HOW TO USE AND CARE FOR OUR LABORATORY EQUIPMENT. (One week)

##### Contract D

Problem -- How can I use and care for the sewing equipment?

##### References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 185, 190-196.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 10-29.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 10-29.  
 Miller, Laitem and Cook. Clothing Units. Pp 31-37.  
 Balderston. Laundering. P 247.  
 Baldt. Dressmaking Made Easy. Pp 5-6.  
 Charts from various sewing machine companies. (Singer Sewing Machine Company and White Sewing Machine Company)

##### Questions for study and consideration:

1. Why is a correct position at the sewing machine necessary for good work?
2. What are the names of the parts of the machine?
3. How can I wind the bobbin?
4. How can I thread the machine needle?
5. How can I thread the machine?
6. How can I stitch correctly?
7. What care should I give the machine each time I use it?
8. What care should I give the ironing board?
9. How should I use the electric iron?



10. What personal equipment should I learn to use?
11. What care should I give my personal equipment?
12. What laboratory routine should I follow each day?

Procedure:

1. Go to one of the sewing machines. Study the diagram in "Fabrics and Dress" p 192. Compare this diagram with the machine that you are using.
2. Locate all of the parts and learn the names of each. For parts of the machine refer to "Fabrics and Dress" pp 192-194.
3. Practice treadling and learn to treadle the machine evenly.
4. Take a piece of folded or ruled paper and practice stitching with the needle unthreaded. Later change to plain paper and continue to practice until a relatively straight line can be made.
5. Study the method of threading the machine found in "Fabrics and Dress" p 195. Some machines are threaded differently. Try threading the machine yourself then ask your teacher to check your work. If you have made any mistakes watch your teacher demonstrate how to properly thread the machine. Thread it several times or until you can do it without help.
6. Watch your teacher demonstrate how to wind a bobbin, or follow directions in your book. Wind one yourself.
7. Take a piece of cloth, fold it once and practice stitching on this.
8. Make a list of the parts of the machine that you have learned and write out the uses of each. See if you can locate each of these on your machine. Keep practicing until you can locate every one.
9. Decide on the best method to use in properly putting the machine you are using away. Remember to dust the machine each time before using.
10. There are different kinds of ironing boards. This one may be new to you. Examine it and adjust it for ironing. Make sure that you can do this hereafter by yourself.

11. Find out how to connect the electric iron. "Laundering" p 247. Turn it on to make sure that you have it connected correctly. Ask your teacher to check the connection. Turn it off and remove the cord as you will when putting the iron away at the end of the laboratory period, when this is your responsibility. Decide on a good way to properly put the iron away when it is hot. Why is it important that the electric iron need special care?
12. When you have finished put the iron and ironing board in their proper places.
13. Take your smaller sewing box and arrange as neatly as possible the following equipment:
  - (a) scissors
  - (b) tape measure
  - (c) thread
  - (d) pin cushion
  - (e) paper of pins
  - (f) paper of needles
  - (g) thimble
  - (h) pencil
  - (i) gauge
  - (j) emery bag
14. Practice threading your needle. Practice cutting on paper until you can handle the scissors easily. Cut out of cloth a small sample. Using a gauge as a guide as shown on page 28 in "A Girl's Problems in Home Economics" turn a hem on one side of the cloth (page 27). Use your thimble to make your work easier and baste your hem.
15. Place the small box which contains your equipment neatly arranged in the larger one that is to be used for your material. Remember to place your box in its proper place at the end of each class period.
16. Make a list of the laboratory routine or procedure that you will need to follow.
17. Hand this list in for criticism.

## Contract C

Problem -- What practice work can I do with the sewing machine?

## References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 27.  
 Trilling and Williams. A Girl's Problems in Home Economics. P 27.  
 Rathbone and Tarpley. Fabrics and Dress. P 373.

## Questions for study and consideration:

1. What articles can I make that would give me practice in using the sewing machine?
2. Why should I use material that is easy to work with?
3. How can I keep my material clean while working?
4. How can I make a hem?
5. Why should I press my work when finished?

## Procedure:

1. Select one of the following articles to make:

- (a) dish towel
- (b) hand towel

2. Materials that may be used are, for

Dish towel (flour or sugar sack  
 (unbleached muslin  
 (bleached muslin  
 (cotton or linen toweling

Hand towel (cotton toweling  
 (linen toweling

3. Straighten the ends of your material. If a flour or sugar sack or muslin is used trim off the selvage.
4. Turn and baste the hem. For directions see "A Girl's Problems in Home Economics" pp 27-28. "Fabrics and Dress" p 373.

5. Press the hem then stitch in hem with the machine, taking care to stitch on the edge of the turned down edge.
6. Remove the basting threads, tie and clip the machine threads, press and fold the towel.
7. Ask your teacher for her criticism.

### Contract B

Problem -- What care do different kinds of laboratory equipment need?

References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 197-198.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 22.  
 Trilling and Williams. A Girl's Problems in Home Economics. P 22.  
 Balderston. Laundering. Pp 244-245, 247-248.

Questions for study and consideration:

1. What care is necessary to keep the machine in good working order?
2. Why is it necessary to oil the machine?
3. How often should the machine be oiled?
4. How can I change the ironing board cover?
5. How should the electric iron be cared for?

Procedure:

1. For cleaning the machine see "Fabrics and Dress" p 197.
2. Study the directions carefully, then take your absorbent cloth and brush and remove all dust and dirt.
3. Ask your teacher to demonstrate to you how to oil the machine. Then oil the machine.
4. Ask for her criticism on the way you cleaned the machine.
5. Put the machine in its proper place.

6. Slip off the ironing board cover. If it does not need washing, shake it well to remove all dust. Observe closely how the padding and cover are placed on the board. Place the cover back as you found it. Why should the ironing board be covered with an extra cloth or brown paper at the end of the class period?
7. Find a good method to use in cleaning the iron when it is necessary to clean it. "Laundering" pp 245, 248.

### Contract A

Problem -- How can I become more efficient in adjusting and using the sewing machine?

#### References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 18.  
Trilling and Williams. A Girl's Problems in Home Economics. P 18.  
Rathbone and Tarpley. Fabrics and Dress. Pp 196-197.

#### Questions for study and consideration:

1. Why should I know how to adjust the length of the stitch?
2. What is the purpose of the tension?
3. How can it be adjusted?
4. How can I change the needle when necessary?
5. How can I improve my stitching with the machine?

#### Procedure:

1. For adjusting the tension and changing the length of the stitch refer to "A Girl's Problems in Home Economics" p 18. "Fabrics and Dress" pp 196-197.
2. Ask your teacher to demonstrate to you how to adjust the tension and the length of the stitch, or determine how to adjust it from the directions yourself.
3. Try adjusting the stitch until you can do it easily.

4. Lengthen the stitch, loosen the tension, take a piece of material and stitch across one end. Tie the thread at the other end and observe how evenly the gathers are distributed.
5. To change the needle refer to "A Girl's Problems in Home Economics" p 19.
6. Observe the difference between the machine needle and an ordinary needle.
7. Watch your teacher change the needle or from directions determine the method of changing it.
8. Change it yourself making sure that it is placed properly and that the screw on the needle bar is tight.
9. Adjust the machine for ordinary stitching.
10. Make one of the following articles to help improve your stitching:
  - (a) hand towel
  - (b) dresser scarf
  - (c) hot pad holder
  - (d) pillow case
  - (e) ironing board cover
  - (f) dress protector
11. Select a similar article and improve your stitching by making it at home.
12. Compare your home work with the work that you have done at school and ask your teacher for her criticism.

UNIT II.      SELECTING AND MAKING UNDERWEAR.    (Three to  
four weeks)

Contract D

Problem 1 -- How shall I select a pattern for my pajamas?

References:

Fashion magazines.



Rathbone and Tarpley. Fabrics and Dress. Pp 34, 245.

Questions for study and consideration:

1. How shall I choose a pattern for my pajamas?
2. Why is it a good plan to buy a commercial pattern?
3. What style of pajamas will be best for me?
4. What size of pattern will I need?
5. How shall I order my pattern?

Procedure:

1. Select from a fashion book the style of pattern that you think is appropriate for your pajamas.
2. Show the picture that you have selected to your teacher and ask for her criticism.
3. Have your partner take your bust measure and purchase your pattern by this size.
4. Have this measure checked by your teacher before ordering your pattern.
5. Also note the kind of pattern, the number and your correct size.

Problem 2 -- How shall I select the material for my pajamas?

References:

Fashion magazines.

Samples of suitable materials for pajamas on teacher's desk.

Samples of materials from dry goods stores.

Rathbone and Tarpley. Fabrics and Dress. Pp 36-39.

Questions for study and consideration:

1. What shall I consider in selecting material for my pajamas?
2. How much material will I need?
3. What colors should I choose?

4. What kinds of material are suitable for pajamas?
5. Why choose material of light and medium weight for pajamas?
6. What price material is desirable for pajamas? Give reason for your answer.
7. Should one select inexpensive or expensive material for this garment? Why?
8. What width material will be the most economical to buy?

Procedure:

1. Study the chart on the pattern to find out the amount of material needed.
2. Check the amount called for with your teacher before buying your material.
3. Bring from home samples of cotton materials that you think are desirable for pajamas.
4. Examine these and the samples of cotton materials on your teacher's desk and find suitable ones for pajamas.
5. Decide on the price that should be paid.
6. Select the color and type of material that you think the most suitable for yourself and ask your teacher for her criticism.
7. It probably will be necessary to allow more material for material that will need shrinking. To shrink your material study the method given in "Clothing for Women" p 186. "Clothing Construction" p 175.
8. Choose one of these methods and follow it in shrinking your material.

Problem 3 -- How can I become acquainted with my pattern in order to use it intelligently in cutting out my material?

References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 42.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 42, 172.

Miller, Laitem and Cook. Clothing Units. P 43.  
Directions with pattern.

Questions for study and consideration:

1. What marks do you find on your pattern?
2. What marks on the pattern will help to identify the different pieces?
3. How is the seam allowance indicated?
4. Why are practically all of our garments cut with the lengthwise threads?
5. What marks on the pattern indicate whether the pattern is laid lengthwise or crosswise of the material?
6. What marks indicate that you should lay a certain piece on a fold?
7. How is the center front and back marked?
8. How are the darts indicated?
9. What marks on the pattern help in putting the various pieces of the pattern together?

Procedure:

1. Take out your pattern and identify each piece of your pattern. The printed directions and diagrams will help you.
2. Select the pieces that you expect to use and place the others in the envelop.
3. Decide how the different pieces go together.
4. Make sure that you thoroughly understand your pattern, then write out the answers to the guide questions.
5. Hand your work to your teacher to check.

Problem 4 -- How shall I make the necessary alterations on my pattern?

References:

Rathbone and Tarpley. Fabrics and Dress. Pp 246-253.

Illustrative material on teacher's desk.  
Instructions with pattern.  
McCall charts for pattern alteration.  
Pictorial Review charts for pattern alteration.

Questions for study and consideration:

1. Why do patterns need altering?
2. What measurements shall I take in order to check my pajama pattern?
3. How can I alter my pattern?

Procedure:

1. Make a list of reasons why a pattern should be tested before using it to determine whether or not it is the correct size.
2. Even if the pattern is the correct size for you, in checking you will find it larger than your actual measurements. Why is this? See "Fabrics and Dress" p 248.
3. To check your pajama blouse take the following measurements:
  - (a) bust measure
  - (b) width across the chest
  - (c) width across the back
  - (d) waistline
  - (e) length of blouse
  - (f) hip measure at bottom of blouse
4. Directions for taking these measurements are found in "Fabrics and Dress" p 246.
5. Observe a demonstration by your teacher on how to take these measurements or study your reference until you thoroughly understand how to take each measurement.
6. Check your pattern with your actual measurements and determine what alterations are necessary.
7. Ask your teacher's approval on the parts of your pattern that must be made larger or smaller.
8. To alter your pajama blouse follow directions for altering a blouse to a dress. "Fabrics and Dress" pp 248-253.

9. If the pattern is too large, find out how it can be made smaller.
10. If the pattern is too small, find out how it can be made larger.
11. If the pattern is too long, find out how it can be made shorter.
12. If the pattern is too short, find out how it can be made longer.
13. Watch a demonstration on altering a pajama blouse pattern by your teacher or follow closely the illustrations and directions in your book. Make sure that you understand the directions, then follow closely the procedure.
14. Have your teacher check your alterations.
15. Mark all alterations on the pattern.
16. If much altering is to be done, cut a new pattern and indicate all changes on it.
17. To check your pajama trousers take the following measurements:
  - (a) waist measure
  - (b) hip measure
  - (c) crotch
  - (d) outside seam length
18. To take the waist and hip measure see "Fabrics and Dress" p 246.
19. To take the crotch measurement, measure from the center front at the waist line around the body between the legs to the center back at the waist line, in a standing position, then sit and take the measurement to determine the amount needed for slack. Four inches is usually allowed. Take the crotch measurement of your pajama trouser pattern as shown in figure 2 and compare with your crotch measurement. If your measure is greater than that of your pattern the difference should be divided by 2 and the amount added to the trousers at the top or through the hips.

20. If your pattern is the right size it will be larger than your actual measurements. Be sure to allow for extra fullness.
21. To take the outside length drop a line from the under-arm seam at the waist line to the floor. Take this measurement from the waist line to the desired length for your pajamas, allowing for the hem. This measurement will correspond to E F in figure 1.
22. To measure the width of the leg measure around the largest part of the leg below the knee. Allow for any desired fullness.
23. After checking these measurements on your pattern decide whether your pattern is correct or whether you must alter it. Ask your teacher for her advise.
24. If your pattern needs altering refer to figures 3, 4, 5 and 6 and observe how the pattern can be made larger or smaller.
25. Select the method that fits your particular problem and follow directions as indicated in the diagrams. Note that in making the pattern larger as shown in figures 5 and 6 how the pattern is cut and spread apart to allow for extra fullness. Cut an extra piece of paper and paste the pieces together. See that the same general line of the pattern has not been changed. In making the pattern smaller as shown in figures 3 and 4 observe how the fold is laid in the pattern and pinned, thus taking up the extra fullness. Observe also that the same general shape of the pattern has not been changed.
26. When you have finished with your alterations ask your teacher for her approval.



### Explanation of Plate I

- Fig. 1. Shows necessary measurements to take in testing a pajama-trouser pattern.
- Fig. 2. Shows necessary measurements to take in testing a pajama-trouser pattern.
- Fig. 3. Shows how to make a pajama-trouser pattern narrower.
- Fig. 4. Shows how to make a pajama-trouser pattern shorter.
- Fig. 5. Shows how to lengthen a pajama-trouser pattern.
- Fig. 6. Shows how to make a pajama-trouser pattern wider.

## PLATE I

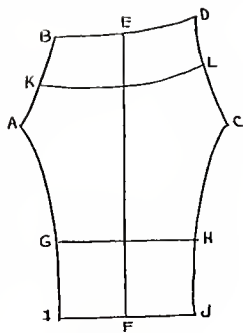


Fig. 1

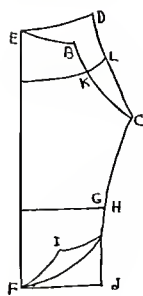


Fig. 2

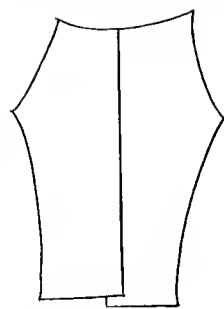


Fig. 3

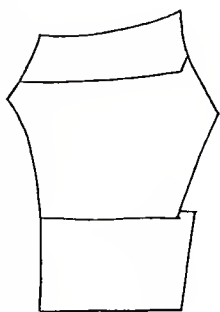


Fig. 4

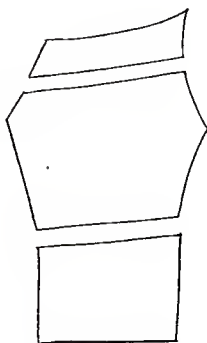


Fig. 5

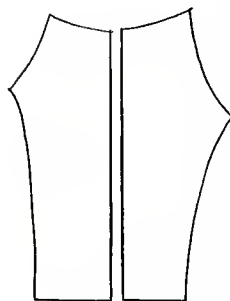


Fig. 6

Problem 5 -- How shall I cut out my pajamas?

References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 87-88.  
Trilling and Williams. A Girl's Problems in Home Economics. Pp 87-88.  
Miller, Laitem and Cook. Clothing Units. Pp 47-48.  
Rathbone and Trapley. Fabrics and Dress. Pp 253-256.

Questions for study and consideration:

1. Why is it sometimes necessary to press material before it is cut out?
2. Why is it important to place all of the parts of the pattern on the material before starting to cut it out?
3. In cutting two like pieces, as the pajama trousers, why do we place either the right sides or wrong sides of the material together?
4. Why is it necessary to keep the material flat on the table while cutting?

Procedure:

1. Press your material.
2. Place the pattern on the material so that there will be as little waste of material as possible, following carefully the markings on the pattern.
3. It is recommended to cut notches outward instead of inward.
4. Before cutting out your material ask your teacher to check your work.
5. When cutting out be sure to note the alterations.
6. Make all markings on your material that will help you in putting your slip together before removing your pattern.

Problem 6 -- How can I have a neat and attractive garment when finished?

References:

- Trilling and Williams. A Girl's Problems in Home Economics. P 173.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 173..  
Singer Sewing Machine booklets.

Questions for study and consideration:

1. What methods of work will help me to have a neat and carefully made garment?
2. Why is it necessary that a garment fit well?
3. Why is good workmanship important?
4. How should I handle my material?
5. How may I accomplish something every class period?
6. What practice samples will I need to make? Why?
7. How should my material be put away?

Procedure:

1. Make a list of several laboratory rules that you can follow every day and that will help you to save time in your work.
2. Why is it a good plan to learn to concentrate on your work?
3. You should accomplish something every class period. How will a definite routine each day help you to do this?
4. Decide how you will care for your material and garment during class and when you put your work away.
5. Before starting to work it will be necessary to decide on the kind of seams to use on your pajamas. Practice making them satisfactorily, then make a sample and ask your teacher for her criticism before making the seams on your pajamas.

- (a) For stitched fell seam, "A Girl's Problems in Home Economics," p 91. "Fabrics and Dress" p 213.
- (b) For French seam, "A Girl's Problems in Home Economics" pp 43-44. "Fabrics and Dress" p 212.

Problem 7 -- How shall I make the trousers to my pajamas?

References:

- Miller, Laitem and Cook. Clothing Units. Pp 49-56.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 88-90.  
Trilling and Williams. A Girl's Problems in Home Economics. Pp 88-90.  
Rathbone and Tarpley. Fabrics and Dress. Pp 34, 245.

Questions for study and consideration:

1. How shall I put my pajamas together?
2. Why should I fit my pajamas?
3. What kind of seams should I use for my pajama-trousers? Why?
4. Why is the stitched fell seam recommended for pajama-trousers?
5. How will a plan for my work help me to save time and to do good work?

Procedure:

1. Pajamas and bloomers are put together in exactly the same way. There are two methods shown on pages 88-90 in "A Girl's Problems in Home Economics." Study these carefully; choose one of the methods to use. Also see "Clothing Units" pp 49-50, "A Girl's Problems in Home Economics" pp 88-90, "Fabrics and Dress" p 209.
2. Study the diagram and instructions with your pattern.
3. Make a plan for the construction of your pajama-trousers. Have this plan checked by your teacher. See "Fabrics and Dress" pp 209-210.
4. Ask your teacher to check your plan.

5. In pinning your pajamas together before basting place the pins at right angles to the edge of the material. Why is this a good plan? How does the seam used affect the putting together of the parts?
6. Where should the line of basting be?
7. What kind of basting stitches should you take?
8. Before stitching your seams try on your pajamas. Step into the fitting room and ask your partner to help you in fitting. Secure your teacher's approval for the fit of your pajamas.
9. To make sure that your trousers fit well observe the following points:
  - (a) Do the trousers go over your hips easily?
  - (b) Are they the right size around the top?
  - (c) Are they sufficiently long from top to crotch to allow one inch to be turned over for a casing, but not too long.
  - (d) Try sitting down. Are they comfortable?
  - (e) Mark any alterations that are necessary.
  - (f) Secure your teacher's approval of your alterations.
10. Press your seams when finished, then ask your teacher to check them.

Problem 8 -- How shall I finish the top of my pajama-trousers?

References:

- Miller, Laitem and Cook. Clothing Units.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
Trilling and Williams. A Girl's Problems in Home Economics.  
Rathbone and Tarpley. Fabrics and Dress.

Questions for study and consideration:

1. In what different ways may the top of pajamas be finished?
2. Why is a hem a satisfactory finish for the top of pajamas?



3. How much elastic will I need?
4. How can I finish the opening for the elastic?
5. How shall I fasten the elastic?

Procedure:

1. There are different ways of finishing the top of pajama-trousers. You may prefer to finish yours like your pattern or you may prefer another method.
2. Find pictures showing different ways of finishing the top of pajamas.
3. Secure your teacher's approval on the way the top of your pajamas are to be finished.
4. For making a hem see "Clothing Units," p 52. "A Girl's Problems in Home Economics" pp 27-28. "Fabrics and Dress" p 373.
5. When elastic is used an opening will need to be left for it. A satisfactory opening is made by working a buttonhole on the inner side of the hem. Another way is to leave an opening in the stitching of the hem.
6. Practice making a buttonhole and secure your teacher's approval before working one on your pajamas. "A Girl's Problems in Home Economics" pp 97-101, "Fabrics and Dress" p 321, "Clothing Construction" pp 72-75, "Essentials of Sewing" pp 133-138.

Problem 9 -- How shall I finish the bottom of my pajama-trousers?

References:

Miller, Laitem and Cook. Clothing Units.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Trilling and Williams. A Girl's Problems in Home Economics.  
 Rathbone and Trapley. Fabrics and Dress.

Questions for study and consideration:

1. What different ways can the bottom of pajamas be finished?
2. Which one will be most desirable to use for my pajamas?

Procedure:

1. From your pictures of pajamas note different ways that you could finish the bottom of the legs of your trousers.
2. Try on and mark the exact length you desire your trousers when finished.
3. To make a hem at the bottom follow the same directions as you did for the top.
4. To finish the bottom with a band see "Clothing Units" p 54.
5. Before handing in your work go over it carefully to assure yourself that it is the best you can do. Make sure that all bastings are out, all threads cut or tied, then give your garment a final pressing.

Problem 10 -- How shall I make the blouse to my pajamas?

References:

Miller, Latem and Cook. Clothing Units. Pp 57-60.  
Directions with pattern.

Questions for study and consideration:

1. How shall I put my blouse together?
2. What kind of seams can I use on my blouse?
3. Why should one baste on the seam line?
4. Why do I need to fit my pajama blouse?
5. Why should a pajama blouse fit more loosely than a dress?
6. What points should I consider in order to make a good French seam?

Procedure:

1. Make a plan for your blouse similar to the one for your trousers. Have it checked by your teacher before starting to work.

2. A stitched fell seam is sometimes used for a pajama blouse although a French seam is often preferred. Choose one of these.
3. Study your directions and make sure that you understand how to put your blouse together.
4. Baste your pajama blouse together, making sure that the shoulder seams and underarm seams are even.
5. In making a French seam or stitched fell remember to baste your blouse with the seams on the right side for the first stitching.
6. To fit your blouse, put it on and observe the following points:
  - (a) Is it the correct width in the shoulders, bust and across the hips?
  - (b) Are the armholes comfortable?
  - (c) Is the neck right?
  - (d) Does it hang well and fit perfectly comfortable?
7. For a blouse without sleeves the armholes may be cut lower.
8. Ask your partner to mark the line of the armhole for you. Have this checked by your teacher. Trim armhole as indicated.
9. Decide on the length of your blouse. It may need to be evened around the bottom. Ask another girl working on this problem to mark it for you.
10. If there is to be an opening down the front have the length of this marked while you have your blouse on.
11. If you do not have an opening down the front, have your partner mark the neck line for you.
12. Secure your teacher's approval and also her opinion on the way that your blouse fits.

Problem 11 -- How shall I finish the top of my blouse?

References:

Rathbone and Tarpley. Fabrics and Dress. P 34.  
Miller, Laitem and Cook. Clothing Units. Pp 58-60.

Questions for study and consideration:

1. Why do I wish my blouse finished attractively?
2. What different ways can I finish the neck of my blouse?

Procedure:

1. Find pictures of different ways of finishing the top for your blouse.
2. You may prefer to finish yours like your pattern or you may prefer to change it.
3. Select a picture that illustrates the way you want your blouse finished and secure your teacher's approval.
4. For putting a bias binding on the neck see "Clothing Units" p 58. "Fabrics and Dress" p 220. "A Girl's Problems in Home Economics" pp 47-49.
5. For putting on a collar see "Fabrics and Dress" pp 229-234. "Clothing Construction" pp 21-27.
6. For making a placket in front see "Fabrics and Dress" p 236. "Clothing Construction" pp 143-156.

Problem 12 -- How shall I finish the armhole or sleeves of my blouse?

References:

Rathbone and Tarpley. Fabrics and Dress.  
Miller, Laitem and Cook. Clothing Units.

Questions for study and consideration:

1. How shall I finish the armhole of my blouse when I do not have set-in sleeves?
2. How shall I set in sleeves?
3. How shall I finish the bottom of my sleeves?

Procedure:

1. To finish the armhole with a bias binding use the same method as for the neck.

2. For set-in sleeves follow the directions for putting in sleeves with your pattern and also "Fabrics and Dress" pp 270, 214-215.
3. For finishing the bottom of your sleeves see "Fabrics and Dress" pp 285.

Problem 13 -- How shall I finish the bottom of my blouse?

References:

Rathbone and Tarpley. Fabrics and Dress. P 34.  
Miller, Laitem, and Cook. Clothing Units. Pp 58-60.

Questions for study and consideration:

1. What different ways can I finish the bottom of my blouse?
2. How shall I press and fold my trousers and blouse when they are finished?

Procedure:

1. Find different ways to finish the bottom of your blouse.
2. Secure your teacher's approval.
3. For finishing the bottom with a hem use the same method as for hem on trousers.
4. Check over your blouse as you did your trousers, making sure that you have done your best work.
5. Find a good way to press and fold your pajama-trousers and blouse.

Problem 14 -- How shall I judge my pajamas?

References:

Illustrative material on teacher's desk.  
Score cards for judging clothing selection and construction. U. S. Dept. of Agriculture, Misc. Cir. 90.

Questions for study and consideration:

1. What points should I consider in making sure my pajamas are ready for judging?

2. What points should I consider in judging my pajamas?
3. What value can I gain from a score card?
4. What points should I include in making sure my pajamas are ready for judging?
5. In what way will my teacher's criticism help me?
6. What should I gain from criticism from other members of my class?

Procedure:

1. To make sure that your pajamas are ready to be judged check them with the following:
  - (a) Have I removed all bastings?
  - (b) Have I tied and cut loose threads?
  - (c) Have I taken out all pins?
  - (d) Have I given my pajamas and blouse a final pressing?
2. To make a score card for checking your work on your pajamas see "Score Cards for Judging Clothing Selection and Construction." Study the score card on page 8 for judging undergarments. Using this one as a guide, class as a group make a score card for checking their pajamas.
3. Score your pajamas.
4. Ask your teacher to score them also.
5. Work with a group that have finished this problem and score each others pajamas.
6. Secure your teacher's criticism on your checking.
7. Write out a criticism of your work, give both good and weak points. List the points you need to improve on. Hand this to your teacher for her criticism.



## Contract C

Problem -- How shall I select my underwear?

## References:

Rathbone and Tarpley. Fabrics and Dress. Pp 32-39,  
43-44.

## Questions for study and consideration:

1. What shall I consider in selecting underwear?
2. What undergarments do I need?
3. What materials are suitable for underwear?
4. What materials do you prefer for your underwear? Why?
5. Would it be advisable for your choice at one time to be one material and at some other time another? Why?
6. What colors are suitable for undergarments? Why?
7. What will help you to determine the style of your undergarments?
8. Why are knitted garments desirable for underwear?
9. Is it more economical for a high school girl to make or buy her underwear? What factors will help her to decide which to do?
10. How do ready-made garments compare with garments made at home?

## Procedure:

1. Make a list of necessary undergarments for a high school girl.
2. Collect samples of material that are suitable for underwear. Be sure that you know the names of the different materials.
3. Use the list of undergarments made above and list suitable materials for each one. Why is the cloth for each garment different?

4. Take your samples and mount several suitable ones for each undergarment similar to the illustration below.

Materials Suitable for Pajamas

Cotton Materials

cambric  
broadcloth  
jersey cloth  
longcloth  
outing flannel  
gingham  
pongee

Silk Materials

crepe de chine  
jersey  
pongee  
radium silk

5. Select and mount from fashion magazines a number of attractive designs for the undergarments listed above.
  - (a) Which of these styles is the most attractive? Why?
  - (b) List materials that could be used for each garment.
6. Arrange with several other girls working on this contract to visit a clothing store. Your teacher will secure permission for your visit.
7. Note the undergarments and materials for sale. What general impression do you get from the ready-made garments as to the prevailing styles and kinds of materials from which the undergarments are made.
8. Bring ready-made garments from home or from the store to school for comparison on the following points:
  - (a) quality of material
  - (b) durability
  - (c) fit
  - (d) laundering quality
  - (e) price
  - (f) workmanship
  - (g) design and color
9. Compare undergarments of knitted and woven materials.
10. List the favorable and unfavorable points for the use of knitted underwear.

11. From your comparison write out your answer to the following:

- (a) When would you advise one to buy her undergarments ready-made?
- (b) When would you advise one to make her undergarments at home?
- (c) When would you advise one to buy part of her undergarments ready-made and to make the others?
- (d) Do you think it advisable to buy knitted underwear? Why?

12. Take the list of undergarments that you made out for a high school girl, and decide on an approximate number that a high school girl will need to buy during one year. Indicate the number that she in all probability will have left over to start the following year. Assume that she will buy part of her undergarments ready-made and make part of them. Estimate the approximate cost, using present prices and choose materials that are most suitable for each undergarment. Use an outline similar to the one on page 43.

#### Contract B

Problem -- What care should I give my underwear?

#### References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 223-227, 246, 225.  
 Dyer. Textile Fabrics. Pp 24, 224-228.  
 McGowan and Waite. Textiles and Clothing. Pp 206, 208-209.  
 Rathbone and Tarpley. Fabrics and Dress. Pp 16, 331, 333, 345.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 76-77, 239-248.  
 Miller, Laitem and Cook. Clothing Units. Pp 82-94.  
 Baldt. Dressmaking Made Easy. P 172.  
 Balderston. Laundering. P 170.

Questions for study and consideration:

- 1. Why is it worth while to give our underwear good care?
- 2. What are the general characteristics of healthful clothing?
- 3. How can I become an intelligent helper in caring for

Suggested Outline for Recording Necessary Undergarments  
Including Materials and Cost of Each Garment

Kind of garment left over to buy	No. necessary to buy	No. ready-made to buy	Kind of material for ready-made garment	Price of ready-made garment	No. of garments to be made	Kind of material to buy	Price per yd. Price per garment	Price of home-made garment	Total price
Slip	1	3	1	silk	\$1.50	2	silk sateen <u>.69</u> <u>1.72</u> <u>.20</u> <u>.50</u>	2.22	3.72
Pa-jamas	2	1				1	cotton broad-cloth <u>.40</u> <u>1.40</u>	1.40	1.40

my underwear?

4. Why do our dresses need to be protected by our underwear?
5. Why is it necessary to change our underwear often?
6. Why do we do most of our mending after our underwear has been laundered?
7. What type of mending should be done before laundering?
8. Where should soiled underwear be kept?
9. How do the materials of our underwear affect their cleaning qualities?
10. How does laundering make our underwear more hygienic and comfortable?
11. How do careful methods of laundering increase the service of our underwear?
12. How shall we launder the different kinds of garments?

Procedure:

1. Find answers to the above questions.
2. Write out your answer to question No. 3.
3. Launder several pieces of underwear at school. If another girl is working on this contract arrange to work together.
4. Give your teacher a list of the pieces of underwear that you can bring from home to launder.
5. Make a list of the steps that you will follow in laundering each of your garments.
6. You may outline your procedure similar to the following illustration.
7. To launder rayon underwear:
  - (a) Take sufficient amount of luke warm water.
  - (b) Use mild soap.
  - (c) Dissolve enough soap to make a suds.

- (d) Turn undergarments wrong side out.
- (e) Squeeze the soap suds through the garments.
- (f) Do not rub the garment.
- (g) When clean, rinse in luke warm water.
- (h) Rinse several times, making sure that the last water is perfectly clear.
- (i) Squeeze as dry as possible.
- (j) Do not wring the material.
- (k) To dry, roll in a towel.
- (l) When nearly dry press with a warm iron on wrong side.

8. Have your list checked by your teacher.

9. When finished ask your teacher's criticism of your work.

#### Contract A

Problem 1 -- How shall I select a design and make the pattern for my slip?

#### References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 59-60.
- Trilling and Williams. A Girl's Problems in Home Economics Pp 59-60.
- Miller, Laitem and Cook. Clothing Units. P 112.
- Brown and Others. Clothing Construction. Pp 15-17.
- Rathbone and Tarpley. Fabrics and Dress. Pp 33, 203-206.

#### Questions for study and consideration:

1. Is it wise economy to block my own slip pattern?
2. In making my own pattern what measurements will I need?
3. What will influence me in the choice of design for my slip?
4. How does the back of the slip pattern differ from the front?
5. How can I make a shadow proof slip?

#### Procedure:

1. Choose the type of slip you wish to make.



2. Note that your slip may be gathered at the hip line or gored at the underarm seam.
3. To take the measurements for your slip follow directions in one of the following: "Clothing Construction" pp 15-17. "Fabrics and Dress" p 203.
4. Work with another girl working on this same contract and take each other's measurements.
5. Have your teacher check your measurements.
6. Using brown or manilla paper block your slip pattern using your own measurements and the directions given in "Fabrics and Dress" pp 203-206.
7. For different kinds of straps see "Fabrics and Dress" p 33.
8. Make all necessary markings on your pattern.
9. Check your pattern with your measurements and make any alterations that appear necessary.
10. Secure your teacher's approval of your work.

Problem 2 -- What shall I consider in selecting material for a slip?

References:

- Miller, Laitem and Cook. Clothing Units. P 111.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 59-60.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 59-60.  
 Rathbone and Tarpley. Fabrics and Dress. Pp 33, 160, 203-206.

Questions for study and consideration:

1. What colors are desirable for a slip?
2. What kind of materials are suitable for a slip?
3. What kind of material should I choose?
4. How shall I determine the amount of material that I need?
5. Will it be necessary to shrink my material? Why?

### Procedure:

1. Make a list of suitable materials for a slip.
2. Collect samples and prices in the color or colors that will go best with your dresses. Decide on the one that is the most appropriate, then ask your teacher for her approval.
3. For determining the amount of material you will need see "Fabrics and Dress" p 200. Also estimate from your pattern.
4. Bring your material to the next meeting of this class.
5. To shrink your material see "Fabrics and Dress" pp 202-203.

### Problem 3 -- How shall I cut out my material?

#### References:

- Miller, Laitem and Cook. Clothing Units. Pp 114-115.  
 Illustrative material on Teacher's desk.  
 Rathbone and Tarpley. Fabrics and Dress. Pp 252-255.

#### Questions for study and consideration:

1. Why should the material be pressed?
2. What directions should I follow in placing the pattern on my material?
3. How should the pattern be pinned to the material?
4. How should I hold the shears in cutting out my material?

#### Procedure:

1. Press material.
2. Place and pin pattern on material in most economical way.
3. Ask your teacher to check your work before starting to cut.
4. Use long even strokes in cutting out your slip.

5. Make all markings on your material that will help you in putting your slip together before removing your pattern.

Problem 4 -- How can I have a neat and attractive garment when finished?

References:

- Trilling and Williams. A Girl's Problems in Home Economics. P 173.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 173.  
 Rathbone and Tarpley. Fabrics and Dress. P 209-210.

Questions for study and consideration:

1. How should I care for my material during the making of my slip?
2. How can I do good machine work?
3. How will choice of finishes and trimmings affect the attractiveness of my slip?
4. Why is good workmanship essential?
5. How will a plan for my work help me secure satisfactory results?
6. How should my material be cared for at the close of each class period?

Procedure:

1. Make a plan of work to follow in making your slip. "Fabrics and Dress" pp 209-210.
2. Have your teacher check your plan, then proceed to follow each step carefully.

Problem 5 -- How shall I fit my slip?

References:

- Miller, Laitem and Cook. Clothing Units. Pp 115-116.  
 Rathbone and Tarpley. Fabrics and Dress. P 209.

Questions for study and consideration:

1. What is the location of the line of basting when you baste any garment together for fitting?
2. Why is it necessary that a slip fit well?
3. What points should I observe in fitting my slip?
4. Why should I remove my dress in trying on my slip?
5. How shall I determine the length of my slip?

Procedure:

1. Baste your slip together.
2. Try on and ask your teacher to help you make any adjustments that may be necessary.
3. To make sure that your slip fits well, observe the following points:
  - (a) Is it the correct width around the top?
  - (b) Is it wide enough at the hip line?
  - (c) Are the plaits or gathers in the right place?
  - (d) Is the fullness at the side the correct distance down from the top of the slip?
  - (e) Does it fit neatly across the hips?

Note: It will be necessary to finish the seams and turn the hem at the top before adjusting your straps and marking the hem line.

Problem 6 -- How shall I make the seams in my slip?

References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 43-45.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 43-45.  
 Rathbone and Tarpley. Fabrics and Dress. Pp 209-213.

Questions for study and consideration:

1. What kind of seams shall I use for my slip?
2. Shall I make a sample before starting to make the seams of my slip? Why?

### 3. Why should I press the seams of my slip?

#### Procedure:

1. Choose the type of seam that you will use and secure your teacher's approval.
2. If you think your workmanship is good enough you can start at once on making the seams in your slip. If you think otherwise it will be well to practice making the seams with the material of the slip.
3. Take pains with your stitching and press your seams to make your work neat.

#### Problem 7 -- How shall I finish the top and bottom of my slip?

#### References:

- Miller, Laitem and Cook. Clothing Units. Pp 177-119.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 27-28, 177.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 27-28, 177.

#### Questions for study and consideration:

1. How shall I finish the top of my slip?
2. How shall I finish the straps for my slip?
3. How shall the straps be placed?
4. How can the bottom of the slip be finished?
5. Why is a hem a desirable finish for the bottom of a slip?

#### Procedure:

1. The top of your slip can be finished according to your own taste.
2. If lace is not used, a hem or facing one or one and one-half inches wide will make a neat finish.
3. For making a hem see "Clothing Units" p 52. "A Girl's Problems in Home Economics" pp 27-28. "Fabrics and Dress" p 373.

4. The straps can be made from the same material as your slip. Decide on a suitable width and the proper length for your straps.
5. Fold the material for your straps lengthwise. Baste seam one-fourth inch wide. Stitch. Turn straps right side out. Press so that the seam lies along on edge of the strap or directly in the middle of the underneath side.
6. Try on your slip and ask your partner to adjust your straps.
7. Ask your teacher for her approval.
8. For putting on the straps see "Clothing Units" p 119. "Fabrics and Dress" p 33.
9. Determine the exact length that you desire your slip.
10. A pin fitting will be necessary to assure an even length.
11. Ask your teacher to assist the girl you are working with on this contract, in pin fitting your hem.
12. To assure good work in putting in a hem a marker or gauge is necessary. "Fabrics and Dress" p 217. "A Girl's Problems in Home Economics" p 28.
13. Check over your slip following the same points you used in checking your pajamas. Make sure you have done your best work.

Problem 8 -- How shall I judge my slip?

References:

Illustrative score card on teacher's desk.

U. S. Department of Agriculture. Score Cards for Judging Clothing Selection and Construction. Misc. Cir. 90.

Questions for study and consideration:

1. How can I tell whether or not my work has shown improvement?
2. What points should I consider in judging my slip?



3. How will a score card help me to judge my slip?
4. In what way will my instructor's scoring be of help to me?
5. How will it be helpful if other members of the class score my work?
6. What will I gain in scoring a slip of one of the members of my class?
7. What methods of work have helped me to have a neat and carefully made garment?

Procedure:

1. Compare the workmanship of your slip with that of your pajamas.
2. Note points wherein you have improved?
3. List the points in which you will need to improve in the next garment that you make.
4. For making score cards for judging clothing see "Score Cards for Judging Clothing Selection and Construction." Study carefully the score card for judging undergarments on page 8; using it as a guide make a score card for judging your slip.
5. Ask your teacher to check your score card.
6. Using your score card, judge your slip and write out a criticism of your work.
7. Ask your teacher to criticize your decisions on your score card.
8. Ask other members of the class who have finished this contract to score your slip.
9. You may be asked to score their slips. If so, how can you help them by your scoring?
10. Make a list of the methods of work you have followed that have helped you to do your best work.

UNIT III. HOW TO LOOK MY BEST. (Two weeks)

Contract D

Problem 1 -- How does personal cleanliness contribute to beauty of personal appearance?

References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 15-16.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 127-130.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 127-130.  
 Magazine advertisements.

Questions for study and consideration:

1. In what way do teeth affect my appearance?
2. What practices are necessary in order to have good teeth?
3. How often should I brush my teeth?
4. How often should I have a thorough dental examination?
5. What are the best methods to use in caring for the hair?
6. Shall I have my hair shampooed at a beauty parlor or can I do it at home? Why?
7. How can I develop a healthy natural complexion?
8. What methods should be used in caring for my complexion?
9. How can I manicure my nails?
10. What standards do I recommend for bathing?

Procedure:

1. From advertisements find several kinds of tooth paste.
2. Find different types of brushes.
3. What kinds are best? Why?

4. What kind of tooth powder can be made at home? See "Fabrics and Dress" p 18.
5. Work with another girl and demonstrate to each other a good method to use in brushing your teeth.
6. Outline the practices that should be followed in order to have good teeth.
7. Work with another girl who is ready for this problem and give a demonstration on shampooing the hair to the class.
8. Write out in paragraph or outline form the answers to questions 7, 8, 9, and 10.
9. Using the following chart, check yourself on each point for two weeks.

Chart on Improving Personal Appearance

	M	T	W	T	F	S	S	M	T	W	T	F	S	S
No. of baths														
Brushed teeth twice daily														
Brushed teeth once daily														
Shampooed hair once during two weeks														
Manicured nails														
Proper care of face														

10. Has the chart helped you to live up to a better standard? How? Write out your answer.

Problem 2 -- How is good posture an aid to personal appearance?

References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 8-9, 20-21, 113-119.
- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 65-69, 434.
- Trilling and Williams. A Girl's Problems in Home Economics. Pp 65-69.

Questions for study and consideration:

1. How can good posture be acquired?

2. How can good posture become a habit?
3. What effect do my shoes have on my personal appearance?
4. How do high heels affect my posture?
5. Why should I secure shoes that fit well?
6. Why is it important to wear stockings that are the proper size?
7. How does comfortable clothing aid in developing a good posture?

Procedure:

1. Compare the two figures on page 20 in "Fabrics and Dress."
2. Make a list of rules one should follow in order to acquire a good posture.
3. Stand before a tall mirror to find out how nearly correct that you stand.
4. Select from your list of rules, those that you should practice on to develop a better posture.
5. Secure your classmates and teacher's criticism on your list of helpful hints.
6. Make an effort to carry these rules out every day.
7. Draw a picture showing a well shaped sole for a normal foot, and one that is not well shaped.
8. Make a list of different types of clothing that permit freedom of movement. Why do these types aid in good posture?

Problem 3 -- Why should we wear clean, well pressed, and properly mended clothing?

References:

- Trilling and Williams. A Girl's Problems in Home Economics. Pp 73-80, 225.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 76-77, 225.  
 Trilling and Williams. Art in Home and Clothing. Pp 457-461.

Rathbone and Tarpley. Fabrics and Dress. Pp 13-21.

Questions for study and consideration:

1. Why is it desirable to wear clean clothing?
2. What care should be given underwear?
3. How should outer garments be cared for?
4. How does well mended clothing add to my personal appearance?
5. Why does the girl who is careful of her appearance watch to see that there are no holes or "runs" in her stockings?
6. How often should I change my hose?
7. What should I do when a button or snap fastener comes off of my clothing?
8. How does the lack of care of my clothing affect my appearance?
9. How are well pressed garments an important part in a good appearance?

Procedure:

1. Bring a pair of hose that need mending to school. After studying how to darn, see how neatly you can mend your hose. For darning, refer to "A Girl's Problems in Home Economics" pp 227-232. "Fabrics and Dress" pp 351-355.
2. Check over your clothes, find any loose buttons, snaps or hooks and eyes. Sew these on at home. Report to your teacher the number that you put on and the time that you spent. For sewing on buttons, hooks and eyes or snaps refer to "A Girl's Problems in Home Economics" pp 100-101. "Fabrics and Dress" pp 287-289.
3. Work with a group that is ready for this problem and give a demonstration, showing the effect of pressing upon the appearance of a garment.
4. Bring to school a dress that needs pressing. Put it on and have the members of your group judge the appearance of the garment.

5. Press the dress, making sure that it is well pressed.
6. For methods on pressing refer to "A Girl's Problems in Home Economics" p 244. "Fabrics and Dress" pp 341-344.
7. Try on and ask the members of your group to judge the appearance of your dress.
8. Report the decision of the group to your teacher.
9. Ask your teacher for her comments on the results of your pressing.
10. To be a well groomed person should be the desire of everyone. To make sure that you are well groomed check yourself on the following questions before leaving for school, church, party, or expecting guests at home.
  - (a) Have I taken a bath frequently?
  - (b) Have I applied my cosmetics artistically?
  - (c) Have I put on clean hose?
  - (d) Are the seams in my hose straight?
  - (e) Are my hose free from "runs" or holes?
  - (f) Are the heels of my shoes built up?
  - (g) Are my shoes polished?
  - (h) Are my undergarments fresh and clean?
  - (i) Have the right kind of fastenings been used on my clothing?
  - (j) Are my shoulder straps clean and held in place?
  - (k) Are all the rips and tears in my clothes mended?
  - (l) Are the fastenings all sewed in their proper places?
  - (m) Are my clothes well pressed?
  - (n) Is my hat fresh and clean?
  - (o) Have I brushed my dress, coat, and hat?
  - (p) Are my gloves clean?
  - (q) Is my hair clean and neat?
  - (r) Are my clothes free from powder, dust, lint, hair, and dandruff?
  - (s) Are my nails clean and well manicured?
  - (t) Have I brushed my teeth?
  - (u) Am I dressed appropriately for the occasion?
11. Check yourself on these points for one week.
12. Make a list of the ones that have been the hardest for you to follow.
13. Make a special effort the next week to follow these difficult ones more closely.



14. Using these same points score yourself quite often. This will help you to be sure that you are dressed appropriately and will give you a feeling of self-confidence that can only come with the assurance that you are dressed with care.

### Contract C

Problem -- How can I dress becomingly?

#### References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 126-127, 194-195, 124.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 126-127, 194-195, 124.  
 Trilling and Williams. Art in Home and Clothing. Pp 451-457.  
 Rathbone and Tarpley. Fabrics and Dress. Pp 8, 19.

#### Questions for study and consideration:

1. Why should I desire to wear becoming clothing?
2. Of what does becoming clothing consist?
3. Why should I choose appropriate clothing?
4. How can I choose appropriate clothing for myself?
5. What kind of clothing is appropriate for:
  - (a) school
  - (b) house work
  - (c) church
  - (d) street wear
  - (e) party
6. Why is it that some people always appear to be well dressed?
7. What is the importance of choosing good color and design in my clothes?

#### Procedure:

1. Make a list of the practices that every well dressed person should follow. "Art in Home and Clothing" p 452.

2. Select from fashion magazines costumes suitable for yourself for school. Mount these in an attractive way.
3. Select and mount a costume suitable for yourself for the work that you do at home, for church or street wear, and for a party.
4. Select and mount a suitable costume for some girl in your class for the following occasion:
  - (a) school
  - (b) tennis
  - (c) house dress
  - (d) afternoon tea
  - (e) party
5. Write a description of a well dressed person.

#### Contract B

Problem -- How can we express our personality through our clothing?

References:

Trilling and Williams. Art in Home and Clothing. Pp 461-463.

Questions for study and consideration:

1. Why are people judged by their clothes?
2. How do I judge a stranger?
3. How do strangers judge me?
4. Why do some people appear much better groomed than others?
5. How do I feel when I am dressed inappropriately for an occasion?
6. Why am I sometimes conscious of my clothing, hair, nails, appearance?
7. How can I overcome this feeling?
8. What is personality?

9. What is meant by a pleasing personality?
10. How do my clothes express my personality and individual characteristics?
11. In watching a moving picture how can I judge the personal appearance of the different characters?
12. How can I judge an actress's personality?
13. How can I judge the character of an actress?
14. How can I help some one to improve her personality?
15. Am I willing to take suggestions to help improve my personality when criticism is given for the purpose of helping me?

Procedure:

1. Clothes express our personality and individual characteristics whether we wish them to or not. For this reason we desire to select clothing that bespeaks our type of education and experience to assure ourselves that we are well dressed.
2. From magazines find pictures of people whose personality is expressed through their clothing.
3. Select and mount pictures that express different personalities.
4. Write a description of some person who has a good personal appearance. Note particularly his or her
  - (a) appropriateness of clothing
  - (b) personal grooming
  - (c) individuality

Is this person your ideal? If not, what can you suggest that would help to improve his or her personal appearance?

5. What can you do yourself to improve your personal appearance and personality?
6. List points that will improve your personality.
7. Make an effort to follow these for one week. Should

- you continue this practice? Why?
8. Select some person that you know and write out a list of suggestions that should help to improve his personality.
  9. Write out an appropriate way to give suggestions to some one that you wish to help in improving his appearance.

#### Contract A

#### Problem -- How can I use cosmetics effectively?

##### References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 14, 15, 17, 67-69, 64.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 128-129.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 128-129.  
 Magazine advertisements.  
 Cosmetic booklets.

##### Questions for study and consideration:

1. How may cosmetics aid in improving my complexion?
2. How should I use cosmetics?
3. When should cold creams be used?
4. What are the best methods to use in caring for the face at night? During the day?
5. How can I keep my hands and nails in an attractive condition?
6. What care must I follow in applying rouge and powder?

##### Procedure:

1. From advertisements in magazines make a list of cosmetics.
2. Find out what actresses do to take care of their hair and complexions when off the stage.

3. Find out how some beauty specialists advise one to take care of his hair and complexion.
4. Make a list of the necessary cosmetics for a high school girl.
5. Arrange to work with another girl doing Contract A and demonstrate with each other a good method of applying cosmetics.
6. Demonstrate to each other how to manicure your nails.
7. Demonstrate to each other an artistic way to apply rouge and powder.

#### UNIT IV. KNOWING COTTON AND LINEN FABRICS. (One week)

##### Contract D

Problem -- How can we identify cotton and linen fabrics?

##### References:

- Trilling and Williams. A Girl's Problems in Home Economics. Pp 140-142, 135-136.  
 Small. How to Know Textiles. Pp 192-193, 184-185, 197.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 135-136, 140-142.  
 Dyer. Textile Fabrics.  
 Rathbone and Tarpley. Fabrics and Dress. Pp 77-101.

##### Questions for study and consideration:

1. What are the different characteristics of linen and cotton?
2. What particular characteristic of each fiber helps to spin it into yarn or thread?
3. How do the characteristics of the fibers affect the fabric?
4. How does the structure of each fiber affect its laundering quality?
5. How do linen and cotton compare in regard to durability,

laundering qualities, price and ease of handling?

Procedure:

1. Describe the difference between the appearance and feel of cotton and linen fabrics.
2. Compare linen and cotton as to durability, laundering qualities, price and ease of handling.
3. Collect samples of linen and cotton material.
4. Select several cotton and linen samples. Unravel a piece of the yarn of each, then untwist the yarn until the fibers are separated. Examine under the microscope.
  - (a) Note their differences in appearance.
5. Make a list of the cotton and linen fabrics that you use in one day.
  - (a) Do these fabrics have the same characteristics?
  - (b) What differences do you find? Can you see any reasons why they are different.
6. From the fabrics that you are wearing note those that are different in construction.
7. Take a sample of turkish toweling, a cotton napkin, and a cotton stocking. What are their differences? What are their similarities?
8. Take a sample of linen toweling, linen napkin, and linen dress material. What are their differences? What are their similarities?
9. Compare a sample of Indianhead and sateen. What differences do you find? How can you tell them apart?
10. Make a list of twelve cotton and five linen fabrics. Find examples of each.
11. Secure from your teacher's desk a number of samples that are not labeled. Sort out the cotton and linen samples and then write out the names of each. Ask your teacher to check your list.



## Contract C

Problem -- What are the different weaves and their uses?

## References:

- Trilling and Williams. A Girl's Problems in Home Economics. Pp 143-146, 293.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 85-87, 143-146.  
McGowan and Waite. Textiles and Clothing. Pp 45-53.  
Dyer. Textile Fabrics. Pp 47-59.  
Balldt. Clothing for Women. Pp 51-64, 34-41.  
Small. How to Know Textiles. Pp 28-49.  
Rathbone and Tarpley. Fabrics and Dress. Pp 77-101.

## Questions for study and consideration:

1. How is cloth made?
2. What are the threads in the cloth called?
3. What is the difference between these threads?
4. How does the weave affect the appearance of material?
5. How do the weaves differ?
6. What are the characteristics of each of the different weaves?
7. What are the uses of the different weaves?
8. What are the advantages in knowing the different weaves and their uses?

## Procedure:

1. In your reference material you will find examples of a number of weaves of fabrics.
2. You will also find samples of different materials and a magnifying glass at your teacher's desk.
3. Examine the pictures in your book. Observe the samples of material under the magnifying glass. See if you can tell which way the filling threads cross the warp

- threads in the plain, twill and satin weaves. Find two or more examples of material that illustrate each weave. Find out the names of these materials that you have selected.
4. Each of these weaves has a particular use. Write out the characteristics and use of each.
  5. There are three other kinds of weaves that also are important. These are described in your references and examples of each are given.
  6. See if you can find them without help.
  7. Find samples of material of each of these weaves. Your teacher will have samples on her desk of these weaves. Examine them under the microscope.
  8. Describe the difference between these and the three that you have just studied.
  9. Compare a piece of plain material and knitted material under the microscope. What is the difference between the two. Compare the samples as you see them through the microscope with the diagram in your book.
  10. How can you tell knitted material from woven material?
  11. Write out several uses of knitted material.
  12. Make a list of the facts that you have learned about the six weaves.
  13. What weave is most commonly used? Collect as many samples as you can of cotton and linen fabrics that are made of this particular weave.
  14. Find several samples of each of the other weaves.
  15. When securing samples at the stores be sure to note the price and the width of material.
  16. Save the samples you have collected for your next problem.

## Contract B

Problem -- How can I make a fabric chart?

## References:

- Illustrative charts on bulletin board.
- Illustrative material on teacher's desk.

## Questions for study and consideration:

1. What are the most important facts that I have learned about fabrics?
2. How shall I plan my chart so as to include these facts in it?
3. How shall I arrange the samples on my chart so that they will be attractive.

## Procedure:

1. Make a plan for a fabric chart.
2. Find cotton samples that will illustrate each weave.
3. Try to find linen samples that will illustrate as many of the weaves as you can.
4. Select from your collection, cotton and linen samples. Cut each the same size. Arrange them neatly on your chart, giving after each:
  - (a) Name of material
  - (b) Kind of fabric
  - (c) Kind of weave
  - (d) Appearance of the material
  - (e) Several uses of the particular fabric
  - (f) The wearing qualities of the fabric
  - (g) Width of the material
  - (h) Present price per yard
5. You will find many more cotton materials than linen. A suggested minimum number is fifteen cotton samples and five linen.
6. To have an attractive chart when finished your work must be accurate and neat.

Fabric Chart

Sample of material	Kind of fabric	Kind of weave	Appearance of material	Uses	Wearing Quality	Width	Present price
Sateen	Cotton	Satin	Lustrous surface, soft to touch	Slips Linings Bloomers	Durable	1 yd.	25¢ per yd.
Handkerchief linen	Linen	Plain	Fine weave	Handkerchiefs Dresses Blouses	Very durable	1 yd.	40¢ per yd.

## Contract A

Problem -- What recent developments have been made in the manufacture of cotton and linen fabrics?

## References:

- Small. How to Know Textiles.  
Dyer. Textile Fabrics.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
Trilling and Williams. A Girl's Problems in Home Economics.  
Rathbone and Tarpley. Fabrics and Dress.  
Baldt. Clothing for Women.  
Matthews. Sewing and Textiles.  
McGowan and Waite. Textiles and Clothing.  
Dooley. Textiles.

## Questions for study and consideration:

1. How is cloth dyed and finished?
2. How is cotton manufactured into cloth?
3. What methods are used in manufacturing linen into cloth?
4. How can linen be tested to determine whether it is adulterated?
5. What effect does manufacturing have on the quality of linen materials?
6. How have the methods of spinning and weaving developed?
7. Why is cotton adulterated? What methods are used?
8. How has the knitting industry developed?
9. To what extent has the cotton and linen manufactures in the United States developed?

## Procedure:

1. Progressive development in the textile industry has been furthered by extensive research work that is be-

ing carried on at the present time. The intelligent shopper knows how fabrics are made, adulterated, and their uses. The suggested subjects below will help you to learn more about the fabrics that we wear and use every day.

2. Write a paper of approximately two hundred words on one of the following:

- (a) Coloring and Finishing of Cloth
- (b) The Production and Manufacture of Cotton
- (c) The Production and Manufacture of Flax
- (d) The Difference between Knitted and Woven Fabrics
- (e) The Adulteration of Cotton and Linen
- (f) How the Price of Fabrics is Determined
- (g) Uses of the Cotton and Linen Fibers other than for Clothing and Household Furnishings.
- (h) Compare the Early Methods of Spinning and Weaving with the Methods Used Today in Manufacturing in the United States
- (i) The Growth of the Knitting Industry

3. Obtain illustrative material for your paper from manufacturers who advertise in various women's and household magazines.

UNIT V. PLANNING AND MAKING A WASH DRESS. (Five to six weeks)

#### Contract D

Problem 1 -- How shall I select a design and pattern for my dress?

#### References:

- Rathbone and Tarpley. Fabrics and Dress. P 245.
- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 167.
- Trilling and Williams. A Girl's Problems in Home Economics. P 167.

Questions for study and consideration:

1. What type of design is suitable for wash dresses?



2. What will determine my choice of design?
3. For what occasions are wash dresses appropriate?
4. How can I plan my dress so that it will be becoming?
5. How shall I select my pattern?
6. How shall I determine the size of pattern that I should buy?

Procedure:

1. From fashion magazines select and mount a costume that will make a suitable house dress for yourself.
2. Select and mount a costume that will make you a suitable wash dress for school.
3. Decide for what occasion you desire to make your dress.
4. Select the design that you prefer for your dress and ask your teacher for her approval.
5. Have your partner take your bust measure. Purchase your pattern by this size before the next meeting of the class.

Problem 2 -- How shall I select the material for my dress?

References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 200-201.  
Trilling and Williams. A Girl's Problems in Home Economics. Pp 167-168.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 167-168.

Questions for study and consideration:

1. What materials are suitable for wash dresses?
2. What will determine my choice of material for my dress?
3. What colors are becoming to me?
4. What color should I choose?
5. How much material will I need?

Procedure:

1. Make out a list of materials that will make a suitable wash dress for school.
2. Collect from the stores a number of samples for wash dresses. Note the price and width of the material.
3. Select the sample you prefer, take it and your pattern to your teacher and secure her approval.
4. Study the chart on your pattern and determine the amount of material that you will need for your size.
5. Determine as accurately as possible the amount of material that you will need for trimmings.
6. If buttons or belt buckle are to be purchased make sure that they match your material.
7. Purchase your material before the next class period.

Problem 3 -- How can I test and use my pattern intelligently?

References:

- Rathbone and Tarpley. Fabrics and Dress. P 245.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 171.  
Trilling and Williams. A Girl's Problems in Home Economics. P 171.  
Directions with pattern.

Questions for study and consideration:

1. Why do patterns require altering?
2. How can I test my pattern, so as to know whether or not it must be altered?
3. What measurements shall I take?
4. How can I alter my pattern?
5. How shall I indicate the changes that are to be made in the pattern?
6. When is it necessary to cut a new pattern?

Procedure:

1. Open your pattern, take out all of the pieces and identify each one.
2. Place back in the envelope all pieces that you will not use.
3. In order to make a well fitted garment it will be necessary to test your pattern.
4. Study your pattern carefully and make sure that you understand all of the markings.
5. Work with another girl who is ready for this problem and arrange to take each other's measurements.
6. For taking measurements that you will use in checking your pattern follow directions given in "Fabrics and Dress" pp 246-248.
7. Even if your pattern is the correct size you will find it will be larger than your actual measurements. What reason can you give for this difference?
8. Decide on what alterations you think necessary then secure your teacher's approval.
9. For altering your dress pattern follow very closely the directions given in "Fabrics and Dress" pp 248-253.
10. Have your alterations checked by your teacher.
11. Mark all alterations on your pattern.
12. If it is necessary to cut a new pattern mark all changes on the pattern and any markings that will help you in putting the pieces together, or placing the pattern correctly on the material.
13. Fold your pattern, place it in your envelope, until you are ready to cut out your material.

Problem 4 -- What plan shall I follow in cutting out my dress?

References:

Rathbone and Tarpley. Fabrics and Dress. Pp 254-256.

Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 42, 172-173.

Trilling and Williams. A Girl's Problems in Home Economics. P 42, 172-173.

Directions with pattern.

Questions for study and consideration:

1. Why should my material be pressed?
2. How shall I place my pattern on my material?
3. Why will it be necessary to place all pieces on the material before cutting any out?
4. How should I lay the front and back of my pattern on the material so I will be sure to cut them out correctly?
5. How shall I pin the pattern on the material?
6. What necessary markings should I make on the material before removing my pattern?

Procedure:

1. Press your material.
2. Lay your pattern on in the most economical way.
3. Place large pieces first.
4. Make sure that you know what pieces are cut lengthwise and crosswise of the material.
5. You may need to shift some of the pieces before cutting into your material. Make sure that you know where you are going to cut each piece.
6. For information on cutting see "Fabrics and Dress" pp 254-256.
7. Secure your teacher's approval before you start cutting.
8. Make any necessary markings before removing your pattern, such as:

- (a) darts
- (b) gathers
- (c) pleats
- (d) pin tucks
- (e) notches

9. Remove your pattern and fold your material neatly until you are ready to baste your dress together.

Problem 5 -- What procedure shall I follow in making my dress?

References:

Rathbone and Tarpley. Fabrics and Dress. Pp 209-210.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 173.  
 Trilling and Williams. A Girl's Problems in Home Economics. P 173.  
 Illustrative material on teacher's desk.

Questions for study and consideration:

1. Why should I follow a definite order of work?
2. How shall I plan the procedure to be followed in making my dress?

Procedure:

1. Use the suggested plan of work in "Fabrics and Dress" pp 209-210 as a guide, and make a plan for your particular dress.
2. Ask your teacher to check your plan.
3. Follow your plan carefully to avoid making mistakes.

Problem 6 -- How shall I prepare my dress for the first fitting?

References:

Rathbone and Tarpley. Fabrics and Dress. Pp 258-264.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 174-175.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 174-175.  
 Miller, Laitem and Cook. Clothing Units. Pp 143-146.

Brown and Others. Clothing Construction. Pp 83-91.  
Illustrative material on teacher's desk.

Questions for study and consideration:

1. Why should my dress be properly fitted?
2. How shall I put my dress together for the first fitting?
3. What two methods can be used in fitting a dress?
4. Which shall I choose?
5. Why should I fit my dress over the same kind of undergarments that I shall wear with it?
6. How shall I stand when having my dress fit?
7. What points should one observe in fitting a dress?

Procedure:

1. Baste your dress together following directions in "Fabrics and Dress" pp 256-257.
2. Choose one of the methods on page 258 in "Fabrics and Dress" to use in fitting your dress.
3. To secure a good fit for your dress observe closely the points given for a well fitted dress on page 260 in "Fabrics and Dress."
4. Stand before a tall mirror and decide for yourself what parts fit correctly and what ones do not.
5. Tell your teacher and the girl with whom you are working what you think is wrong with your dress, also what parts fit correctly.
6. Ask your partner to adjust your dress and mark any alterations that are necessary.
7. Have your alterations checked and approved by your teacher.
8. Mark the changes and rebaste where necessary.
9. Try on a second time for a final check.



Problem 7 -- How shall I make the seams in my dress?

References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 264, 218.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 43-45.  
Trilling and Williams. A Girl's Problems in Home Economics. Pp 43-45.  
Miller, Laitem and Cook. Clothing Units. Pp 142-143.

Questions for study and consideration:

1. What kind of seams are suitable for wash dresses?
2. How are these different seams finished?
3. How will I decide on the kind of seams to use on my dress?
4. Why is good workmanship important?

Procedure:

1. Take into consideration your material and purpose of your dress, then decide on the kind of seams that will be best to use.
2. Ask your teacher for her approval. Give her your reasons why the kind of seams that you have chosen will be satisfactory.
3. You may not use the same kind of seams for all parts of your dress. Make a list of the different seams you will use stating the proper place for each. This outline will be a helpful guide in your work.
4. In your references you will find directions for making and finishing all of the seams that you will use.
5. Remember to press your seams as you make them, and secure your teacher's check before working on the next problem.

Problem 8 -- How shall I finish the neck of my dress?

References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 228-235.

Trilling and Williams. A Girl's Problems in Home Economics. P 170.

Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 170.

Questions for study and consideration:

1. How shall I adjust the neck line of my dress?
2. What different ways can I finish the neck?
3. How shall I decide the type of finish to use?
4. What should I consider in deciding on the type of collar that is most becoming to me?
5. What method shall I use in putting on the collar?

Procedure:

1. For different types of neck lines and collars see "A Girl's Problems in Home Economics" p 170. "Fabrics and Dress" pp 47, 103. "Pattern." "Fashion Magazines."
2. Decide on the type of neck finish most becoming to you and most suitable for your garment.
3. Try on your dress. Ask the girl working with you to mark the neck line, according to the neck finish that you have chosen. Secure your teacher's approval. Remove your dress and cut as indicated. Try on again to make sure that it has been adjusted correctly.
4. If your choice is a collar, select the type you will wish to use. Ask your teacher's approval of the type of collar that you have chosen.
5. The method used in putting on your collar will depend upon the type of collar that you have chosen. For different methods in putting on collars see "Fabrics and Dress" pp 228-234.
6. Choose the method suited to your type of collar and follow directions for finishing and sewing the collar to your dress.
7. Try on and secure your teacher's approval of your work.

Problem 9 -- How shall I set in the sleeves of my dress?

References:

- Rathbone and Tarpley. Fabrics and Dress. Pp 267-269.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 178-179.  
Trilling and Williams. A Girl's Problems in Home Economics. Pp 178-179.

Questions for study and consideration:

1. How shall I mark the armseye?
2. How can I tell the difference between the right and left sleeve?
3. How can I ease in the fullness so that my sleeve will not appear gathered but still afford comfort in wearing?
4. How should I pin in my sleeve?
5. How shall I place the pins? Why?
6. How shall I fit my sleeves?
7. How wide a seam should I take in my sleeve?
8. How can this seam be finished?

Procedure:

1. To set in your sleeve follow directions in "Fabrics and Dress" pp 267-269.
2. Ask your partner to mark the armseye for you. See "Fabrics and Dress" p 264. Secure your teacher's approval.
3. Follow closely your directions and try pinning your sleeve in without help. Let your teacher see your sleeve before it is basted. Her suggestion will help you.
4. Baste both sleeves in, try on, and ask your teacher's help in deciding how your sleeves fit, and what adjustments are necessary.
5. If your sleeve needs adjusting your teacher will help

you in making the proper adjustment. "Fabrics and Dress" p 271.

6. Rebaste your seam and try on for a second fitting.
7. Secure your teacher's approval before stitching in your sleeves.
8. Stitch, press and finish the seams of your sleeves.
9. Ask your teacher to check your work, then start the next problem.

Problem 10 -- How shall I finish the sleeves of my dress?  
 How shall I finish my belt? How shall I  
 make the other necessary finishes in my dress?

References:

Rathbone and Tarpley. Fabrics and Dress.

Questions for study and consideration:

1. When should the bottom of the sleeves be finished?
2. What kind of finishes are satisfactory for the bottom of sleeves?
3. In deciding on the kind of finishings for my sleeves what other finishings must I take into consideration?
4. What will be the most satisfactory way to finish the bottom of my sleeve? Why?
5. How shall I make my belt?
6. How shall I make other necessary finishes?

Procedure:

1. Try on your dress and determine the exact length that you wish your sleeves.
2. Find pictures of different methods of finishing the bottom of sleeves.
3. Decide on the best way to finish your sleeve. Ask your teacher for her approval.
4. For methods on putting on a cuff refer to "Fabrics and

Dress" pp 298-299, 285.

5. If you are finishing your sleeve with a cuff select the method that you think is the best to use, then secure your teacher's approval. Follow the directions carefully in making the cuff for your dress.
6. If your sleeve is to be finished with a facing or hem instead of a cuff see "Fabrics and Dress" pp 298-299.
7. For making your belt see "Fabrics and Dress" p 272, 292.
8. Find several satisfactory ways of finishing belts.
9. Select the one most satisfactory for your dress, and follow that procedure in making it.
10. Try on your dress, adjust your belt and secure your teacher's approval.
11. In deciding on other trimmings make sure that they are in keeping with the design and material of your dress.
12. Secure your teacher's approval and check on any trimmings you use.

Problem 11 -- How shall I put in the hem of my dress?

References:

- Rathbone and Tarpley. Fabrics and Dress.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
Trilling and Williams. A Girl's Problems in Home Economics.

Questions for study and consideration:

1. What are the different methods used in putting in a hem?
2. Which method will be best for my dress? Why?
3. What procedure should I follow in putting in the hem?

Procedure:

1. Ask another girl who is ready to make the hem in her dress to work with you and each one mark the hem line in the other's dress.
2. Decide on the length that you desire your dress to be.
3. To correctly measure the hem see "Fabrics and Dress" Pp 216, 272. "A Girl's Problems in Home Economics" p 50.
4. For methods on putting in the hem refer to "Fabrics and Dress" pp 285-287, 216-218. "A Girl's Problems in Home Economics" pp 27-28.
5. Choose the method most suitable for your material, and secure your teacher's approval to use it.
6. Make a plan of the order that you will follow. Ask your teacher to check your plan before starting to work.
7. In putting your hem in by hand it may be necessary for you to practice making a hemming stitch. Make a sample and ask your teacher's approval of your work before starting to hem your dress.

Problem 12 -- How shall I criticize my dress?

References:

- U. S. Department of Agriculture. Score Cards for Judging Clothing Selection and Construction. Misc. Cir. 90. Illustrative score cards on teacher's desk.  
Rathbone and Tarpley. Fabrics and Dress. P 10.

Questions for study and consideration:

1. What points should be observed in checking over my dress before it is scored?
2. What points should I consider in judging my dress?
3. How will a score card help me to judge my dress?
4. How can I make a score card?
5. What methods of work have helped me to have a neat



and carefully made garment?

Procedure:

1. To make sure that your dress is ready to be scored check it with the following:
  - (a) Have I removed all bastings?
  - (b) Have I tied and cut all loose threads?
  - (c) Have I taken out all pins?
  - (d) Have I trimmed or finished the seams?
  - (e) Have I given my dress a final pressing?
  - (f) Have I hung my dress correctly on a hanger?
2. To make a score card see "Score Cards for Judging Clothing Selection and Construction." Study the score card on page 7 for judging school, house or street dresses and make one similar for judging your dress.
3. Secure your teacher's approval of your score card.
4. Score your dress.
5. Write our a brief criticism of your work.
6. Ask your teacher to score your dress and give you her criticism on your work.
7. Make a list of methods of work that have helped you to do better work on this problem.

Contract C

Problem -- How shall I score dresses other than my own?

References:

Rathbone and Tarpley. Fabrics and Dress. P 10.  
 U. S. Department of Agriculture. Score Cards for Judging Clothing Selection and Construction. Misc. Cir. 90.  
 Illustrative material on teacher's desk.

Questions for study and consideration:

1. How shall I score the dresses of the members of my class?
2. How will scoring another girl's dress help me in my sewing?

3. What can other members of my class gain in scoring my dress?

Procedure:

1. Arrange to work with several girls that have scored their dresses and score each other's dresses.
2. Use the score card that you used for your dress.
3. Compare scores, if more than one girl is working on this contract.
4. Discuss differences in scores.
5. Ask your teacher to check your scores and give her criticism.

Contract B

Problem -- How does the dress that I have made at school compare with a similar ready-made garment?

References:

Rathbone and Tarpley. Fabrics and Dress. Pp 174-176.

Questions for study and consideration:

1. What points shall I consider in comparing a similar ready-made garment with my dress?
2. What are the advantages in making your clothes at home? In buying them ready-made? The disadvantages?
3. What points should you consider in deciding whether to make a dress or to buy it ready-made?

Procedure:

1. Make a list of points to consider in comparing your dress with one ready-made similar to the following:
  - (a) quality of material
  - (b) style
  - (c) fit
  - (d) color
  - (e) price

- (f) durability
- (g) laundering quality
- (h) workmanship

2. Visit a clothing store to study the ready-made garments for sale. Note the present styles, kinds of materials that are used for wash dresses and present prices.
3. Bring to school several ready-made wash dresses from the store, and from home for comparison with the garments made at school.
4. If possible select a ready-made dress of the same quality of material as one made at school and compare on the points listed above.
5. Make comparisons of several garments.
6. Write out your answer to questions 2 and 3.
7. In deciding whether to make a dress or to buy it ready-made refer to "Fabrics and Dress" p 175. Consider carefully this list of points and add any others that may be helpful.

#### Contract A

Problem -- What accessories and wearing apparel are appropriate to wear with my dress to school?

#### References:

Fashion magazines  
Rathbone and Tarpley. Fabrics and Dress. Pp 102, 109.

#### Questions for study and consideration:

1. What type of shoes are suitable to wear to school with my dress?
2. What will help me to determine the kind and color of house to wear?
3. How shall I choose a hat and coat that will look well with my dress?
4. What type of purse or bag will be most appropriate to carry when I wear this particular dress?

5. What other accessories will be suitable to wear with my dress?

Procedure:

1. Select from the fashion magazine a complete outfit to go with your dress, consisting of:
  - (a) shoes
  - (b) hose
  - (c) hat
  - (d) coat
  - (e) purse
  - (f) accessories
  - (g) handkerchief
2. Mount neatly on a chart a picture of the above garments and a picture of your dress.
3. Bring wearing apparel and accessories to be worn with your dress to school.
4. Try different ones on with your dress and ask your teacher and other girls working on this contract for their criticism.
5. Make the selection that meets the approval of your teacher and the group.

UNIT VI. REMEMBERING OUR FRIENDS AT CHRISTMAS TIME.  
(one week)

Contract D

Problem -- How can we make Christmas mean the most to us?

References:

Christmas stories.

Questions for study and consideration:

1. What is the true spirit of Christmas?
2. Why do we give gifts at Christmas time?

3. How can we get the most joy out of giving gifts?
4. Whom should we remember at Christmas time?
5. How should the custom of exchanging gifts at Christmas time be observed.
6. Should Christmas gifts be expensive ones? Why?
7. Would you advise one to decide on a definite amount of money to spend for Christmas and keep within that limit? Why?

Procedure:

1. Make a list of the people to whom you wish to give gifts including:
  - (a) Your family and relatives.
  - (b) Your friends.
  - (c) Some one less fortunate than yourself.
2. Make a list of suitable gifts to give to each of the above. Select a gift that you would like to give to each one. Estimate what will be the total cost. Can you afford to spend this much money?
3. Check over our list to see which of the gifts you can make. Will making part of your gifts save you money?
4. Choose from your list an article to make at school for a member of your family. Secure your teacher's approval.
5. Look up any directions that are needed to make your article. When completed score your gift and ask your teacher also to score it.

Contract C

Problem -- How is Christmas observed in other lands?

References:

The American Encyclopedia. Volumes III and IV.  
Smith and Hazeltine. Christmas in Legend and Story.  
Pringle and Uram. Yule Tide in Many Lands.  
Irving. The Sketch Book. Pp 184-248.

Schauffler. Christmas--Our American Holidays.  
 Complete Works of Charles Dickens. Christmas Books.  
 Volume 25.  
 Complete Works of Charles Dickens. Christmas Stories.  
 Volume 22.

Questions for study and consideration:

1. What noted characters are associated with Christmas?
2. How do different countries observe Christmas?
3. What are the different ways of decorating the homes in the different countries?
4. What is the origin of the Christmas carol? The Christmas tree?
5. What Christmas stories present the Christmas spirit?
6. What customs do we observe in our country today?

Procedure:

1. Find out what different characters are associated with Christmas. Refer to "The American Encyclopedia." Volume VI, p 623.
2. Look up different ways of exchanging gifts and observing Christmas in other lands and in America. Refer to "The American Encyclopedia" Volume III, p 442. "Yule Tide in Many Lands!" "The Sketch Book" pp 184-248.
3. Look up the origin of the Christmas carol. Find the country in which different carols are sung. Refer to "Christmas--Our American Holidays."
4. Read a story centering around Christmas. Write out briefly why you consider it a good or poor Christmas story. For Christmas stories refer to:
  - (a) "Christmas Books, A Christmas Carol" pp 3-82.
  - (b) "Christmas Stories, The Holly Tree" pp 29-49.
  - (c) "Stories in Christmas in Legend and Story."
5. Write out a list of customs that are observed today at Christmas time.
6. Arrange to join a group discussion covering the above questions.



## Contract B

Problem 1 -- How can I remember my friends at Christmas time to whom I do not send presents?

## References:

Observe Christmas cards for sale in stores.  
Magazines.

## Questions for study and consideration:

1. What are some ways other than gifts to remember friends at Christmas?
2. How can I make my own Christmas cards?
3. How can I make my own name cards?

## Procedure:

1. Make Christmas cards at school.
2. Use stationery or construction paper. Select a simple design for a Christmas card. You may prefer to make an original design. Trace or draw design on card. Print or write neatly any lettering. Color, using crayons, pastello colors or water colors.
3. Include among those to whom you send cards some one who is ill.
4. Make attractive name cards to place in your Christmas presents.

Problem 2 -- How shall I wrap my Christmas gifts?

## References:

Observe Christmas packages in the stores.  
Magazines.  
Newspapers.

## Questions for study and consideration:

1. Why are attractively wrapped Christmas gifts pleasing?

2. What are some ways that Christmas gifts are wrapped?
3. Which ones are suitable for my gifts?
4. Where shall I place the name card?

Procedure:

1. Plan to wrap the gifts that you made at school and also other gifts brought from home.
2. Select tissue paper, Christmas wrapping paper and cord or ribbon that will harmonize well with your gift.
3. Work with a group of girls that are ready for this problem.
4. Find a good way to wrap packages, then watch some member of your group demonstrate how to wrap neatly a package that is to be sent through the mail and also one that will not. For a package to be sent through the mail place the name card neatly on the inside. For a gift which will not be sent through the mail place the name card inside or tie it neatly on the outside.
5. Look up rules for mailing.
6. Have your teacher examine the packages wrapped in the demonstration before continuing with the others.
7. Each girl wrap her own packages.
8. Cut tissue paper and wrapping paper the proper size for your package. Fold. Place your gift on the paper ready to be wrapped. Secure your teacher's approval, then wrap your package neatly. Ask your teacher to check the general appearance of your package after you have finished wrapping it.

Problem 3 -- What table decorations can I make?

References:

Observe table decorations for sale in the stores.  
Magazines.

Questions for study and consideration:

1. What kind of decorations are suitable to use on the table?

2. How can I make attractive table decorations?

Procedure:

1. Select from magazines decorations that could be used to decorate your table at home for Christmas dinner.
2. Plan how to make a favor or place card then ask your teacher for her approval.
3. When finished secure her final check.

Contract A

Problem -- What gift can I make for some one less fortunate than I am?

References:  
Magazines.

Questions for study and consideration:

1. What gifts are suitable for this person?
2. How much can I afford to spend for this gift?
3. Why do I receive more pleasure from giving than from receiving?

Procedure:

1. List articles that you could make that would be suitable to give to this person.
2. Select one to make and ask your teacher's advise.
3. When finished, secure your teacher's final check. Wrap neatly and mail or deliver personally.

UNIT VII. CARING FOR MY OWN ROOM. (Two weeks)

Contract D

Problem -- How shall I care for my room?

References:

- Trilling and Williams. A Girl's Problems in Home Economics. Pp 199-213.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 199-213.

Questions for study and consideration:

1. What responsibility should I assume in caring for my room?
2. What is an efficient way to clean my room?
3. What effect will the orderliness of my dresser, desk and closet have on the daily and weekly cleaning?
4. How shall I make my bed?

Procedure:

1. Do the weekly cleaning of your room.
2. Make a plan to follow in this cleaning.
3. Include in your plan:
  - (a) Rearrangement of clothes in your wardrobe.
  - (b) Rearrangement of clothes kept in dresser or cedar chest.
  - (c) Rearrangement of accessories and toilet articles.
  - (d) Rearrangement of books on study table.
  - (e) Changing linen and making bed.
  - (f) Changing other linens.
  - (g) Sweeping.
  - (h) Dusting.
  - (i) Polishing furniture.
  - (j) Putting things in order.
4. Ask your teacher to check your plan.

5. Report to your teacher the time used and any changes that are necessary in your plan. Also give her your criticism on your results.
6. Make a plan for the daily care of your room. Using the score card on page 211 in "A Girl's Problems in Home Economics" as a guide, make a score card and check yourself, keeping account of the time that you spend caring for your room daily for one week. Ask your teacher for her criticism on your efforts. Use your score card frequently and report to your teacher how it has helped you.

### Contract C

Problem -- How can I have an attractive and restful bedroom?

References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 260-269, 307.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 260-269, 307.  
 Kinyon and Hopkins. Junior Home Problems. Pp 86-91.

Questions for study and consideration:

1. How can I rearrange the furniture in my room to make it more restful?
2. How will a different arrangement of the small articles in my room make it more attractive?
3. Will my curtains need to be arranged differently? If so, how?
4. Are my pictures hung correctly?
5. How could I change them and other wall decorations so as to make a more pleasing arrangement?

Procedure:

1. Make a drawing of your bedroom showing the present arrangement of furniture, rug and accessories.
2. Make a drawing showing a better arrangement of the furniture in your room. Make a sketch of the walls

showing arrangement of pictures, curtains or any wall decoration.

3. Make a drawing of the top of your table and dresser showing a pleasing arrangement of the articles on them.
4. Rearrange your room at home according to your plan.
5. Report to your teacher the results of your new arrangement. Do you consider the new better than the former arrangement? Why?

#### Contract B

Problem -- How can I care for the linens, curtains and accessories in my room?

References:

Rathbone and Tarpley. Fabrics and Dress. Pp 337-338, 366.

Questions for study and consideration:

1. How can the curtains in my room be cleaned?
2. What care should I give my pictures and other wall decoration?
3. How should I care for accessories on my dresser and desk?
4. How can I clean my silk pillow?
5. How shall I launder the linens in my room?

Procedure:

1. Find different methods of laundering curtains. Which one will you choose? Why?
2. After you have selected the method that you wish to use, write out the procedure that you will follow. You should include the name of the material of your curtains and the approximate time you expect it to take you. Have your teacher check your plan. If convenient you may launder your curtains at school, or



you can do the work at home and report to your teacher your results.

3. Find a good method of cleaning the pictures and accessories in your room. Report to your teacher the method to be used and later the results.
4. To clean your silk pillow you may need to remove the cover. Find out how to wash silk materials. Plan to wash the pillow cover at school.
5. It probably will be convenient for your linens to be washed with the family laundry. Plan to bring your clean linens to school to be ironed.
6. Find out how linens should be sprinkled and ironed. Take extra pains with your ironing.
7. Ask your teacher to criticize your ironing, also other members of your class.
8. Fold carefully and wrap in brown paper.

#### Contract A

Problem -- How shall I plan an attractive bedroom that can be easily cared for?

#### References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 307.  
 Trilling and Williams. A Girl's Problems in Home Economics. P 307.  
 Kinyon and Hopkins. Junior Home Problems. Pp 86-99.  
 Matthews. The House and Its Care. Pp 1-43.  
 Trilling and Williams. Art in Home and Clothing. Pp 137-151.  
 Magazines.

#### Questions for study and consideration:

1. How shall I plan a bedroom that can be easily cleaned?
2. How can I make my room attractive?
3. How can I arrange the furniture so that my room will be convenient, comfortable, and easily cared for?

4. What points shall I consider in selecting the articles for my room that will make the caring for it less burdensome?

Procedure:

1. Plan a bedroom that you would like to have and that can be easily cared for.
2. Make a floor plan of your room showing the arrangement of large pieces of furniture and rug.
3. Select from magazines pictures of furniture, curtains, rug and accessories for your room.
4. Choose colors for your bedroom that harmonize well together.
5. Write a brief description about your bedroom, giving details where you have not been able to find pictures.
6. Check yourself on the following points:
  - (a) Have I chosen furniture that can be easily dusted?
  - (b) Can my curtains be cleaned easily?
  - (c) Does my rug go well with the other articles in my room? Is it suitable for a bedroom? Will it soil easily?
  - (d) Have I chosen colors that will not show the dirt as well as colors that harmonize.
  - (e) Have my accessories been well chosen so that they can be easily cared for?
  - (f) Are my linens simple, attractive, and the type that I can launder?
  - (g) Have I arranged my furniture and accessories conveniently so that caring for my room will not be burdensome?
7. Make a drawing of the top of your dresser and study table showing a good arrangement of articles.
8. Hand in your work and secure your teacher's criticism.

UNIT VIII. HOW TO OBTAIN THE GREATEST SERVICE FROM OUR  
CLOTHING. (One to two weeks)

Contract D

Problem -- How can we increase the service of our clothing?

References:

- McGowan and Waite. Textiles and Clothing. Pp 205-216.  
Trilling, Williams and Reeves. A Girl's Problems in  
Home Economics. Pp 228-229, 230-237, 246.  
Trilling and Williams. A Girl's Problems in Home  
Economics. Pp 228-229, 230-237, 246.  
Rathbone and Tarpley. Fabrics and Dress. Pp 351-357.  
Justin and Rust. Problems in Home Living. P 121.

Questions for study and consideration:

1. How does mending increase the service of our clothing?
2. What types of mending are most commonly used?
3. How does daily care of clothing increase its service?
4. How shall I care for my clothing when not in use?
5. How are the most common stains removed?

Procedure:

1. Everyone admires the girl whose personal appearance shows that she has not been careless in caring for her clothing. It is not necessary to buy new clothes to appear neat and well dressed, but it is important to see that our clothes are well cared for. Write out a list of tasks every high school girl can do that will help her to properly care for her clothing.
2. To satisfactorily mend one's clothes it is necessary to know how to patch and darn. Bring from home articles that can be mended by these methods.
3. The kind of patch that you will use for your article will depend on the type of garment and the nature of the tear.

4. Before patching your article study the diagrams and methods of patching in "A Girl's Problems in Home Economics" pp 30-232. "Fabrics and Dress" pp 355-357.
5. Select the type of patch that will do best on your article and ask your teacher's approval.
6. To do neat work on your material you will need some practice work. Make a sample of a patch. Take it to your teacher for her approval before making the one on your material.
7. Select a garment that needs darning.
8. For methods on darning refer to "A Girl's Problems in Home Economics" pp 228-229. "Fabrics and Dress" pp 351-355.
9. Make a sample if necessary then carefully darn the tear in your material.
10. Ask your teacher to check your work.
11. Make a list of rules to be followed every day that will keep your clothing fresh and attractive. In making your list write out the answers to the following questions and give several original suggestions.
  - (a) Why should clothes be brushed?
  - (b) How do dress hangers protect one's clothing?
  - (c) How should shoes be cared for daily?
  - (d) What daily care should I give soiled hose and underwear?
  - (e) What daily care should I give my hat and gloves.
12. Write out the answers to a similar list of questions on ways you can care for your clothing when not in use.
  - (a) Why should I hang my clothes on a hanger when not in use?
  - (b) What are the advantages of a shoe holder?
  - (c) How will a dress cover protect my clothes?
  - (d) Why should I have a definite place for my clothing and accessories?

- (e) How can I store my winter clothes?
  - (f) How can summer clothes be properly stored away for the winter?
13. Bring articles from home to use for removing stains.
  14. Arrange to work with other girls that are ready for this problem.
  15. For method on removing stains see "Problems in Home Living" p 121. "A Girl's Problems in Home Economics" pp 232-236.
  16. Find out the kinds of fibers, absorbants are usually used on satisfactory.
  17. Find out the kind of stains that are removed satisfactorily by the use of absorbants.
  18. For further directions on using absorbants see "Laundering", page 18, by Balderston.
  19. Demonstrate to the group how to remove stains by this method.
  20. Find out the names of different solvents. Select several that can be satisfactorily used at school or in your home.
  21. Using these solvents practice removing stains from your articles.
  22. A good example of removing stains by this method is pouring hot water through a linen napkin or table cloth to remove coffee or fruit stains.
  23. Bleaches are used for removing stains from certain kinds of material. Find out what these are and the kinds of bleaches that are often used.
  24. Make a list of the kinds of stains that can be removed by bleaching.
  25. Select from your articles stains that can be removed by this method and demonstrate to your group how to remove them.
  26. Ask your teacher to check the results of your work.

## Contract C

Problem -- What methods do cleaning establishments use in dry cleaning?

## References:

Advertisements and pamphlets from cleaning establishments.  
Rathbone and Tarpley. Fabrics and Dress. P 341.

## Questions for study and consideration:

1. What is dry cleaning?
2. What materials are cleaned better by this method than other methods of cleaning?
3. Why is this type of cleaning not satisfactorily done in the home?
4. How can dry cleaning be carried on satisfactorily in cleaning establishments?
5. Why is it possible for clothes to be pressed better in a pressing establishment than in our homes?
6. How are clothes mended?

## Procedure:

1. Find answers to the above questions.
2. Before visiting a cleaning and pressing establishment make a list of points to observe similar to the following:
  - (a) The solvents that are used in dry cleaning.
  - (b) The kinds of garments that are cleaned by this method.
  - (c) The kinds of materials from which these garments are made.
  - (d) The number of times that the garments are washed.
  - (e) The number of times the garments are rinsed.
  - (f) How they are dried.
  - (g) Observe closely the pressing.
  - (h) Mending may be done by machine. Observe closely how it is done.



3. After your visit make a list of other items that you observed and that you think are worth remembering.

### Contract B

Problem -- What alterations will improve the style and appearance of my dress?

References:

Fashion magazines.

Questions for study and consideration:

1. Is it wise economy to make alterations and changes in garments?
2. How will making slight alterations in a garment give it more service?
3. What are some satisfactory ways of making alterations in garments without making them over entirely?
4. How can I make a dress more up to date in style and appearance?

Procedure:

1. Bring a garment to class that needs slight alterations.
2. Plan how the garment can be changed to bring it up to date, such as
  - (a) Putting on new collar and cuffs.
  - (b) Changing the belt.
  - (c) Making the dress longer.
3. Ask your teacher for her opinion of your suggestions.
4. Make the necessary adjustments.
5. If your dress is the type of garment that can be washed with soap and water, wash and press it before having it criticized.
6. If it is the type of garment that you cannot launder arrange to send it to the cleaners, then ask your teacher to check it.

## Contract A

Problem -- How can I launder a wash silk dress?

## References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 245.  
Trilling and Williams. A Girl's Problems in Home Economics. P 245.  
Rathbone and Tarpley. Fabrics and Dress. Pp 337-338.

## Questions for study and consideration:

1. What kinds of silk material can be laundered in soap and water? Why cannot all silk materials be laundered safely by this method?
2. What precautions should be taken in washing a silk dress?
3. What method of procedure will be best for me to follow?

## Procedure:

1. Write out a list of silk materials. Check the ones that can be satisfactorily laundered with soap and water.
2. Select one of your silk dresses that can be laundered by this method.
3. Write out a procedure for laundering silk garments similar to the example given in Unit II, Contract B.
4. Ask your teacher to check your plan.
5. Launder your dress at school following carefully directions for washing and ironing.
6. Ask the members of your class who are working on Contract A to judge your dress.
7. Secure your teacher's criticism on your work.

## Second Semester

UNIT I. KEEPING WELL AND HAPPY BY GOOD HEALTH HABITS.  
(Two weeks)

## Contract D

Problem 1 -- How can we judge our health?

## References:

- Trilling and Nicholas. The Girl and Her Home.  
Greer. Foods and Home Making.  
U. S. Department of Agriculture. A Guide to Good Meals  
for the Junior Homemaker. Misc. Cir. 49.  
Justin and Rust. Problems in Home Living.

## Questions for study and consideration:

1. What is good health?
2. How is good health determined?
3. How can I know that I am in good health?
4. How can I find out what my weight should be?
5. How will knowing whether or not I am over or under weight help me in determining the condition of my health?
6. What should one gain from a physical examination?

## Procedure:

1. Find from your reading a good definition of health.
2. Make a list of the indications of good health.
3. List a number of people that you know and judge their health by the indications that you have listed.
4. Describe a person whom you consider to be in perfect health.
5. Take an inventory of your own health and list outstand-

ing points that indicate that you are in good health. How do these points compare with the items you have listed as indications of good health?

6. Find out why doctors advise medical and physical examinations. Who should take them? How often? Why should an examination of the teeth and eyes be included in this health examination? "The Girl and Her Home" pp 296-297. "Problems in Home Living" pp 254-260.
7. Find out your actual weight. Using the weight charts find what your weight should be and determine whether or not you are over or under weight.
8. How will knowing your own weight help you to judge your health? "Foods and Home Making" pp 597-599. "Everyday Food" p 478. "A Guide to Good Meals for the Junior Homemaker."
9. If there is a health nurse in your school or community ask your teacher if she will invite her to talk to your class about health.

Problem 2 -- How can our everyday living contribute to building good health?

References:

- Trilling and Nicholas. The Girl and Her Home. Pp 298-309, 330-332.  
 Justin and Rust. Problems in Home Living. Pp 201-205.  
 Lenman, McKay and Zuill. The Family's Food. Pp 30-37.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 341-343.  
 Greer, Foods and Home Making. Pp 465-474.  
 Trilling and Williams. A Girl's Problems in Home Economics. Pp 341-343.

Questions for study and consideration:

1. How do good health habits improve one's health?
2. Why is it necessary to practice health habits daily?
3. How do good health habits build health?
4. How does the right kind of food and clothing contribute to health?

5. How can we maintain the highest degree of health?
6. How can we interest others in health?

Procedure:

1. Make a list of good health habits.
2. Include in your list:
  - (a) Good eating habits.
  - (b) Habits in regard to clothing.
  - (c) Habits in regard to rest and recreation.
  - (d) Good work habits.
  - (e) Good mental habits.

"The Girl and Her Home" pp 298-309. "A Girl's Problems in Home Economics" pp 341-343. "Foods and Home Making" pp 465-474.
3. Give reasons why these habits should be practiced every day.
4. Write a paragraph comparing the healthfulness of modern clothing with that of some historic period.
5. Arrange to work with a group that is working on this problem. Use the health habits that you have listed and have a group discussion on these, each one contributing the best from his list. Group make a list of health habits that meets the approval of the class. Submit the list to your teacher for her approval.
6. Try interesting other students not in your class in the health habits that your class has made.
7. Secure permission to place this list on the bulletin board or in some convenient place in the school building.

Problem 3 -- How can every member of the family cooperate in building health?

References:

- Trilling and Nicholas. The Girl and Her Home. Pp 294, 306-308.  
Justin and Rust. Problems in Home Living. Pp 226-227.

Questions for study and consideration:

1. What is your part in the maintenance of health in your home?
2. How can younger members have a share in the maintenance of the health of the family?
3. How can your parents cooperate in building health?
4. How will a wholesome attitude toward life improve one's health?
5. What effect does a moody disposition have upon one's health?
6. How does an even disposition help to improve your health?
7. How can we keep all members of the family interested in building good health?

Procedure:

1. To build health rather than cure illness is the keynote of family health. Everyone must play his own part in the game of building sound health for every member of the family.
2. From your list of health habits made out in Problem 2, make a list of the ones that you practice regularly in your home. Check the ones that are hard for you to carry out.
3. You may care for a younger brother or sister. Make a report of what you do during the week to keep the child, when in your care, well and happy.
4. Think of some one who always seems to face problems and situations squarely, with no fears, and as far as you know does not worry. Write out a description of this individual. Describe some one that you know who worries. Compare the two.
5. Write out a suggestion as to how a person who worries might change his mental attitude. List procedures this person could follow that would keep him from getting upset over minor matters.



6. From your list of mental health habits in Problem 2 check upon your own mental health habits. In doing this include your opinion on the following questions:
- (a) Do you have a wholesome attitude toward life?
  - (b) Do you have a moody or even disposition?
  - (c) How will practicing good traits improve your disposition?
  - (d) How will improving your disposition improve your health?
7. Make a list of responsibilities parents have in regard to:
- (a) Proper kind of food for the family.
  - (b) Proper clothing and shoes.
  - (c) Rest and recreation.

Problem 4 -- How can I make a health chart?

References:

Greer. Foods and Home Making.

Questions for study and consideration:

- 1. What should I gain from keeping a health chart?
- 2. What items should I include on my health chart?
- 3. Should other members of my family keep a health chart?
- 4. How can I help them in making their chart and checking it?

Procedure:

- 1. Make a health chart using as a guide the indications of health that you listed in Problems 1 and 2 and the health chart in Foods and Homemaking, p 475. Secure your teacher's approval of your chart. Check yourself on this for one week. Report to your teacher the success in carrying out your plan. Could you continue this practice without it becoming burdensome? Compare your health chart with charts other members in your class have kept.
- 2. Make a health chart for a younger brother or sister. Give any suggestions that will be helpful. Write out

your suggestions and ask your teacher to check them and your health chart.

### Contract C

Problem 1 -- How can we determine the amount of food necessary for us?

#### References:

- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 352-360.  
 Lanman, McKay and Zuill. The Family's Food. Pp 39-44.  
 Greer. Foods and Home Making. P 329.  
 Harris and Lacey. Everyday Foods. Pp 480-495.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 42-50.

#### Questions for study and consideration:

1. How can we measure the amount of food we eat?
2. What influences the amount of food we eat?
3. How many Calories do I need every day?
4. How can I compute the number of Calories in my food?
5. Why should I keep a record of the food that I eat?

#### Procedure:

1. Find out how the Calorie is used in measuring our food and what foodstuffs are measured by Calories.
2. To determine the number of Calories that you need refer to "A Girl's Problems in Home Economics" p 356. "Foods and Home Making" p 329. "Everyday Foods" pp 222-223. "Problems in Food and the Family" p 46.
3. To estimate the number of Calories in the food that you eat refer to tables in "A Girl's Problems in Home Economics" pp 648-650. "Foods and Home Making" pp 602-609. "Everyday Foods" pp 480-495.
4. Make a list of twenty of the most commonly used foods and learn the measure of One Hundred-Calorie portion of each food.

5. Keep a record of the food that you eat for one week.
6. Estimate the number of Calories that you have eaten for two days. Include all foods eaten between meals.
7. Compare the number of Calories that you actually ate with the number that you need daily. Does this comparison indicate that you are eating the correct amount of food?
8. Make a list of factors that determine the amount of food one should eat. Why do these influence the amount of food needed? "Problems in Food and the Family" p 351. "Everyday Foods" p 224. "Foods and Home Making" pp 329-330.
9. Hand your work on this problem in for criticism.

Problem 2 -- How can I plan balanced meals?

References:

- Lanman, McKay and Zuill. The Family's Food.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery.  
 U. S. Department of Agriculture. A Guide to Good Meals for the Junior Homemaker. Misc. Cir. 49.

Questions for study and consideration:

1. What foods are included in an adequate diet?
2. What is a balanced meal?
3. How can I plan a well balanced meal?
4. What are the day's requirements for a well balanced diet?
5. What foods should be included in each day's meals?
6. What foodstuffs are measured by Calories?
7. Why are foods that contain minerals and vitamins necessary for health?

Procedure :

1. In looking up requirements for balanced meals refer to "A Girl's Problems in Home Economics" pp 465-475, 548-550. "Foods and Home Making" pp 330-335. "Everyday Foods" pp 224-228. "A Guide to Good Meals." "Practical Cookery."
2. From your reading write out a list of good rules to follow in planning a balanced meal. Submit your rules to your teacher for her approval.
3. Using your suggestions plan a luncheon menu to be served at home that will help a high school student to build health.
4. Plan a lunch for a student who must take his lunch from home. Give reasons for choosing the foods listed.
5. Plan a breakfast for one who must eat a cold lunch at noon.
6. List the foods that you had for dinner last night and breakfast this morning. Plan a luncheon that you might choose today that would make the three meals balance satisfactory.
7. Make out a breakfast, luncheon and dinner menu suitable for a high school student.
8. Check your menus to see if you have observed the following items in the day's requirements:
  - (a) One quart milk
  - (b) Two or more vegetables, one leafy raw
  - (c) Two or more fruits, at least one raw
  - (d) At least one whole grain food
  - (e) Other cereals and starchy foods
  - (f) At least one serving of meat
  - (g) One egg or meat substitute
  - (h) Simple dessert
  - (i) One citrus fruit or tomato juice

## Contract B

Problem -- How can the homemaker keep in good health?

## References:

Trilling and Nicholas. The Girl and Her Home. P 309.

## Questions for study and consideration:

1. Why should the homemaker pay attention to her health?
2. What health habits are desirable for the homemaker?
3. Why are the right mental health habits important in homemaking?
4. How does the mental attitude of the homemaker affect the lives of members of her family?
5. What kind of an attitude should she take toward her job as a homemaker?

## Procedure:

Find answers to the above questions, then write a paper on the subject of this problem including answers and examples for each of the above questions.

## Contract A

Problem -- How can I make a health poster or health book?

## References:

Trilling and Williams. Art in Home and Clothing.  
Advertisements from health magazines.  
Health posters.  
Illustrative material on teacher's desk.

## Questions for study and consideration:

1. Why is a health poster or book a good way to illustrate good health rules?
2. What value should one gain from reading a health poster?

3. What points would be desirable to bring out in a poster?
4. What different types of posters can be made?

Procedure:

1. Collect pictures to be used as suggestions for your poster or book.
2. You may wish to make a poster to be placed in the school lunch room or a health book for an exhibit.
3. Select a picture that will illustrate some health idea that you wish to represent. Plan how you can work this idea into a health poster or book. You may need to do some lettering to carry out the thought represented in the picture. Decide definitely on your plan and note the materials that will be necessary to complete your poster or book.
4. Ask your teacher for her approval of your plan.
5. Observe the rules for margins and spacing in locating pictures and lettering on the page. "Art in Home and Clothing" pp 47-49.
6. When finished ask your teacher for her criticism of your work.

UNIT II. BECOMING ACQUAINTED WITH OUR LABORATORY.  
(One week)

Contract D

Problem 1 -- How should my desk be equipped and arranged?

References:

- Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Balderston. Housewifery.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.



Questions for study and consideration:

1. What working equipment will I need at my desk?
2. What supplies can be kept at my desk?
3. How can I arrange my equipment conveniently?
4. Why should each girl arrange her desk the same?
5. How will a conveniently arranged desk make my laboratory work pleasant?

Procedure:

1. Make out a list of necessary equipment to be kept at your desk.
2. Compare your list with your partner's list.
3. Join a class discussion to decide on a good list of equipment for each to keep in her desk.
4. Decide also on supplies that can be kept at your desk.
5. Clean your desk and place plain brown or manilla paper in each drawer.
6. Go to the supply cupboard with your list of necessary articles and get your necessary equipment. Make as few trips as possible.
7. Arrange each article neatly in your desk.
8. Check your arrangement with your partner.
9. Decide on which is the better arrangement. Decide how you can change yours to make a better arrangement.
10. Ask your teacher to check your desk.
11. Ask permission to look at the arrangement of other desks.
12. Join a class discussion to decide on a definite arrangement for each desk.
13. Rearrange the articles in your desk if necessary.

14. Make a drawing of the location of each article in your desk, to serve as a reminder in keeping your desk in order.

Problem 2 -- How can the supply cupboard and china closet be arranged for efficient use?

References:

- Lanman, McKay and Zuill. The Family's Food. P 229.  
Reeves, Trilling and Williams. Problems in Food and the Family. Pp 141-142.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 451-452.  
Magazines.

Questions for study and consideration:

1. What is my part in the care of the laboratory equipment?
2. Why should the cupboards be arranged conveniently?
3. How can I arrange the articles on the shelves so that they will look neat and attractive and also be convenient?

Procedure:

1. With several girls in your class it will be necessary for each to be assigned a certain part of the cupboard and china closet to clean and arrange for use.
2. Check over the part assigned to you and decide how you can best do your work.
3. Remove all articles and clean the shelves.
4. Decide on a convenient arrangement for each article and ask your teacher's approval of the arrangement that you have planned.
5. Proceed to Problem 3 and wash and wipe each article before putting it in its proper place.
6. Ask your teacher to check your work when you are through.

Problem 3 -- What is an efficient method of washing dishes?

References:

- Lanman, McKay and Zuill. The Family's Food. Pp 226-230.  
 Trilling, Williams and Reeves. A Girl's Problems in  
 Home Economics. Pp 444-446.  
 Harris and Lacey. Everyday Foods. P 356.  
 Greer. Foods and Home Making. Pp 160-169.  
 Reeves, Trilling and Williams. Problems in Food and the  
 Family. Pp 135-136.  
 Balderston. Housewifery. Pp 264-265.

Questions for study and consideration:

1. Why do we wash dishes?
2. How can I become efficient in washing dishes?
3. What steps should I follow in washing dishes?
4. How will a definite arrangement of dishes and an order to follow help me to save time?
5. Why should dishes be washed in hot water and soap?
6. When should a water softner be used?
7. Why should dishes be rinsed in hot water?
8. What makes the drying of dishes easy?
9. How should I care for my dish towels and dish cloths at the end of the laboratory period?
10. How can dish washing be made interesting?

Procedure:

1. Study your references to find a good method of washing dishes.
2. Write out a procedure that you think would be wise to follow.
3. Ask your teacher to check your plan.
4. You have collected the articles that will be kept in your desk and you have also planned a convenient ar-

rangement of the articles to be kept in the supply cupboard and china closet.

5. Now find out how to light the gas burner. "Foods and Home Making" p 178. You will want hot water for washing dishes. If your laboratory equipment includes a kerosene stove, find out how to light it.
6. Follow your procedure for washing dishes and wash and wipe the dishes, and utensils in your desk and your part of other laboratory equipment.
7. Suggest any changes that you would make in the plan and use this new plan thereafter for your method of washing dishes.
8. Ask your teacher to check your order of arrangement of dishes and utensils before you start washing.
9. Clean your dish towel and dish cloth and hang it to dry in the proper place. "Housewifery" p 265. "Foods and Home Making" p 136. "A Girl's Problems in Home Economics" p 446.

Problem 4 -- What laboratory rules shall I follow?

References:

- Reeves, Trilling and Williams. Problems in Food and the Family. Pp 110-111.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 420-421.

Questions for study and consideration:

1. Why are laboratory rules necessary?
2. When should they be made?
3. What rules should I observe each day as I enter the class room?
4. What rules can we make that will apply to all members of my group?
5. How should rules be carried out?
6. Why should each girl be expected to follow definite rules in the laboratory?
7. How can you be a good citizen in your class?

Procedure:

1. Make out a list of rules that every girl should follow on entering the laboratory.
2. Make a list that each girl should follow during her laboratory lesson.
3. Make a list that each girl should observe before she leaves the laboratory at the end of the class period.
4. Keep your list and join a class discussion and together set up rules necessary for each girl to follow, using the best from each girl's list.
5. Secure your teacher's suggestions and approval of the final list.
6. Make a copy of the rules to observe. Follow them each day.

Problem 5 -- How shall I measure different ingredients?

References:

- Greer. Foods and Home Making. Pp 23, 83.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 101-105.  
 Harris and Lacey. Everyday Foods. Pp 353-354.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 411, 415.  
 Lanman, McKay and Zuill. The Family's Food. Pp 164-166.

Questions for study and consideration:

1. How can I measure accurately?
2. Why are all measurements, measured level?
3. What necessary equipment will I need to use in measuring?
4. How shall I measure dry ingredients?
5. How shall I measure liquids?
6. How shall I measure solid fat?
7. What abbreviations should I know to be able to understand directions?

Procedure:

1. Study your references thoroughly.
2. Observe the equipment in your desk and find out the different sizes of measuring spoons and how a measuring cup is marked.
3. Make a list of ingredients to measure.
4. Determine the number of tablespoons in a standard measuring cup by actually measuring several ingredients. For example, using water as a liquid and sugar for a dry ingredient find the difference in the number of tablespoons of each in a cup.
5. Find out how flour should be measured then measure one-half cupful and one cupful of flour.
6. Measure one-half teaspoon of salt and soda.
7. Measure one teaspoon of baking powder.
8. Measure one tablespoon of cocoa.
9. Measure one tablespoon of fat.
10. Practice measuring, using other foods, until you can measure accurately.
11. Be ready to demonstrate to your teacher how to measure one level spoonful and cupful of any of the above ingredients.
12. Use the methods learned in this problem hereafter in your laboratory work.

Problem 6 -- What methods of cleaning shall I use in the laboratory?

References:

- Harris and Lacey. Everyday Foods. P 268.  
Greer. Foods and Home Making. Pp 179-181, 186-187.  
Reeves, Trilling and Williams. Problems in Food and the family. Pp 137-141.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 447-452.  
Lanman, McKay and Zulll. The Family's Food. Pp 230-231.



Justin and Rust. Problems in Home Living. Pp 107-109.  
Balderston. Housewifery. Pp 262-271.

Questions for study and consideration:

1. How will the use of good methods in cleaning help me with my laboratory work?
2. How shall I clean the utensils in my desk?
3. How shall I clean the top of my desk?
4. How shall I clean the stove in the laboratory?
5. How shall I polish the silverware at school?
6. How should I care for the refrigerator, sink and garbage pail when it is my turn to be housekeeper?
7. Why should I use a good soap, scouring powder, and a water softener when doing my cleaning?

Procedure:

1. Find a good method to use in caring for the utensils in your desk and cleaning the top of your desk.  
"Housewifery" p 264. "Home Living" p 108.
2. Look up methods of cleaning an electric, gas, and kerosene stove. Write out a good method to use in cleaning the stove in your laboratory. Examine the stove that you will use. Does it need cleaning? Ask your teacher to check the method that you have chosen. Use this method to clean the stove in your laboratory at this time and later when it needs a more thorough cleaning.
3. Study the method of polishing silverware given in your references. Polish several pieces of the silverware at school.
4. When it is your turn to be housekeeper you will have extra duties to do. Find out how the refrigerator at school should be cared for at the end of each class period. Find out how to clean the sink and garbage pail.
5. Keep a copy of these methods to refer to in a later problem and practice using them whenever it is your

turn to clean the laboratory equipment.

### Contract C

Problem -- How can I keep the equipment in the laboratory in its proper place?

Questions for study and consideration:

1. How will a diagram of the location of articles in the laboratory help me when it is my turn to put them away?
2. What diagrams shall I make?

Procedure:

1. Go to the china closet and supply cupboard and observe how neatly every article has been arranged. If the dishes and utensils were all taken out and used and it was your task to put them back could you place all of them in their proper places? A diagram showing the proper place for each article which you can keep will help you to keep the laboratory neat and attractive.
2. Make a diagram showing the arrangement of the articles in the china closet and the supply cupboard.
3. Make a list of rules to follow that will help to keep each article in its proper place.
4. Submit these to your teacher for her approval then file your diagrams to be referred to as needed.

### Contract B

Problem -- How shall I prepare orangeade for the members of my class?

References:

Harris and Lacey. Everyday Foods. P 363.

Questions for study and consideration:

1. What ingredients are used in making orangeade?

2. Why should I make a sirup of the sugar and water?
3. How shall I combine the ingredients?
4. How can I change the recipe so as to make orangeade for my class?
5. How shall I serve my orangeade?

**Procedure:**

1. Work with the other girls that are working on Contract B, and plan to make orangeade to serve to your class.
2. Study the recipe on page 363 "Everyday Foods." Note the number of servings this recipe will make. Determine the amount needed to serve your class.
3. Working together as a group make out a market order. Present your order to your teacher to check.
4. Plan the work together and divide the work so that each girl will know what her part will be. Decide what dishes you will need and how you will serve the orangeade to your class.
5. Submit your plan to your teacher for her approval and secure any suggestions that she may have to offer.

**Contract A**

Problem -- How can I arrange the cupboard or the china closet at home conveniently and attractively?

**References:**

- Lanman, McKay and Zuill. The Family's Food. P 229.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 141-142.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 451-452.  
 Magazines.

**Questions for study and consideration:**

1. How can I rearrange the china closet or cupboard in my home so that they will look neat and be more convenient?

2. Why should all dishes of the same kind be grouped together?
3. How can I secure the interest of the members of my family to use this same order in putting away the dishes each time that they are used?
4. How shall I clean the shelves?

Procedure:

1. Do the weekly cleaning of the china closet or cupboard.
2. Take out the dishes and thoroughly clean all the shelves.
3. Rearrange the dishes grouping them in the best order possible.
4. Make a diagram similar to the one in Contract D, Problem 1. Put this in a convenient place in or near the china closet as a reminder for every member of the family.
5. Ask your mother if she likes the new arrangement? Note the time required to do your work.
6. Report to your teacher the results of your home work.

UNIT III. PLANNING, PREPARING AND SERVING BREAKFAST.  
(Six to eight weeks)

Contract D

Problem 1 -- Why should I eat breakfast?

References:

- Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Lanman, McKay, and Zuill. The Family's Food.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.

Questions for study and consideration:

1. Why is the eating of breakfast important?
2. How can I create an appetite for breakfast?
3. What kind of exercise is desirable before breakfast?
4. What are some of the effects of not eating breakfast?
5. Why do many people go without breakfast?
6. What advice do doctors give in regard to eating breakfast?
7. Why should everyone eat breakfast?

Procedure:

1. Find a number of reasons why one should eat breakfast. "Problems in Food and the Family" p 57. "Everyday Foods" p 3. "Foods and Home Making" p 4. "A Girl's Problems in Home Economics" p 367. "The Family's Food" p 90.
2. Study the methods given in "Problems in Foods and the Family" on how to create an appetite for breakfast and list other suggestions that you think will be helpful.
3. List several reasons why you eat breakfast.
4. Make a list of activities that will insure a healthy appetite for breakfast.
5. Ask five people who regularly eat breakfast why they do so.
6. Select five people who you know do not eat breakfast and ask them to give you their reasons why they do not eat breakfast.
7. From the information you have collected what would you consider the outstanding reason for eating breakfast? For not eating breakfast?
8. Write out several suggestions for advising one who has not been eating breakfast to start eating breakfast.

9. Have your reasons and suggestions for eating breakfast ready for a class discussion on the importance of eating breakfast.

Problem 2 -- Why are cereals valuable foods?

References:

- Greer. Foods and Home Making. Pp 49-51, 58-62.  
Reeves, Trilling and Williams. Problems in Food and the Family. Pp 73-76.  
Harris and Lacey. Everyday Foods. Pp 37-44.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 383-386.  
Lanman, McKay and Zuill. The Family's Food. PP 6, 87, 324-326.

Questions for study and consideration:

1. What are the different kinds of cereals?
2. What are foodstuffs?
3. What food values do we get from cereals?
4. Of what value is the starchy part of the grain to the body?
5. What are building foods?
6. How much protein is found in cereals?
7. How do foodstuffs nourish the body?
8. What part of the grain is used for breakfast food?
9. Why are whole grain cereals more nutritious than breakfast foods made from the endosperm?
10. In which part of the grain are vitamins found?
11. What vitamins are found in cereals?
12. What minerals are found in cereals?
13. Why are cereals considered healthful foods?



Procedure:

1. Learn the parts of the grain of wheat.
2. Secure answers to the above questions.
3. Make a list of the whole grain cereals and the cereals made from the endosperm. In as far as you can, list after each the minerals and vitamins that the cereal contains.
4. From magazines make a collection of pictures of different kinds of cereals. Separate the whole grain cereals from those made from the endosperm, making a separate list of the uncooked and ready-to-eat breakfast foods.
5. Plan an exhibit whereby each member of the class contributes several pictures of cereals. Note the advertisements for each food. Have a class discussion on their value as healthful foods and also the advertisements concerning them.

Problem 3 -- How shall I prepare and serve a cooked cereal?

References:

- Greer. Foods and Home Making. Pp 52-53, 328.  
Reeves, Trilling and Williams. Problems in Food and the Family. Pp 95-96.  
Harris and Lacey. Everyday Foods. Pp 37, 366-368.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 405-406.  
Lanman, McKay and Zuill. The Family's Food. Pp 17, 90, 341-343.

Questions for study and consideration:

1. Why are cereals extensively used as breakfast foods?
2. Why do we cook cereals?
3. When do we prefer cooked cereals?
4. How should breakfast cereals be cooked?
5. How are cooked cereals served for breakfast?
6. What variations can be made in serving cooked cereals?

7. What is meant by the term Calorie?
8. How can I determine the number of Calories in the different cereals?
9. How can I determine the number of Calories in my serving of cooked cereal?
10. What cereals shall I cook?
11. How shall I serve my cereal?

Procedure:

1. Find reasons for including cereals in the diet.
2. Find reasons for cooking cereals.
3. Study the method for cooking them given in your references and compare the recipes on the package with the recipes in your book. Note particularly the amount of water used to cook cereals. Is it the same for all? Why?
4. Choose one of the following uncooked cereals to prepare and serve:
  - (a) cream of wheat
  - (b) rolled oats
  - (c) rice

Secure your teacher's approval of the one that you have chosen. Follow the directions given in your recipe.

5. Measure the amount that you used for your serving. Turn to the tables in your references and estimate the number of Calories in your serving, including the cereal and top milk that will be served with it.
6. List the minerals and vitamins found in the cereal that you have prepared and the top milk served with it.
7. Join a class discussion over the results of your lesson.

Problem 4 -- How shall I buy cereals?

References:

- Greer. Foods and Home Making. P 51.  
 Reeves, Trilling and Williams. Problems in Food and the Family. P 75.  
 Harris and Lacey. Everyday Foods. Pp 37, 44.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 385.  
 Lanman, McKay and Zuill. The Family's Food. P 87.

Questions for study and consideration:

1. Which is the more economical to buy, ready-to-eat or uncooked breakfast cereals?
2. What points should I consider in buying uncooked cereals? Ready-to-eat cereals?
3. How will comparing the prices of different cereals help me in deciding what breakfast cereals to buy?

Procedure:

1. Find reasons for buying uncooked cereals in the bulk and in the package. Which would you choose? Find out how we buy ready-to-eat cereals.
2. Find prices for the cereals in the list that you made out in Problem 2, from price lists in the paper and from your grocer.
3. Your teacher will secure different cereals to use for class demonstration. You may also bring different cereals for class use.
4. Make the following comparisons. Note the price and compare the cost of different breakfast foods. For example; bran and grape nuts. Find from the tables the amount of each food needed for a One Hundred-Calorie portion. Measure out a One Hundred-Calorie portion for each of these foods. Find out if this is an average size serving. Determine the number of servings in each package by measuring the contents of the package. Find out the price per serving. Which is the better purchase when you need to consider price in buying food?

5. Make other similar comparisons.

- (a) Cream of wheat and rolled oats.
- (b) Grape Nuts and rolled oats.
- (c) Puffed rice and bran.
- (d) Grape Nut flakes and Cream of Wheat.
- (e) Shredded wheat biscuits and rolled oats.

6. Make a chart for your comparisons similar to the following:

Name of food	Cost per package	Amount in a One Hundred -Calorie portion	Number of Calories in average serving	Average number of servings in package	Cost per serving

7. From your calculations note several ready-to-eat cereals and several uncooked cereals that are the most economical. Note those that are the most expensive.

8. Make a list of several that you would purchase when you need to consider price.

Problem 5 -- How shall I serve ready-to-eat cereals?

References:

Greer. Foods and Home Making. Pp 51, 63.

Harris and Lacey. Everyday Foods. P 367.

Questions for study and consideration:

1. When are prepared cereals more desirable to serve for breakfast?
2. Would there be a time when you would choose uncooked breakfast cereals and another time ready-to-eat breakfast cereal? Why?
3. How do ready-to-eat breakfast foods compare with uncooked breakfast foods in regard to food value?

4. What variations can be used in serving prepared breakfast foods?

Procedure:

1. Make a list of the ways ready-to-eat cereals can be served.
2. Submit your list to your teacher for her criticism.
3. Choose a ready-to-eat cereal to serve at school. Select a suitable fruit to serve with it. Determine the number of Calories in your serving including the number in the cereal, fruit, sugar and top milk or cream that is served with it. Secure your teacher's permission to serve the breakfast food that you have chosen. Join a class discussion and compare your serving with the ones that the other groups have prepared.

Problem 6 -- Why is milk commonly called the "perfect food"?

References:

- Greer. Foods and Home Making. P 65.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Harris and Lacey. Everyday Foods. Pp 19, 21-23.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 319, 376-380.

Questions for study and consideration:

1. What food elements do milk contain?
2. Why do we need foods that contain vitamins?
3. Of what value are minerals to the body?
4. What quality of proteins do we find in milk?
5. Why does the body need proteins?
6. What is recommended as the daily milk requirement for children? For adults?
7. What are the different kinds of condensed milk?
8. How does condensed milk compare with whole milk as to food value?

9. What is dried milk?
10. What is its value as a food?
11. When would you use dried or condensed milk?

Procedure:

1. Secure samples of condensed and dried milk. Look up ways that they can be used, and times that you would advise one to use them in preference to cow's milk.
2. Note the composition of milk. Find answers to all of the above questions and be prepared to take part in a class discussion on this problem.

Problem 7 -- How should milk be cared for?

References:

- Greer. Foods and Home Making. P 499.  
Reeves, Trilling and Williams. Problems in Food and the Family.  
Harris and Lacey. Everyday Foods. Pp 20, 24, 25.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 378, 451, 538.

Questions for study and consideration:

1. Why is it necessary that milk be kept clean?
2. Why are dairies inspected?
3. What is certified milk?
4. What can dairies do to keep their milk clean?
5. What is pasteurized milk?
6. Why do many cities require all milk sold to be pasteurized?
7. How should you care for milk in your home?
8. When would you boil milk?
9. How should milk be boiled?



Procedure:

1. Find out how the milk is cared for in the dairies in your community. If possible visit a dairy. List any changes that you think would be advisable concerning the way the milk is cared for.
2. Observe the rules given in "Everyday Foods" pp 24-25, concerning the care of milk. List the rules that are followed each day in your home. What changes would you make if any?
3. Outline a plan for caring for the milk in the school laboratory.
4. Be prepared for a class discussion on the contents of this problem.

Problem 8 -- How shall I prepare cocoa?

References:

- Greer. Foods and Home Making.  
Harris and Lacey. Everyday Foods.  
Reeves, Trilling and Williams. Problems in Food and the Family.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
Lanman, McKay and Zuill. The Family's Food.

Questions for study and consideration:

1. What ingredients are necessary to use in making cocoa?
2. Why should I use whole milk in making cocoa?
3. What recipe shall I use?
4. How can I divide my recipe in order to make cocoa for two?
5. How will accurate measuring help in securing good results?
6. What cooking utensil shall I use to cook my cocoa? Why?
7. How can I test my cocoa?
8. How can cocoa be kept hot?

9. Why does cocoa make a desirable drink for children?  
For a high school student?
10. In serving cocoa what garnishes are usually used?
11. When would you serve cocoa? Why?
12. What is the food value of cocoa?

Procedure:

1. Compare the following recipes for cocoa:
  - (a) Foods and Home Making, page 69
  - (b) Everyday Foods, page 361
  - (c) The Family's Food, page 340
  - (d) Problems in Food and the Family, page 47
  - (e) A Girl's Problems in Home Economics, page 418
2. Secure your teacher's approval on one of these. Work with your partner and divide the recipe to make enough cocoa for two. Divide the work so that each will have a definite part to do.
3. Study the method of cooking cocoa carefully. Find out the advantages and disadvantages of using the double boiler, and of cooking directly over the flame.
4. Decide on the method that you prefer then secure your teacher's approval.
5. When finished keep the cocoa hot until other groups are ready for a class criticism over the results of your lesson, and to serve their cocoa.
6. Divide your cocoa with your partner and serve it as you would at the breakfast table.
7. Determine the number of Calories in your serving of cocoa including the cocoa, milk and sugar.
8. Compare the number of Calories in your cocoa with the number of Calories in a cup of milk, and a glass of milk.

Problem 9 -- What is the value of fruit in the diet?

References:

- Greer. Foods and Home Making.  
Reeves, Trilling and Williams. Problems in Food and the Family.  
Harris and Lacey. Everyday Foods.  
Lanman, McKay and Zuill. The Family's Food.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.

Questions for study and consideration:

1. Why should we eat fruits?
2. Why do fruits help to keep us well?
3. What are vitamins?
4. What ones are found in fruits?
5. How do the vitamins benefit the body?
6. How is the quantity of vitamins in food indicated?
7. What minerals are found in fruits?
8. Why are fruits desirable for breakfast?
9. Why should I eat citrus fruit every day?
10. What is the value of the cellulose or roughage that is found in fruits?
11. Why are fruits good appetizers?
12. How do fruits stimulate digestion?
13. From what do fruits get their flavor?

Procedure:

1. Find a suitable definition for vitamins. "Everyday Foods" p 10. "The Family's Food" p 57. "Problems in Food and the Family" p 15. "A Girl's Problems in Home Economics" p 325. "Foods and Home Making" p 35.
2. Make a list of fruits, then refer to the tables in

your references for the vitamins that they contain. "Everyday Foods" p 11. "Foods and Home Making" p 37. Make a chart giving after each the vitamins that each fruit contains.

3. Make a list of fruits that are excellent sources of the vitamins, as indicated by 3+'s for vitamins A, B, and C.
4. Look up the mineral content of fruits. "Foods and Home Making" pp 33-34. "Everyday Foods" p 9. "Problems in Food and the Family" p 8-14. "A Girl's Problems in Home Economics", pp 318-324.
5. Make a list of fruits that are good sources of calcium, phosphorus and iron.
6. List other valuable uses of fruits.
7. Hand your work in and be prepared for a class discussion on the important facts about fruits.

Problem 10 -- How is fruit prepared and served for breakfast?

References:

Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Lanman, McKay and Zuill. The Family's Food.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery.

Questions for study and consideration:

1. What fruits are commonly used for breakfast?
2. What variations are used in serving fresh fruits for breakfast?
3. What kind of fresh fruits shall I prepare?
4. How shall I cook fresh fruit?
5. How shall I prepare baked fruits?

6. How shall I prepare dried fruits?
7. What points should I consider in judging my finished product?
8. What should I gain by comparing the results of my laboratory lesson with what other groups in my class have made?
9. What are some desirable ways of serving fruit?

Procedure:

1. Make a list of fruits commonly used for breakfast including:
  - (a) fresh fruits
  - (b) dried fruits
2. Prepare and serve citrus fruit for breakfast.
3. To prepare oranges and grapefruit see "The Family's Food" pp 153-154. "Everyday Foods" p 357. "Problems in Food and the Family" pp 91-92. "Foods and Home Making" pp 14-17. "A Girl's Problems in Home Economics" pp 401-402.
4. Study the methods given, then make a list of several ways to serve oranges and grapefruit.
5. The various groups in your class may prepare the fruit in different ways. Be ready to suggest how you wish to prepare yours. Secure your teacher's permission in regard to your choice.
6. Follow the methods of preparation closely. When finished put your fruit on a dish as you would serve it at the breakfast table, place beside it the proper silver and set aside until the other groups are ready for a class discussion over the results of your lesson.
7. Make out a list of points that you should consider in a class discussion regarding the fruit that you have prepared.

Observe the following points in judging and comparing sliced oranges which the members of your class have prepared and add other items that may be helpful.



- (a) Have I chosen fresh oranges of good quality?
  - (b) Have I thoroughly removed the peeling?
  - (c) Have I removed the seeds?
  - (d) Have I sliced the oranges lengthwise?
  - (e) Are the slices even?
  - (f) Have I arranged the oranges neatly on a fruit plate?
  - (g) Have I sprinkled the powdered sugar on evenly?
  - (h) Have I used a fork for serving my oranges?
  - (i) Does my serving of oranges look appetizing?
  - (j) How does my serving compare with servings other groups in my class have made?
  - (k) What points should I observe more closely the next time I prepare sliced oranges?
8. Write out a list of points similar to the above list that apply to other fruit dishes that you have prepared. Use these points for class discussion on the results of your laboratory lesson.
9. To find out how fresh fruits are cooked see "Foods and Home Making" pp 21-23. "Problems in Food and the Family" pp 92-93. "Everyday Foods" pp 357-358. "The Family's Food" pp 155-157. "A Girl's Problems in Home Economics" pp 402-403.
10. Make out a list of fresh fruits that are often cooked. List several ways that these cooked fruits can be served for breakfast. Hand your list to your teacher for her approval.
11. Study carefully the methods given for cooking fresh fruit then note the recipe for making apple sauce. "Everyday Foods" p 358. "Practical Cookery" p 51. "The Family's Food" p 339. Prepare apple sauce.
12. Make out a list of points to observe for class criticism similar to the outline given for sliced oranges.
13. Look up methods of baking fruit and observe different ways of preparing fruits for baking. Also note different ways of serving baked fruits. "The Family's Food" p 339. "Foods and Home Making" pp 25-29.
14. Follow the method given in your book carefully and prepare baked apples.
15. List points you should observe in criticizing your apples and have these ready for class discussion.



16. To prepare dried food look up the method given in "Foods and Home Making" pp 46-47. "A Girl's Problems in Home Economics" p 403. "Problems in Food and the Family" p 93. "Everyday Foods" pp 359, 367. "The Family's Food" p 157.
17. Make a list of different dried fruits that you could prepare. Be ready to prepare any of these as different groups in your class may prepare a different dried fruit. Make out a list of points to observe in class discussion for the fruit that you will prepare.
18. You have been observing points to consider in judging your finished product. There are also other points that you should consider in order to become efficient in your work. The way that you plan your work, the different habits of work that you are forming, the attitude that you take toward your work and the way that you cooperate will help you to secure good results. Study the need of a plan on page 90 and the score card on page 94 in "Problems in Food and the Family." Also see "A Girl's Problems in Home Economics" pp 419-420. Make a score card to use in scoring your laboratory work. Make an effort to improve on the points that are hardest for you.
19. Ask your teacher's approval of your score card, then check yourself for one week. At this time report to your teacher for her criticism. Keep your score card for another week and report and compare your results with those that you kept the first week. Continue using your score card for each laboratory lesson.
20. Write out a list of points that have helped you in your work, which you have gained through class discussion and criticism.
21. Compare the costs of the dried and fresh fruits that you have prepared. Which is the most economical to buy? Would there be times when you would choose fresh fruits and other times dried fruits? Give reasons for your answers.
22. Take the fruits that you have prepared in class and list after each the vitamins that each fruit contains and the number of Calories in the size of serving that you prepared.

Problem 11 -- How should toast be made and served?

References:

- Greer. Foods and Home Making. Pp 77-78, 483.  
Reeves, Trilling and Williams. Problems in Food and the Family. P 100.  
Harris and Lacey. Everyday Foods. P 369.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 410.  
Lanman, McKay and Zuill. The Family's Food. P 382.

Questions for study and consideration:

1. How does toast differ from bread?
2. How is bread toasted?
3. Why is toast a desirable food for breakfast?
4. What variations of toast can be made?
5. How shall I serve my toast?

Procedure:

1. Study your directions for making toast carefully. Find out why one day old bread is better for toast than fresh bread, what kind of an oven is required for toast and how you can keep toast warm until time to serve it?
2. Make and serve buttered toast. List points that will describe a good slice of toast. Keep these for your class discussion over the results of your lesson. Compare your toast with the toast that other groups in your class have made. What can you do next time that will help you to make a better slice of toast?
3. Make buttered toast at home some morning for breakfast. Report your results to your class.
4. Prepare milk toast.
5. Compare the methods given in your references for making milk toast. Secure your teacher's approval on the one that you have selected.
6. List points to observe in criticizing the milk toast

that your class has made.

7. Make a list of the occasions in which it is desirable to serve milk toast.
8. Check your laboratory score card at the end of each laboratory lesson.

Problem 12 -- Why are eggs of value in the diet?

References:

- Greer. Foods and Home Making.  
Reeves, Trilling and Williams. Problems in Food and the Family.  
Harris and Lacey. Everyday Foods.  
Lanman, McKay and Zuill. The Family's Food.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.

Questions for study and consideration:

1. What food values do eggs give? Which part is the more valuable? Why?
2. What vitamins are found in eggs?
3. What important minerals are found in eggs?
4. What kind of proteins do eggs contain?
5. How does the food value of eggs compare with the food value of milk?
6. How can you tell a fresh egg?
7. What care should be given eggs in your home?
8. How are eggs used in cooking?
9. What variations are used in serving eggs?
10. With what foods are eggs easily combined for breakfast?
11. What recommendation is given for the number of eggs to be eaten daily?

Procedure:

1. Look up the composition of eggs and find out why they

are a valuable food. "Foods and Home Making" pp 99-102. "Everyday Foods" p 55. "Problems in Food and the Family" p 78. "A Girl's Problems in Home Economics" p 388. "The Family's Food" pp 53, 55, 56, 59, 77.

2. Compare the food value of the yolk and white of the egg.
3. Note the vitamins contained in eggs, the important minerals and the quality of the protein.
4. Compare eggs and milk in regard to their food value.
5. For methods to determine whether or not eggs are fresh see "Foods and Home Making" pp 92-95. "Everyday Foods" p 58. "Problems in Food and the Family" p 79. "A Girl's Problems in Home Economics" p 389.
6. Find out how eggs should be cared for in your home and at school.
7. For different ways that eggs are used in cooking see "Everyday Foods" p 59.
8. Make a list of different ways that eggs can be used for breakfast.
9. Join a class discussion over the contents of this unit.

Problem 13 -- How shall I prepare and serve soft-cooked and hard-cooked eggs?

References:

- Greer. Foods and Home Making.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Harris and Lacey. Everyday Foods.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Lanman, McKay and Zuill. The Family's Food.

Questions for consideration and study:

1. Why are eggs served for breakfast?
2. Why should eggs be washed before cooking?
3. What kind of utensil shall I use in cooking eggs?

4. What method should be used in cooking eggs?
5. Why are the eggs put into cold water and then heated to the boiling point?
6. Why should eggs be cooked in water below the boiling point?
7. How can I keep the temperature even and below the boiling point?
8. When should soft-cooked and hard-cooked eggs be served?
9. What is an attractive way in which they can be served?
10. What points should I consider in comparing the eggs that I have cooked with ones other members in my class have prepared?

Procedure:

1. For method of cooking soft-cooked and hard-cooked eggs see "Problems in Food and the Family" p 98. "Foods and Home Making" p 96. "The Family's Food" p 351. "Everyday Foods" p 378. "A Girl's Problems in Home Economics" p 408.
2. Study these methods and select one to use. Secure your teacher's approval.
3. Working with your partner follow directions closely in cooking a soft-cooked and a hard-cooked egg. Put the egg that you will soft-cook on just a few minutes before the hard-cooked egg will be done. This way you can have both ready for class criticism at the same time.
4. Make a list of the different ways that you can serve a soft-cooked or hard-cooked egg. The following is suggested as one way:
  - (a) Remove the shell.
  - (b) Place the egg in a sauce dish.
  - (c) Season with salt, pepper and butter.
  - (d) Serve while hot with buttered toast.
5. List points to observe in class discussion on the results of your laboratory lesson.



6. Check your score card showing the result of your laboratory work.

Problem 14 -- How can I prepare and serve poached egg on toast?

References:

- Greer. Foods and Home Making. P 96.  
Reeves, Trilling and Williams. Problems in Food and the Family. P 98.  
Harris and Lacey. Everyday Foods. P 379.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 408.  
Lanman, McKay and Zuill. The Family's Food. P 351.

Questions for study and consideration:

1. What method shall I use in poaching my egg?
2. What kind of utensil will be best to use?
3. Why is it necessary to break the egg into a cup or small dish before putting it into the water?
4. Why should I keep the water just below the boiling point?
5. How long does it usually take to poach an egg?
6. When in relation to the preparation of the egg should I make my toast?
7. How shall I serve my poached egg and toast?
8. What points should I consider in comparing the results of my lesson with other groups in my class?

Procedure:

1. Working with your partner make a plan of the order that you will follow so that your toast and egg will be ready to serve at the same time.
2. Follow the method for poaching eggs carefully.
3. For directions on making buttered toast follow those given in Problem 11. Remember that your bread is to



- be cut in even slices and browned evenly.
4. Make out a list of points to consider in judging your work for class discussion.
  5. When your egg and toast are ready arrange them on a dish as you would serve them at the breakfast table. Place beside the dish the proper silver to be used. Join a class criticism over the results of your lesson.
  6. As a result of your class discussion set up a list of points to be observed in judging poached eggs on toast the next time that you prepare them at home or at school.
  7. Using your score card made in Problem 6 score yourself on the results of your laboratory work.

Problem 15 -- How shall I prepare eggs a la goldenrod?

References:

Harris and Lacey. Everyday Foods. P 378.  
Practical Cookery. P 43.

Questions for study and consideration:

1. What recipe shall I use for eggs a la goldenrod?
2. How shall I make medium white sauce?
3. How shall I separate the white from the yolk?
4. How shall I combine the white sauce and egg whites?
5. Why should I put the yolks through a potato ricer?
6. When in relation to the meal should I make my toast?
7. How shall I arrange my serving of eggs a la goldenrod in an attractive way?
8. What should I consider in judging my finished product?

Procedure:

1. To make medium white sauce see "Everyday Foods" pp 383, 396. "Foods and Home Making" pp 237, 246. "A Girl's Problems in Home Economics" pp 500, 501. "Problems in Food and the Family" pp 190, 191. "The Family's Food" p 348.

2. Study the method carefully and find out what proportions are necessary to make a medium white sauce. Ask your teacher to check the proportions that you have chosen.
3. Hard cook the eggs as you did in Problem 13.
4. Make the toast as you did in Problem 11.
5. Make a plan for the procedure that you will follow. Have your teacher check your plan before starting to work.
6. When finished arrange neatly on a plate as you would serve it at the breakfast table. Place beside the plate the proper silver to use. Join a class discussion over the results of your lesson.
7. Determine the number of Calories in your serving.
8. Check your score card at the end of your laboratory lesson.

Problem 16 -- How shall I make French omelet?

References:

- Greer. Foods and Home Making. P 98.  
Department of Food Economics and Nutrition, Kansas State  
College. Practical Cookery. P 45.  
Harris and Lacey. Everyday Foods. P 382.

Questions for study and consideration:

1. What ingredients are used in making omelets?
2. How should the eggs be beaten?
3. How large a recipe will I need for two?
4. How should I turn a French omelet?
5. How shall I serve my omelet?
6. What should I consider in judging my omelet?

Procedure:

1. Select a recipe for French omelet and secure your teacher's approval.

2. Study the method and follow the directions carefully.
3. When done turn quickly on a plate as you would serve it at the breakfast table.
4. Join a class discussion and compare the results of your lesson. Compare your product with those of the other groups.
5. Figure the caloric value of your serving of omelet.
6. Check your score card when you finish your laboratory work.

Problem 17 -- How shall I make and serve quick breads for breakfast?

References:

- Greer. Foods and Home Making. Pp 78-79, 84-89.  
Reeves, Trilling and Williams. Problems in Food and the Family.  
Harris and Lacey. Everyday Foods. Pp 47-52.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
Lanman, McKay and Zuill. The Family's Food.

Questions for study and consideration:

1. What kind of breads are quick breads?
2. What substances are used to make them light?
3. What happens when a leavening agent is moistened and heated?
4. How does the gas that is formed make these breads porous and light?
5. What kind of quick breads can I make?
6. What ingredients are necessary in making quick breads?
7. How can I change a recipe that calls for baking powder and sweet milk to a sour milk and soda recipe?
8. How can I change a recipe that calls for sour milk and soda to a baking powder and sweet milk one?

## Procedure:

1. Write out a list of quick breads.
2. To find out how quick breads are made light do Experiment 7, page 79, "Foods and Home Making". Experiment 1, page 105 "Problems in Food and the Family."
3. Make a list of the ingredients that are necessary to use in making quick breads. Find out what to do in case you were intending to use sweet milk for muffins and you found that it was sour. Find out how to change a sour milk and soda recipe to a baking powder and sweet milk one.
4. Study the necessary steps to follow in making muffins and compare the following recipes:
  - (a) Foods and Home Making, page 88.
  - (b) Problems in Food and the Family, pages 101, 106.
  - (c) Everyday Foods, page 373.
  - (d) A Girl's Problems in Home Economics, pages 411, 416.
  - (e) The Family's Food, pages 176, 177, 377.
5. Write out for your own use the steps to follow in making muffins.
6. Ask your teacher to check your procedure and secure her approval of your choice of a plain muffin recipe.
7. Find out how many muffins your recipe will make, then divide it for your class work.
8. Follow your plan closely.
9. Look up ways of telling whether or not muffins are done. "Problems in Food and the Family" p 104. "A Girl's Problems in Home Economics" p 414. "Everyday Foods" p 50. "Foods and Home Making" p 87. "The Family's Food" p 176.
10. Judge your muffins and compare them with those other groups have made. Study the score card for a well-made muffin in "Problems in Food and the Family" p 105. "A Girl's Problems in Home Economics" p 415 and use it for scoring your muffins. Select a well made muffin for the ones made and describe it.
11. List different ways muffins can be served.

12. Figure the number of Calories in a muffin and the number in the butter that will be served with it.
13. Check your laboratory score card. How does it help you to follow the procedure you have planned?
14. To make baking powder biscuits compare the standard recipes and methods.
  - (a) Foods and Home Making, page 302.
  - (b) Problems in Food and the Family, pages 106-107.
  - (c) Everyday Foods, pages 373-374.
  - (d) A Girl's Problems in Home Economics, pages 416-417.
  - (e) The Family's Food, page 378.
15. Make baking powder biscuits using a recipe that your teacher approves.
16. In judging the success of your biscuits study the points given in "Problems in Food and the Family" p 107. "A Girl's Problems in Home Economics" p 417.
17. Make a score card similar to the one made for your muffins and score your biscuits. Ask another group to score your biscuits. Ask your teacher to score them.
18. Check your score card then figure up the number of Calories in your biscuits.
19. Are you improving in keeping your desk in order while working and in doing your dishes?
20. Make and serve griddle cakes to your group.
21. For griddle cake recipe see:
  - (a) Everyday Foods, page 372.
  - (b) The Family's Food, page 379.
  - (c) Practical Cookery, page 57.
22. Compare your recipes, then secure your teacher's approval.
23. Follow the method carefully. Note the method given for heating and oiling the griddle or pan for frying your cakes. Watch them closely and be sure that they are evenly browned.



24. Compare your griddle cakes with ones the other groups have made. Note points that you would consider in judging the griddle cakes that your class has made.
25. List different ways that griddle cakes can be served.
26. Figure the caloric value of your cakes, including the butter and syrup that will be served with them.
27. Check your score card.
28. Ask your teacher for her criticism on your checking of your laboratory work.
29. Make and serve waffles to your group.
30. For waffle recipe see:
  - (a) Everyday Foods, page 371.
  - (b) The Family's Food, page 379.
  - (c) Practical Cookery, page 58.
31. Study the recipe and method carefully.
32. Note the kind of waffle irons you have at school and at home. Find out how a waffle iron should be heated and oiled. Find out how to use the one that you have at school.
33. Compare your recipes then secure your teacher's approval of the one that you will use.
34. Note particularly the method used in mixing waffles. Follow the method closely to secure good results.
35. Compare your waffles with the ones that other groups have made. List points to consider in describing a good waffle.
36. List ways to serve waffles.
37. Find out how to make syrup to serve with your waffles.
38. Estimate the caloric value of your waffle including the butter and syrup that you will serve with it. Check your score card as soon as you have finished your work.



Problem 18 -- What points should I consider in planning a breakfast for my group?

References:

- Greer. Foods and Home Making.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Harris and Lacey. Everyday Foods.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Lanman, McKay and Zuill. The Family's Food.  
 Rust and Pittman. Table Service for Busy Families.

Questions for study and consideration:

1. What foods are suitable for breakfast?
2. Why should I include fruit in my breakfast menu?
3. Why should I include foods that contain minerals and vitamins?
4. Why are cereals a desirable food for breakfast?
5. What foods that contain complete proteins can I include in my menu?
6. How will I determine the number of calories for my breakfast?
7. Why should I include a variety of foods in my menu?
8. What will determine the amount of money to be spent for our breakfast?
9. How shall I test the menu my group has planned?

Procedure:

1. For planning breakfast menus refer to "A Girl's Problems in Home Economics" pp 370-372. "Everyday Foods" pp 2-4, 63. "Foods and Home Making" pp 3-4, 104-105. "Problems in Food and the Family" pp 60-61, 115, 248-249. "Table Service for Busy Families."
2. From your references make out a list of points you should consider in planning a breakfast menu.
3. Make a list of the foods that you have prepared in

class that are suitable for breakfast. Write down other foods that are also desirable for breakfast.

4. Considering the points to be observed in planning a breakfast menu select from your list of foods the ones that will form a wholesome and pleasing breakfast for your class to prepare and serve at school. Plan several good breakfast menus.
5. You will work in groups of two or more. It will be necessary to plan your menu together. Keep the menus that you have planned and join a group discussion to decide on a menu for your group. Submit your final menu to your teacher for her criticism and approval.
6. Look up points for testing menus. "Foods and Home Making" pp 330, 335, 344. "Everyday Foods" pp 63, 145. Take your menu that has been approved and check it, using these points or similar ones.

Problem 19 -- How shall we serve our breakfast?

References:

- Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Rust and Pittman. Table Service for Busy Families.  
 Bailey. Meal Planning and Table Service.  
 Lanman, McKay and Zuill. The Family's Food.

Questions for study and consideration:

1. What style of table service is best to use for a breakfast?
2. What kind of cloth and decorations are suitable for the breakfast table?
3. When the host and hostess do the serving what general method is used in serving the food?
4. How is the fruit usually served?
5. How should the cereal be served?
6. How is the main dish served?

7. Why should food be served hot or cold?
8. What foods should be kept hot until time to serve?
9. How can dishes be kept warm?
10. What are the advantages of a service table?
11. What foods can be placed on the service table ready to be served?
12. How can I make use of the service table in removing soiled dishes?
13. How can soiled dishes be removed when I am not using a service table?
14. How should the table be set when the host and hostess do the serving at the table?
15. What is a cover?
16. What is the proper way of placing the silver and dishes in setting the table.
17. How will a diagram showing the proper arrangement of articles on the table help me in setting it?
18. What practice in serving will I need before my group serves a breakfast at school.

Procedure:

1. Find different types of table service that are used for breakfast. "Table Service for Busy Families." "Foods and Home Making" p 118. "Problems in Food and the Family" p 120. "A Girl's Problems in Home Economics" p 420. "The Family's Food" p 245-246.
2. Write out several reasons for using the family style of serving a breakfast at school or in your home.
3. Find different kinds of table covering and decorations that will be suitable to use for your breakfast table. "Foods and Home Making" pp 105-107. "Everyday Foods" pp 62, 287. "Problems in Food and the Family" pp 117-119. "Meal Planning and Table Service" pp 31-33. "A Girl's Problems in Home Economics" pp 427-429. "Table

- Service for Busy Families." "The Family's Food" p 242. Decide on a suitable cover to use for your table in serving your breakfast at school and ask your teacher for her approval.
5. List different ways that a service table will help you in serving your breakfast and removing the dishes. "Foods and Home Making" pp 121, 155, 156. "Problems in Food and the Family" p 122. "Practical Cookery" p 320. "A Girl's Problems in Home Economics" p 432.
  6. If you do not have a service table to use list the foods that must be brought from the kitchen after the meal is started. If necessary to remove any soiled dishes before the meal is finished find a nice way to remove them.
  7. Find out what articles are included in a cover, then study the general rules for laying the silver and placing the dishes in setting the table. "The Family's Food" pp 241-242. "Foods and Home Making" pp 109-111. "Everyday Foods" p 287. "A Girl's Problems in Home Economics" pp 427-428. "Problems in Food and the Family" pp 117-118. "Table Service for Busy Families."
  8. Divide your menu into parts, then take into consideration the number in your group and plan definitely how you will set the table. Make a diagram showing the arrangement of the articles on the table for each part. For diagrams showing the arrangement of a breakfast table see "Foods and Home Making" pp 108, 113. "Everyday Foods" p 288. "Problems in Food and the Family" p 119. "Meal Planning and Table Service" p 40. "A Girl's Problems in Home Economics" p 119. "Table Service for Busy Families" p 12.
  9. Present your diagrams to your teacher for her criticism and approval. Make any corrections that are necessary to secure a more efficient way of setting the table.
  10. Plan a group discussion and decide how your group can plan a mock table service. Present your plan to your teacher for her approval and ask her to observe your demonstration. In your practice serving let different members of your group take turns at being host and hostess. Practice setting the table and passing the food until you are sure that you can do it well. This kind of practice will give you a chance to ask questions and correct any points that have been bothering

you.

Problem 20 -- How shall I plan my work schedule and distribute the work among my group?

References:

- Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.

Questions for study and consideration:

1. What part should I have in preparation and serving our school breakfast?
2. How should the members of my group cooperate in the planning, preparing and serving of our breakfast?
3. How will a work schedule help each girl to carry out her duties?
4. How will my teacher's criticism and advise help in securing good results?

Procedure:

1. With your teacher's approval and after discussion, the members of your group appoint the host and hostess, and divide the work in the preparation and serving of your breakfast among the members.
2. Study carefully the following references giving suggestions on planning a work schedule. "Everyday Foods" pp 64-66. "Foods and Home Making" pp 336-337. "Problems for Food and the Family" p 254. "A Girl's Problems in Home Economics" p 564. Use these as a guide. Include other suggestions that you may need to use in the preparation and serving of your breakfast. Make a complete list of the steps that you will follow. Be sure that each girl has a list of her own duties, and that she understands what she is to do.
3. Submit your plan to your teacher for her approval.



Problem 21 -- How can I make our meal enjoyable?

References:

- Greer. Foods and Home Making. Pp 126-139.  
 Harris and Lacey. Everyday Foods. Pp 273-283.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 122-127.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 307-312.  
 Rust and Pittman. Table Service for Busy Families.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 432-437.  
 Lanman, McKay and Zuill. The Family's Food. Pp 271-272, 249-261.

Questions for study and consideration:

1. What should be my duty when a hostess?
2. What should be my duty when a host?
3. How can I help in directing the conversation at the table?
4. What is necessary in order to be at ease and welcome at the table?
5. Why should I be careful about my table manners at home and at school?
6. Why are proper table manners necessary?
7. How can I learn proper table etiquette?
8. Why should I be careful about my personal appearance before coming to the table?
9. What should I do when an accident occurs at the table?

Procedure:

1. Study your references and find answers to the above questions.
2. Make a list of duties that you would assign a host and hostess.
3. Make a list of topics for suitable conversation at the breakfast table.



4. Make a list of rules on proper table manners.
5. Join a class discussion and compare your lists.
6. As a result of your discussion select or make rules that each girl in your class will be expected to follow.
7. Suggest ways to break an old habit and form a new one.
8. Ask your teacher for her criticism on your suggestions and for suggestions that you have overlooked.

Problem 22 -- How shall I judge the breakfast my group has served?

References:

- Reeves, Trilling and Williams. Problems in Food and the Family. P 116.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 426.

Questions for study and consideration:

1. What points should I consider in judging our breakfast?
2. What value should be gained from the teacher's criticism of our breakfast?
3. How should a class discussion of the results of all the groups help me in serving another breakfast at school?
4. How should it help me in serving my breakfast at home?

Procedure:

1. Study the points for judging a breakfast given in "Problems for Food and the Family" pp 116-117 and "A Girl's Problems in Home Economics" p 426. Using these as guides, think of other points that helped to make your breakfast a success. Work out a list of points to be used in scoring your breakfast. Working with your group score your breakfast and write a brief criticism of your results.
2. Join a class discussion, prepared to give a report of the success of your breakfast. Other groups may have used a different list of points in scoring their

breakfast. Discuss the different points considered and make a list of the best from each group. These may be made into a score card and used in serving another meal at school or the breakfast that you will serve at home.

### Contract C

Problem 1 -- What variations can I make in preparing and serving cooked cereals?

#### References:

- Harris and Lacey. Everyday Foods. P 43.  
 Greer. Foods and Home Making. Pp 52-53.  
 Lanman, McKay and Zuill. The Family's Food. Pp 17, 341-343.

#### Questions for study and consideration:

1. What cooked cereals are often served with fruit?
2. What food value is added when fruits are served with cereals?
3. How should fruits be prepared before adding them to the cereal?
4. What kind of fruits are desirable to serve with cereals.
5. When are the fruits added to the cereal?
6. How many Calories are there in a serving of cream of wheat with dates?

#### Procedure:

1. Make a list of cooked cereals and list after each, desirable fruits to serve with them.
2. Submit your list to your teacher and secure her approval to prepare and serve one of them.
3. For example, prepare and serve cream of wheat with dates.
4. Follow the general directions that you have learned for cooking cereals and cook cream of wheat for your group.

5. Find out how the dates should be prepared and when they should be added.
6. Estimate the number of Calories in an average size serving, including the cereal, dates and top milk.
7. Join the other groups that are working on this problem and compare your results.
8. The others may have prepared a different cereal, but the points that you have listed in judging your product will also apply to the other cereals.
9. Secure your teacher's check on your lesson.

Problem 2 -- How can I prepare and serve tomato juice for breakfast?

Questions for study and consideration:

1. Why is tomato juice desirable to serve for breakfast?
2. How should tomato juice be seasoned?
3. Why should it be served cold?
4. How shall it be served?
5. Prepare tomato juice for your group?
6. Determine the number of Calories in your serving?

Procedure:

1. If tomatoes are in season cook fresh tomatoes and strain.
2. Canned tomatoes are cheaper other times of the year. Tomato juice may also be bought in cans ready to serve.
3. Strain the tomatoes through a sieve to remove the seeds.
4. Place the juice in the refrigerator or in a cool place until time to serve. Season with a small amount of salt.
5. Tomato juice can be served in the regular size glasses or in small glasses.

Problem 3 -- How shall I make a puffy omelet?

References:

- Greer. Foods and Home Making. P 98.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 502.  
 Reeves, Trilling and Williams. Problems in Food and the Family. P 192.  
 Harris and Lacey. Everyday Foods. P 381.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. P 45.

Questions for study and consideration:

1. What ingredients are necessary in making a puffy omelet?
2. Why should I beat the yolks and whites separately in making a puffy omelet?
3. Why should the egg whites be folded lightly into the mixture?
4. Why is it a good plan to put the omelet in the oven for the last few minutes of cooking?
5. How shall I serve my omelet?
6. How can I divide an omelet into servings?
7. Why do omelets make a desirable way of serving eggs?
8. What makes an omelet rise when cooked?
9. What makes an omelet fall when it is removed from the fire?

Procedure:

1. Arrange to work with another who is working on this problem.
2. Study your recipe and directions carefully. Write out the amounts you need to make a puffy omelet for your group. Ask your teacher to check your recipe before you start your work.
3. Use the points you made out for judging your French omelet and add any others that seem advisable.

4. Join a group discussion on the results of your lesson.

Problem 4 -- How shall I cook and serve bacon and eggs attractively?

References:

- Greer. Foods and Home Making. P 100.  
Harris and Lacey. Everyday Foods. P 419.  
Lanman, McKay and Zuill. The Family's Food. P 360.

Questions for study and consideration:

1. How shall I prepare bacon for cooking?
2. What are the different ways to cook bacon?
3. What is a good way to cook eggs when serving them with bacon?
4. How can I arrange the bacon and eggs attractively to serve at school to my group?
5. How can I arrange bacon and eggs attractively when serving them at home?

Procedure:

1. Arrange to work with another who is working on Contract C, Problem 4.
2. Find out what points you will need to consider in preparing the bacon for cooking, which will depend upon the quality of the bacon and whether or not it was bought by the piece or pound.
3. Study the methods given for cooking bacon and select one to use. Decide how you can cook an egg in the bacon grease that will be left from cooking the bacon. Secure your teacher's approval of the method you wish to use.
4. Follow your directions carefully. When finished place the slice of bacon on an individual plate, place the egg on top and in the center of the bacon, season, keep warm until ready to serve. This makes an attractive way to serve bacon and eggs. This method can be used when serving bacon and eggs in your home by arranging them neatly on a platter.

5. Before serving your group, join other groups that are working on this problem and compare results. Work out a list of points to observe in judging your work. Ask your teacher for her criticism.

Problem 5 -- How shall I prepare French toast?

References:

Harris and Lacey. Everyday Foods. P 369.  
Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. P 76.

Questions for study and consideration:

1. How is French toast made?
2. Why is one day old bread better than fresh bread for toast?
3. Why should I dip the bread quickly into the egg mixture?
4. How shall I serve my French toast?

Procedure:

1. Work with another girl ready for this problem.
2. Study your recipe then follow the instructions carefully.
3. Compare your French toast with the toast that the other groups have made. Select the one most nearly perfect and set up a standard to strive for another time that you make French toast at school or at home.
4. Ask your teacher to check your results.

Problem 6 -- How can I help with breakfast at home?

References:

Greer. Foods and Home Making. P 116.  
Reeves, Trilling and Williams. Problems in Food and the Family. P 127.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 437.



Questions for study and consideration:

1. How can I help my mother with breakfast?
2. What foods have I prepared at school that are suitable to serve for breakfast?
3. What ones have I made that I can prepare at home?
4. How will preparing the foods that I have learned to make at school, at home, help me to become more efficient in my cooking work?
5. How can I keep a record of my home duties?

Procedure:

1. Plan to help with the family breakfast for a period of two weeks.
2. Study your references and using the score card given as a guide, make a score card for the purpose of keeping a record of the duties you do at home.
3. Ask your teacher to check your score card before you start your home problem.
4. Check your score card daily.
5. At the end of two weeks list the foods that you prepared at home and that you had also prepared at school.
6. List the foods that you prepared at home for the first time. Did you need help with them or could you follow the recipe without help? List ways your home work has helped you in your laboratory work at school.
7. Ask your mother to look over your score card and sign it before returning it to your teacher with your criticism on the results of your home work.

Problem 7 -- How can I plan a variety of breakfast menus?

References:

Refer to references included in Contract D, Problem 17.

Questions for study and consideration:

1. How can I plan suitable breakfast menus for my group

at school?

2. How can I plan suitable breakfast menus for my family at home?
3. Why do we prefer a variety of foods, rather than to serve the same menu each morning?
4. Why is it a good plan to estimate the number of Calories one should have for breakfast?
5. Why do we include a smaller number of Calories for breakfast, than for lunch and dinner?
6. What should I gain by checking my menus with the standards set up in Contract D, Problem 17, for testing menus?

Procedure:

1. Plan several suitable breakfast menus for your group at school, and also for your family at home.
2. In planning the menus for your group, vary the cost but keep the number of Calories approximately the same.
3. Determine the average amount your family spends for breakfasts. Consider the food likes and dislikes of your family, their needs, age and occupation in planning your menus.
4. Using the points set up in Contract D, Problem 18, for testing menus score the menus that you have planned.
5. Hand your work in for your teacher's approval.

Contract B

Problem -- How shall I plan, prepare and serve a breakfast at home?

References:

Refer to references included in Contract D, Problems 17-21.

Questions for study and consideration:

1. How shall I plan a breakfast menu for my family?
2. How shall I serve my breakfast?
3. How shall I set the table?
4. How will planning a work schedule help me in the preparation and serving of my breakfast?

Procedure:

1. In planning the menu for your breakfast to be served at home take into consideration the number in your family, their age and occupation. Estimate approximately the number of Calories each member of your family should have for one day. Divide this by four and use one-fourth of the day's Calories for breakfast. Use the average price worked out in Contract C, Problem 7.
2. Check your menu using the points for checking menus worked out in Contract D, Problem 18.
3. Submit your menu to your mother and teacher for their approval.
4. Secure your mother's approval as to the best time for you to serve your breakfast.
5. Make out a market order including materials that you have on hand at home, and the ones that you need to order. State when and how you will do the necessary marketing.
6. Decide how you will serve your breakfast. Check over the dishes and silver in the cupboard and decide on the ones that you will need. Make a list of these. Make a diagram of your table showing how you will set the table.
7. Now make a plan for your work including work you can do ahead of time, when you will set the table, and the order in which you will prepare each food. Refer to your work schedule in Contract D, Problem 20. Note particularly the last minute preparations, and the time you expect to take.

8. Submit your diagram for setting the table and your plan of work to your teacher for her criticism and approval.
9. Prepare and serve your breakfast at the designated time, following the plan that you have made as nearly as possible.
10. Use the score card worked out in Contract D, Problem 22 in judging your breakfast.
11. Ask the different members of your family for their opinion concerning the success of your breakfast.
12. Write a report to present to your teacher. Give her your opinion as to the success of your work and any changes that were necessary to be made in your plan. Include also any changes you would make in serving a family breakfast at some later time.

#### Contract A

Problem -- How can I learn more about the foods served for breakfast?

#### References:

Good Housekeeping.  
Homes and Gardens.  
Ladies Home Journal.  
Woman's Home Companion.  
Pictorial Review.  
Household Magazine.  
Forecast.  
Hygeia.

#### Questions for study and consideration:

1. From what magazines can I find articles concerning different foods served for breakfast?
2. What articles can I find that will aid in intelligent buying of food?
3. What articles can I find concerning the minerals and vitamins that are found in foods?
4. What articles can I find concerning new recipes and

attractive ways of serving them for breakfast?

5. What articles can I find on making the meal time enjoyable?

Procedure:

1. Find from magazines articles concerning the above questions.
2. Select several that you are interested in to read.
3. Report to your teacher the ones that you have read and be prepared to write or give orally a brief report on one. State your reasons for being interested in the articles you read and the value you gained from reading them.
4. The references below are only a suggested list. You can find many other interesting articles.
5. The following articles have been selected from recent issues of Good Housekeeping:

- "What Price Breakfast Fruits." Walter J. Eddy. January 1932, page 98.
- "Cereals, to Feed the Family and Save the Pocket Book." Walter J. Eddy. February 1932, page 102.
- "Mealtime Happiness." Walter J. Eddy. March 1932, page 93.
- "Save the Vitamins." Walter J. Eddy. July 1932, page 106.
- "Bran as a Laxative." Walter J. Eddy. September 1932, page 96.
- "Our Daily Iron." Walter J. Eddy. March 1931, page 116.
- "Stocking the Pantry Shelves." Katharine Fisher. June 1931, page 96.
- "Children's Meals Should be Family Meals." D. M. Taylor. April 1931, page 92.
- "Invaders of the Pantry." W. C. O'Kane. April 1931, page 96.
- "Out of the Egg Box." Katharine A. Fisher. April 1931, page 98.
- "Meals for the Children." Kenyon and Taylor. February 1931, page 86.
- "Selecting Utensils." Katharine A. Fisher. January 1931, page 88.
- "A Week's Menus for a Family of Five." Katharine Fisher. October 1932, page 84.

UNIT IV. CARING FOR THE KITCHEN AND ITS EQUIPMENT.  
(One week)

Contract D

Problem 1 -- How shall I care for the cooking utensils in my home?

References:

- Balderston. Housewifery.  
Reeves, Trilling and Williams. Problems in Food and the Family.  
Justin and Rust. Problems in Home Living.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
Greer. Foods and Home Making.

Questions for study and consideration:

1. How can I keep the cooking utensils bright?
2. How can I clean and polish the following?

- (a) aluminum
- (b) brass
- (c) iron
- (d) nickel
- (e) tin
- (f) steel
- (g) enamelware
- (h) earthenware
- (i) glassware
- (j) wood

Procedure:

1. Look up methods for cleaning the following:

- (a) aluminum
- (b) brass
- (c) iron
- (d) nickel
- (e) enamelware
- (f) earthenware
- (g) tin
- (h) glassware
- (i) wood



## (j) steel

"Problems in Home Living" pp 108-111. "Housewifery" pp 261-262, 264. "Foods and Home Making" pp 588-590. "Problems in Food and the Family" p 142. "A Girl's Problems in Home Economics" p 452.

2. Select from the school laboratory several utensils that need polishing. Using the above methods, polish and clean these, then ask your teacher for her opinion of your work.
3. Observe the cooking utensils in your home kitchen. Are they all polished? What methods do you use at home to keep them bright and clean? Why are different methods necessary in cleaning different materials?
4. Select from your home kitchen several utensils that need polishing. Secure your mother's permission to polish part of them at home and also to bring some to school to polish.
5. In polishing the utensils at home keep account of your time, kind of utensils polished and methods used. Report these to your teacher.
6. Before taking home the utensils that you polished at school ask your teacher for her opinion of your work.
7. Ask your mother for her opinion on the improvement of the utensils that you polished at home and also the ones that you polished at school. Report these to your teacher.
8. Make a list of methods that can be used daily that will help to keep your cooking utensils in good condition.

Problem 2 -- How shall I care for the large equipment in my kitchen at home?

## References:

- Greer. Foods and Home Making. Pp 179-181, 186-187.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 137-142.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 447-452.  
 Lanman, McKay and Zuill. The Family's Food. Pp 230-231.  
 Justin and Rust. Problems in Home Living. Pp 107-109.  
 Balderston. Housewifery. Pp 262-271.

Questions for study and consideration:

1. What equipment in my kitchen is considered as large equipment?
2. How will knowing good methods of cleaning help me with my home work?
3. How will using a good soap, scouring powder and a water softener help me to secure good results when I help with the cleaning at home?
4. How can I interest other members of my family in using good methods of cleaning?

Procedure:

1. Check over the methods of cleaning studied in Contract D, Problem 6. Have you been following these successfully in your work? Note any of these that can be applied to the cleaning of the equipment in your home kitchen.
2. Use these methods and look up others that will apply to cleaning the equipment in your home.
3. Write out a good method to use in cleaning each article in your kitchen. The following list of equipment is suggested:
  - (a) The stove; electric, gas or kerosene
  - (b) The refrigerator
  - (c) The kitchen cabinet
  - (d) Top of kitchen cabinet or work table
  - (e) The bread box
  - (f) The sink
  - (g) The garbage pail
4. Ask your teacher to check the methods that you have chosen.
5. Plan to do some cleaning at school for practice before doing your home work.
6. You may need to do your home work on Saturday or after school. Make a plan for doing this work so that it will not be burdensome. Have your teacher check your plan.

7. Use the score card on page 143 "Problems in Food and the Family", page 453 "A Girl's Problems in Home Economics" as a guide and make one that will apply to the cleaning work that you are going to do. Ask your teacher for her criticism as to the method that you have planned as a check up on your home work.
8. When you have finished ask your mother for her opinion as to how well you did your work. Have her check your score card. Score your work yourself. Report your results to your teacher. Give her your mother's criticism and any changes that were necessary to make in your plan. Note the time required to do your work. Were you satisfied with your results? Do you think your plan a good one? Why? Show how it has helped you to become more efficient in your home work. Indicate how your plan could help other members in your family to become more efficient in their work.

Problem 3 -- How shall I choose cooking utensils and kitchen equipment that can be easily cared for?

References:

- Greer. Foods and Home Making. Pp 166, 173-175.  
 Balderston, Housewifery. Pp 94-96.  
 Harris and Lacey. Everyday Foods. Pp 252-254.  
 Reeves, Trilling and Williams. Problems in Food and the Family. P 132.  
 Justin and Rust. Problems in Home Living. Pp 83, 85-88.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 442.  
 Pamphlets dealing with kitchen equipment.

Questions for study and consideration:

1. Why should I choose cooking utensils that I can easily clean?
2. Why should the large equipment be carefully chosen as to the ease in which it can be easily cared for?
3. How will a good choice of suitable utensils and equipment save time and energy in doing the kitchen work?
4. In buying cooking utensils or equipment for a kitchen why should I consider some in preference to others?
5. What utensils are being sold at the present time?

Procedure:

1. Study the above references and observe the kinds of cooking utensils and kitchen equipment that are shown and described.
2. Visit a hardware store with other members of your class working on this contract and observe the kinds of cooking utensils for sale.
3. The manager will demonstrate to your class the kinds of equipment that he has for sale. Note any points he brings out in regard to some kinds being easier cared for than others.
4. After your visit make a comparison of various utensils and kinds of equipment. Join a group discussion to discuss major points to consider in selecting necessary kitchen equipment that can be easily cared for.
5. Ask your teacher for further suggestions on the points that you are considering. Summarize by making a list of those that your class and teacher think the most important to consider in buying equipment.

Problem 4 -- What methods can be used to eradicate household pests?

References:

- Balderston. Housewifery. Pp 307-317.  
Justin and Rust. Problems in Home Living. Pp 125-136.  
Greer. Foods and Home Making. Pp 591-593.

Questions for study and consideration:

1. What are the common household pests?
2. What ones, if any, are you bothered with in your home?
3. What ones, if any, are found in the school building?
4. What methods can be used to utterly destroy them?

Procedure:

1. Study the above references for methods of getting rid of household pests.

2. If you are bothered with any in your home try the method given long enough to give it a satisfactory trial and see if it helps you in getting rid of the pests.
3. If there are pests bothering the school building, find out what methods are being used to eradicate them. If these methods are being unsuccessful suggest ones that you have been studying that could be used. If possible give them a trial.
4. Learn the methods of eradicating a number of the household pests, even if you are not bothered with them now. You may know people that are annoyed with certain household pests and would be glad to have such information.

#### Contract C

Problem -- How can I have a conveniently arranged kitchen?

#### References:

- Greer. Foods and Home Making. Pp 145-146.  
Trilling and Nicholas. The Girl and Her Home. Pp 74, 75, 77, 81.  
Reeves, Trilling and Williams. Problems in Food and the Family. P 133.  
Harris and Lacey. Everyday Foods. Pp 246-250.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 443.  
Lanman, McKay and Zuill. The Family's Food. Pp 215, 217-218.  
Justin and Rust. Problems in Home Living. Pp 147-152. Magazines.

#### Questions for study and consideration:

1. How will rearrangement of the equipment in my kitchen save steps in doing the house work?
2. Why should every housewife desire to have a conveniently arranged kitchen?
3. How shall I make a floor plan for my kitchen?



Procedure:

1. From your references make a study of several conveniently arranged kitchens and floor plans.
2. Make a floor plan of your home kitchen as it is at the present time showing the size, location of doors, windows and equipment.
3. Select several pictures of conveniently arranged kitchens and compare them with your home kitchen.
4. Make a new floor plan of your kitchen rearranging the equipment in a more convenient way.
5. List reasons why your new arrangement is better than the old. Do you like it better? Why? Do you think it worth while to make this study, and to arrange your home kitchen in the most convenient arrangement possible? Why.
6. Secure your mother's permission to make the changes at home. Give the new arrangement a fair trial.
7. Report your conclusions to your teacher.

Contract B

Problem -- How shall I clean the kitchen at home?

References:

Balderston. Housewifery.  
Lanman, McKay and Zuill. The Family's Food.  
Justin and Rust. Problems in Home Living.

Questions for study and consideration:

1. How will a plan for my cleaning help me in the weekly care of the kitchen at home?
2. How shall I clean the windows?
3. How shall I clean the woodwork in the kitchen?
4. How should the floors be cleaned?
5. How shall I clean the linoleum?



6. How shall I clean the electric light bulb and shades or the kerosene lamp?
7. What care should I give the walls when I do my weekly cleaning?
8. How will a score card help me to become an efficient housekeeper?

Procedure :

1. Secure your mother's permission to do the weekly cleaning of your home kitchen.
2. Study the score card, page 143 "Problems in Food and the Family" and page 453 "A Girl's Problems in Home Economics. Using this score card as a guide make a score card that will apply to your cleaning and use it to score your kitchen when you are through.
3. Look up methods of cleaning to use. "Problems in Home Living" pp 98-99, 107-108. "Housewifery" pp 241, 243, 246-250.
4. Before doing your home work make a plan and submit it and your score card to your teacher for her approval.
5. Ask your mother to check your score card. Check it yourself. Report your results to your teacher and any changes that you would make in your plan in doing the cleaning at another time.

Contract A

Problem -- How can I rearrange the cooking utensils in my home kitchen in a more efficient order than they are at present?

References:

Reeves, Trilling and Williams. Problems in Food and the Family. Pp 130-132.  
Justin and Rust. Problems in Home Living. Pp 148-149.

Questions for study and consideration:

1. Why should the cooking utensils be arranged conveniently in my home kitchen?

2. How will a definite arrangement save time and energy in doing the housework?
3. How can I keep the cooking utensils in their proper places every day?
4. Can I rearrange them in a better order?

Procedure:

1. Make a diagram showing the present arrangement of the cooking utensils in your kitchen.
2. Rearrange them in a more convenient order if possible.
3. Make a diagram of your new arrangement.
4. Present your diagram to your teacher for her criticism with your reasons for preferring the new arrangement to the old.

UNIT V. PLANNING, PREPARING AND SERVING SUPPER OR LUNCHEON. (Six to eight weeks)

Contract D

Problem 1 -- Why are vegetables valuable foods?

References:

- Greer. Foods and Home Making. Pp 264-272.  
 Harris and Lacey. Everyday Foods. Pp 77-79.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 167-170.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 477-480.  
 Lanman, McKay and Zuill. The Family's Food. Pp 55, 56, 59, 65-68, 115.

Questions for study and consideration:

1. What are the different vegetables that we use for food?

2. Why should we know the approximate composition of vegetables?
3. What food values are found in vegetables?
4. What is the energy value of vegetables?
5. What vitamins are vegetables particularly noted for?
6. What vitamins are destroyed by cooking?
7. Why should we know what minerals are found in vegetables?
8. How are vegetables classified?
9. Why should we eat vegetables?
10. How do vegetables keep us well?
11. What is the value of vegetables in the diet?

Procedure:

1. From your references find answers to the above questions.
2. Make a list of the different vegetables that are used for food and classify them as leafy or juicy vegetables and starchy vegetables.
3. From the tables in your references find the minerals and vitamins contained in each vegetable. List them in a chart similar to the following:

Leafy Vegetables

Vegetable	Minerals	Vitamins
Spinach	Iron Calcium Phosphorus	A +++ B C +

4. Note particularly what vegetables rank the highest in the different minerals and make a list of the five highest in iron, calcium and phosphorus.

5. Find out why spinach and carrots are considered prized vegetables.
6. Join a class discussion and summarize the most important points to be remembered concerning the value of vegetables.

Problem 2 -- How shall I prepare and serve mashed, baked and stuffed potatoes?

References:

- Greer. Foods and Home Making. Pp 414-416.  
 Harris and Lacey. Everyday Foods. P 393.  
 Reeves, Trilling and Williams. Problems in Food and the Family. P 270.  
 Trilling, Williams, and Reeves. A Girl's Problems in Home Economics. P 580.  
 Lanman, McKay and Zuill. The Family's Food. Pp 348-349, 147.

Questions for study and consideration:

1. How are potatoes prepared for baking?
2. Why is baking a desirable method of cooking potatoes?
3. How hot an oven is necessary to bake potatoes?
4. How long will it take to bake them?
5. How can I keep a baked potato from becoming soggy?
6. What different ways can I prepare baked potatoes for serving?
7. How are stuffed potatoes made?
8. How can baked potatoes be mashed? What other ways are potatoes cooked and then mashed?
9. How can I keep the potatoes warm?
10. What nutritive values are retained in baked potatoes, that are lost when potatoes are pared before cooking?

Procedure:

1. Study the method given in your references for baked

potatoes.

2. Working with your partner prepare two baked potatoes.
3. Choose different ways of serving them, for example, for one prepare stuffed potato, the other cut half into and serve with butter.
4. Compare the caloric value of the two potatoes. Estimate the number of Calories in the baked potato including the butter served with it. For the stuffed potato estimate the number of Calories in the potato, and the milk and butter used in mashing it.
5. Join a class discussion and compare the potatoes that you have baked with the ones that other groups in your class have prepared. Include in your discussion when and how you would serve baked, mashed and stuffed potatoes. Note also the nutritive value of the potato.
6. Continue using your laboratory score card for this Unit the same as you did in Unit III. In class discussion decide whether any changes will be necessary and helpful. If so secure your teacher's approval. Remember to check this score card at the end of each laboratory lesson as it will not be referred to again. Secure your teacher's criticism on your score card quite often.

Problem 3 -- How shall I prepare and serve boiled cabbage?

References:

- Greer. Foods and Home Making. P 279.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 273-274.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 94, 101.  
 Lanman, McKay and Zuill. The Family's Food. P 139.

Questions for study and consideration:

1. How should cabbage be prepared for cooking?
2. When should the salt be added in cooking cabbage?
3. Why should I cook cabbage uncovered?
4. How long should cabbage be cooked.



### 5. How shall I serve boiled cabbage?

#### Procedure:

1. Follow your instructions carefully. When done season and arrange your serving as you would serve it at the table.
2. Compare the results of your lesson with others in your class.
3. Note the minerals and vitamins found in cabbage. Determine the number of calories in your serving. Find out how much cabbage it takes for a One Hundred-Calorie portion.

### Problem 4 -- How shall I prepare and serve boiled cauliflower?

#### Reference:

- Reeves, Trilling and Williams. Problems in Food and the Family. P 274.  
 Greer. Foods and Home Making. Pp 416-418.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 93, 101.  
 Lanman, McKay and Zuill. The Family's Food. P 139.

#### Questions for study and consideration:

1. How can vegetables be cooked so that they will lose very little of the mineral matter, vitamins and other nutritious materials?
2. How shall cauliflower be prepared for cooking?
3. How long should cauliflower be cooked?
4. How can you tell when cauliflower is done?
5. How should boiled cauliflower be seasoned?
6. How can I serve cauliflower to my group?

#### Procedure:

1. Follow instructions in your references in preparing and cooking cauliflower.
2. Think of different ways of serving boiled cauliflower



attractively.

3. Arrange your serving neatly then join a class discussion to compare results.
4. Note the minerals and vitamins found in cauliflower. Find out in what ones cauliflower ranks the highest.

Problem 5 -- How shall I prepare and serve spinach?

References:

- Greer. Foods and Home Making. P 419.  
 Reeves, Trilling and Williams. Pp 167, 275.  
 Harris and Lacey. Everyday Foods. P 79.  
 Lanman, McKay and Zuill. The Family's Food. Pp 343, 145.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 477, 585.

Questions for study and consideration:

1. How should spinach be prepared for cooking?
2. Why is it not necessary to add water in cooking spinach?
3. How long should spinach be cooked?
4. How shall I season spinach?
5. What is an attractive way to serve spinach?
6. What foods can be combined with spinach that will help to make an attractive serving?

Procedure:

1. Study your recipe and method carefully.
2. Decide on the amount needed to make a serving for each in your group. Also decide on an attractive way to serve it, then secure your teacher's approval.
3. Cook the spinach according to directions, season and arrange neatly on a dish as you would serve it at the table.
4. Join a class discussion and compare the results of your lesson. Also discuss other attractive ways to serve

spinach and the value of spinach as a good source of minerals and vitamins.

Problem 6 -- How shall I prepare and serve baked squash?

References:

Greer. Foods and Home Making.

Questions for study and consideration:

1. How is squash prepared for baking?
2. How hot an oven is required to bake squash?
3. How long should it be baked?
4. How should baked squash be seasoned?
5. How shall I serve the squash?

Procedure:

1. Prepare and bake squash following the directions on page 416, "Foods and Home Making."
2. Arrange your serving attractively.
3. Join a class discussion and compare your results.

Problem 7 -- How shall I prepare and serve stuffed vegetables?

References:

Harris and Lacey. Everyday Foods. Pp 122, 390.  
Lanman, McKay and Zuill. The Family's Food. P 345.  
Department of Food Economics and Nutrition, Kansas State  
College. Practical Cookery. Pp 103, 99, 101.

Questions for study and consideration:

1. How are stuffed vegetables prepared for stuffing?
2. What vegetables can be used satisfactorily for stuffed vegetables?
3. How can I make a well seasoned stuffing for stuffed vegetables?

4. How are stuffed vegetables cooked?
5. How shall I serve stuffed vegetables?
6. Why are they a desirable food to serve for luncheon?

Procedure:

1. Make a list of vegetables that you think would be desirable to use for stuffed vegetables.
2. Find out how these vegetables are prepared for stuffing.
3. Find a general method for making a stuffing for vegetables.
4. Find out how they should be cooked.
5. Note carefully the recipes in your references. Compare several different ones.
6. Make a list of those you would like to prepare, such as:
  - (a) stuffed carrots
  - (b) stuffed tomatoes
  - (c) stuffed onions
  - (d) stuffed peppers
  - (e) stuffed egg plant

Select one to make and secure your teacher's approval.

7. Follow the recipe that you have chosen carefully.
8. Plan a way to serve the stuffed vegetable that you have prepared.
9. List points to observe in judging a well prepared and attractive stuffed vegetable.
10. Join a class discussion and compare your work with the other group in your class.
11. Ask your teacher for her criticism on your work.

Problem 8 -- How shall I prepare and serve creamed dishes?

References:

- Greer. Foods and Home Making. Pp 246, 419.  
Harris and Lacey. Everyday Foods. Pp 122, 390, 391, 405.  
Lanman, McKay and Zuill. The Family's Food. P 125.

Questions for study and consideration:

1. How are creamed dishes made?
2. What foods are often creamed?
3. Why are creamed dishes good luncheon dishes?
4. What kind of white sauce is used for creamed dishes?
5. How shall I make white sauce?
6. How shall I prepare the vegetables or other foods that I shall cream?
7. How should I add the white sauce to the food I have prepared?
8. How shall I serve creamed dishes?

Procedure:

1. Make a list of foods that are sometimes creamed.
2. Find out what kind of white sauce is used for creamed dishes.
3. Note particularly the proportions that are used.
4. Decide whether to make your white sauce in a double boiler or to cook it over direct heat. State your reason for the method you choose.
5. Find out how vegetables and other foods are prepared and cooked that are creamed.
6. Look up the recipe of several creamed dishes, such as:
  - (a) creamed carrots
  - (b) creamed potatoes
  - (c) creamed cauliflower

- (d) creamed celery
  - (e) creamed asparagus
  - (f) creamed cabbage
7. Select one to prepare and serve and ask your teacher for her approval.
  8. Study carefully the recipe that has been approved by your teacher. Remember you are to make a smooth white sauce and prepare the vegetables or other foods used, so that they will not be mushy.
  9. Serve your creamed dish in an attractive way.
  10. List points to consider in judging a well prepared creamed dish.
  11. Compare the results of your lesson and ask your teacher for her criticism.

Problem 9 -- How shall I prepare and serve scalloped dishes?

References:

- Greer. Foods and Home Making. Pp 246, 280-282.  
Harris and Lacey. Everyday Foods. Pp 390, 391.  
Reeves, Trilling and Williams. Problems in Food and the Family. Pp 191-192.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 501-502.  
Lanman, McKay and Zuill. The Family's Food. Pp 125, 348.

Questions for study and consideration:

1. What foods are usually used in making scalloped dishes?
2. How are scalloped dishes made?
3. What different methods are used in making scalloped dishes?
4. What kind of white sauce is used for scalloped dishes?
5. When white sauce is not used how are scalloped foods made?
6. How should scalloped dishes be cooked?
7. How should they be served?



8. Upon what points are a scalloped dish judged?

Procedure:

1. Make a list of foods that are often used for scalloped dishes.
2. Look up the recipes in your references for scalloped dishes. Make a list of these. Note the difference in the way they are made. Find out the kind of white sauce used for the scalloped dishes.
3. Select several recipes that you wish to make. Choose one and ask your teacher for her approval. The following list is suggested:
  - (a) scalloped corn
  - (b) scalloped potatoes
  - (c) scalloped cabbage
  - (d) scalloped salmon
4. Plan an attractive way to serve the food that you have prepared.
5. Make a list of points to consider in judging scalloped dishes.
6. Join a class discussion and compare the results of your lesson.
7. Ask your teacher for her criticism on your finished product.

Problem 10 -- How do cream soups make a valuable contribution to the meal?

References:

- Greer. Foods and Home Making. P 235.  
 Harris and Lacey. Everyday Foods. Pp 21, 79-83.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 166-170.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 476-480.

Questions for study and consideration:

1. Why are cream soups valuable foods?
2. What ingredients do they contain that make them essen-



tial in the diet?

3. How can I determine the food value of the different soups that I make?
4. Why should I know the food value of cream soups?
5. Why should cream soup be included often in the diet?

Procedure:

1. Find reasons why cream soups are valuable in the diet. "Problems in Food and the Family" p 166. "A Girl's Problems in Home Economics." p 476.
2. Make a list of the ingredients contained in cream soups that make them essential in the diet. List reasons why these foods are particularly important in the diet.
3. List several reasons why combining foods as they are combined in cream soups is a desirable way of serving these foods.
4. To determine the food value of cream soups select some recipe, for example, cream of potato soup. Note from your recipe the different ingredients and the number of servings it should make. Figure the caloric value of each article and determine the number of Calories in each serving. Note also the minerals and vitamins included in these foods. Use this method to determine the food values of other soups that you make.
5. From your above calculation list reasons why you think cream soups should be included often in the diet.

Problem 11 -- How shall I prepare and serve cream soups?

References:

- Greer. Foods and Home Making. Pp 237, 245, 238, 239, 247.
- Harris and Lacey. Everyday Foods. P 383.
- Reeves, Trilling and Williams. Problems in Food and the Family. Pp 170, 186-189.
- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 480, 496, 497.
- Lanman, McKay and Zuill. The Family's Food. Pp 368-370.
- Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 26, 83, 85-90.

Questions for study and consideration:

1. How are cream soups made?
2. Why is white sauce used in making cream soups?
3. What proportions are used in making a white sauce for soups?
4. How are the vegetables prepared for cream soups?
5. What seasonings are used for cream soups?
6. How can I judge a cream soup?
7. How shall I serve a cream soup?
8. How many Calories will a serving of cream soup yield?

Procedure:

1. Find out how cream soups are made.
2. Study carefully the recipe used for making white sauce. Find out the proportions to use to make a thin white sauce. Find out why a thin white sauce is used in making soups. Find out how vegetables used for cream soups are prepared.
3. Make a list of several cream soups.
4. Select several that you would like to make. For example:
  - (a) cream of potato soup
  - (b) cream of tomato soup
  - (c) cream of pea soup
  - (d) cream of salmon soup

Look up the recipes for these and determine the amount that you will need for your group.

5. Secure your teacher's approval to make one of the soups that you have selected.
6. Study the method given for it and follow the directions closely. Try to prepare a delicious cream soup.
7. The groups in your class may choose different cream

soups. This will give you a chance to observe how other cream soups are made.

8. Note the food value of your soup by following the method given in Problem 10.
9. Make out a list of points to observe in judging a cream soup. "Problems in Food and the Family" p 188. "A Girl's Problems in Home Economics" p 498.
10. Join a class discussion and judge the soups your class has made.
11. In your class discussion select the best points to use for judging cream soups another time that you make them. Secure your teacher's approval of your score card, then file it to use later.

Problem 12 -- What is the value of salads in the diet?

References:

- Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods. Pp 88, 89.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 475-476, 483-485.  
 Lanman, McKay and Zuill. The Family's Food.

Questions for study and consideration:

1. Why are salads excellent dishes to include in a luncheon or supper?
2. Why should we eat salads?
3. Why do we need fresh vegetable salads?
4. Why should cabbage, spinach and carrots be used in salads?
5. What salads rank high in minerals and vitamins?
6. Why is a salad oil a good food to use with lettuce or other salad plants?
7. What vegetables are used for salads?
8. How can you determine the nutritive value of salads?

9. Why should one include salads in their menus daily?

Procedure:

1. Find answers to all of the above questions.
2. Be prepared to summarize in class discussion the outstanding points to consider on the value of salads.

Problem 13 -- What kinds of salad dressings can I make?

References:

- Greer. Foods and Home Making. Pp 290-291, 295.  
 Harris and Lacey. Everyday Foods. Pp 93, 432, 433.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 195-197.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Lanman, McKay and Zuill. The Family's Food. Pp 150-151, 375.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 157-160.

Questions for study and consideration:

1. Why should I know how to make different kinds of salad dressings?
2. Would there be times when I would choose one kind of salad dressing for a salad and another time when I would choose some other kind? Why?
3. What variations can I make in salad dressings?
4. What are the standards for the different kinds of salad dressings?
5. What should I gain by comparing my salad dressing with the salad dressing other groups in my class have made?

Procedure:

1. Check through your references and make a list of the different kinds of salad dressings. Find out what kind of salad dressing to use for different salads.
2. Decide on the kind that you should learn to make to use with the vegetable salads that you will make in Problem 14.

3. Secure your teacher's approval, then study the method carefully until you understand how to make it. Be sure to follow your instructions, so as, to secure good results.
4. When finished compare your salad dressing with the salad dressing that the other groups have made. Store in a cool place to use when you make different salads later.
5. Find out how you can vary the above salad dressing when using it for fruit salads.
6. Will you need to make a different kind for the egg salads and meat and fish salads that you will make? If so, find out what kind to make and how to make it. If not, find out how to vary the above salad dressing for these salads so that they will be well seasoned.

Problem 14 -- How shall I prepare and serve vegetable salads?

References:

- Greer. Foods and Home Making. Pp 336, 338, 435, 294.  
 Harris and Lacey. Everyday Foods. Pp 89, 91-92, 428-429, 434.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 194-200.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 504, 508-509.  
 Lanman, McKay and Zuill. The Family's Food. Pp 148, 149, 152, 372-374.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 163-164, 167.

Questions for study and consideration:

1. What kinds of vegetable salads can I make?
2. What vegetables are used for salads?
3. What rules should I observe in making salads?
4. What salads shall I make?
5. How shall I serve my salads?
6. What points should I observe in judging my salads?



Procedure:

1. Make a list of vegetable salads including:
  - (a) Different ways of making green leafy vegetable salads.
  - (b) Different combinations of raw vegetables that can be used for salads.
  - (c) Different ways cooked vegetables can be used in salads.
  - (d) Variations for potato salad.
  - (e) Different fruits and vegetables that can be used well together for salads.
  - (f) Vegetable salads that are made with gelatin.
2. Find from your references rules to observe in making salads, such as:
  - (a) Ways to prepare vegetables for salads.
  - (b) How to keep the vegetables crisp.
  - (c) Attractive ways of cutting vegetables for salads.
  - (d) Proper storage for vegetables and salad dressing until time to combine them.
  - (e) The time to add the dressing to the salad.
3. Select from your list of salads several that you would like to make. Perhaps the different groups in your class will decide to make different salads. Plan to have a salad making contest and score your salads.
4. Give your teacher a list of the salads that you have planned to make, with your order list and ask her for her approval.
5. Study carefully the score card for judging a good salad. "Problems in Food and the Family" p 198. "A Girl's Problems in Home Economics" p 508. Either use this card or another one. If the latter is done join a class discussion and together make out a score card that meets the approval of your class and instructor. Use this score card hereafter for judging the salads made at school and for your practice work at home.
6. Prepare carefully the salads assigned to you. Using your score card score your salad before joining a class discussion over the results of your lesson. In your class discussion compare your salad with ones the other groups have made. Select the salad that you



consider better than the others.

7. Ask your teacher to score the salads. It may be possible for your class to select girls that are not in your class who at some other time have taken home economics and ask them to judge your salads. Number the salads so that the judges will not know whose salad they are scoring until they have made their final decision.

Problem 15 -- How shall I prepare and serve egg salad?

References:

- Greer. Foods and Home Making. P 292.  
Harris and Lacey. Everyday Foods. P 428.  
Reeves, Trilling and Williams. Problems in Food and the Family. P 198.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 508.  
Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. P 163.

Questions for study and consideration:

1. How can I prepare stuffed eggs?
2. How can I prepare moulded egg salad?
3. How can I prepare egg salad?
4. What other kinds of egg salads and combinations of vegetables and egg salad can I make?
5. What are some attractive ways of serving egg salad?
6. When should I serve egg salad?
7. What nutritive value do egg salads contain?

Procedure:

1. Check through your references and make a list of several attractive ways of preparing and serving egg salad.
2. Select one that you would particularly like to make and secure your teacher's approval.
3. Study the method carefully, and decide on an attractive

way to serve it.

4. By this time you should be making attractive salads. Arrange yours as neatly as possible. Join a class discussion and compare your results.
5. Also in your discussion bring out points concerning the nutritive value of egg salads and the best time to serve them.

Problem 16 -- How shall I prepare and serve meat and fish salad?

References:

- Greer. Foods and Home Making. P 293.  
 Harris and Lacey. Everyday Foods. P 427.  
 Reeves, Trilling and Williams. Problems in Food and the Family. P 198.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 508.  
 Lanman, McKay and Zuill. The Family's Food.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. P 163.

Questions for study and consideration:

1. What meat and fish salads can I make?
2. How can I make a well flavored fish and tomato salad?
3. How can I prepare and serve chicken salad with celery?
4. How can I make salmon salad with celery and hard-cooked eggs?
5. What other combinations of meats and vegetables can be used together in salads?
6. When would you serve a meat or fish salad?
7. How shall I serve a meat or fish salad?

Procedure:

1. Look up the recipes in your references for fish and meat salads.
2. Make out a list of several combinations that will make

attractive salads. For example:

- (a) Tuna fish with celery and cabbage
- (b) Salmon with celery and hard cooked eggs
- (c) Chicken with celery

Indicate how you would serve them.

3. Ask your teacher to check your list. Give her your preference as to the one you would like to make in class. Secure her approval.
4. Find out how to prepare meats and fish for salads. For vegetables to be used in combination with meat or fish refer to Problem 14.
5. Prepare the salad that you have chosen and arrange it neatly, as you would serve it at the table. Place beside your salad the proper silver to be used in serving it.
6. Join a class discussion over the results of your lesson. Use your score card and score your own and the salads the other groups have made.
7. Ask your teacher for her criticism on your work and also for her to check your score card.

Problem 17 -- How shall I prepare and serve fruit salad?

References:

- Greer. Foods and the Family. Pp 440, 436, 437.  
 Harris and Lacey. Everyday Foods. Pp 429-431.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 508, 509.  
 Lanman, McKay and Zuill. The Family's Food. Pp 374, 375.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 165-166.

Questions for study and consideration:

1. What different kinds of fruit salad can be made?
2. How is fruit salad with gelatin made?
3. What combinations of fruits go well together in salads?

4. When should I serve a fruit salad?
5. Why should fruit salads made with gelatin be served cold?
6. What points should I consider in judging my salad?
7. What food values do fruit salads contain?

Procedure:

1. Check through your references and make a list of the fruit salads made without gelatin.
2. Also make a list of fruit salads made with gelatin.
3. Find out how gelatin dishes are made.
4. Find out the effect of cold and hot water on gelatin. To do this refer to pages 436-437 "Foods and Home Making" and work out Experiments 30 and 31.
5. Select from your list two salads to make, one with gelatin and one without gelatin. Secure your teacher's approval to make the ones that you have selected. Other groups in your class may choose different fruit salads to make. You could plan another salad contest similar to the one in Problem 14.
6. Score your salads and discuss attractive ways of serving fruit salads, and the proper time to serve them. Also include in your discussion the food values in the salads that your class has made.

Problem 18 -- How shall I prepare and serve meat substitutes?

References:

- Greer. Foods and Home Making. Pp 250, 261, 252-253, 259, 260.
- Reeves, Trilling and Williams. Problems in Food and the Family. P 483.
- Harris and Lacey. Everyday Foods. Pp 418, 121, 401, 402, 404.
- Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 483.
- Lanman, McKay and Zuill. The Family's Food. Pp 125, 350, 365.

Questions for study and consideration:

1. What are meat substitutes?
2. What foods are used as meat substitutes?
3. Why do meat substitutes make desirable meat dishes to serve for luncheon?
4. What food values do we get from these foods?
5. What kind of meat substitutes shall I make?
6. How can I serve them attractively?
7. What points should I consider in judging different meat substitutes?

Procedure:

1. Find out what is meant by meat substitutes and the reason certain foods are used as meat substitutes. Think of reasons why these foods are desirable for luncheons.
2. From your references look up recipes for the following:
  - (a) Macaroni and cheese
  - (b) Cheese custard
  - (c) Egg souffle
  - (d) Salmon loaf
  - (e) Baked beans
  - (f) Welch rarebit
  - (g) Cottage cheese
3. Find out how the above foods are prepared. Choose two to prepare and serve. Ask your teacher for her approval of the ones you have selected.
4. Do all your work on one before you prepare the second.
5. Study carefully the recipe you have selected. If there are any points you do not understand ask about them before starting your work.
6. When finished arrange your serving attractively.
7. Make a list of points to use in judging the meat substitute that you have prepared.



8. Join a class discussion over the results of your lesson.

Problem 19 -- What beverages shall I prepare and serve?

References:

- Greer. Foods and Home Making. Pp 67, 73-76, 111, 120, 342.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 65, 71, 108, 109.  
 Harris and Lacey. Everyday Foods. P 29-33.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 381, 418-419.  
 Lanman, McKay, and Zuill. The Family's Food. Pp 18-25, 121, 123, 131-135, 257, 340-341.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 28-32.

Questions for study and consideration:

1. What beverages can I serve for my luncheon?
2. Why is milk a desirable beverage to serve for a luncheon?
3. Why are cocoa and hot chocolate desirable beverages for grown ups as well as for children?
4. Why should I know how to make tea and coffee?
5. What beverages are particularly suitable to serve in warm weather?
6. Why should we include water as a beverage at meal time?
7. How should different beverages be served?

Procedure:

1. Check through your references and observe the different recipes given for beverages.
2. Plan to make hot chocolate, coffee and tea.
3. In making hot chocolate observe how it is different from cocoa. Select the recipe that you desire to use, divide it so as to make enough for your group then ask your teacher to check your amounts.
4. Find ways of garnishing hot chocolate.



5. List points to observe in testing hot chocolate and join a class discussion, comparing your points with ones the other group have made.
6. Select one of the coffee recipes given in your references, then ask your teacher for her approval.
7. Study the recipe that you have selected and follow the directions carefully.
8. Discuss the following points in your class discussion:
  - (a) The time it took the coffee to percolate.
  - (b) The time it took to make coffee by boiling it.
  - (c) The method that you prefer.
  - (d) Points to consider in judging good coffee.
9. Note the different kinds of tea used in making tea.
10. Why do some people prefer one kind rather than another?
11. Find out what ones are best for ice tea.
12. Study the methods given in your references for making hot tea. Choose the kind that you prefer to make then ask your teacher for her approval.
13. Other groups in your class may choose different kinds of tea to make. This will give you a chance to observe the difference in different kinds of tea.
14. Find reasons for removing the tea ball as soon as the tea is made and how to keep the tea hot.
15. In making tea follow the directions carefully, and note the time it takes to make it.
16. Join a class discussion and compare the results of your lesson.
17. In your class discussion discuss ways of serving the beverages that you have made.

Problem 20 -- How shall I prepare and serve desserts for luncheon?

References:

- Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Lanman, McKay and Zuill. The Family's Food.

Questions for study and consideration:

1. How shall I prepare and serve the following desserts:
  - (a) Soft custard
  - (b) Tapioca desserts
  - (c) Baked custards
  - (d) Fruit whip
  - (e) Drop cookies
  - (f) Cup cakes
2. What points shall I consider in judging the above desserts?
3. What food values do these desserts contain?
4. Why should I choose a simple dessert for a luncheon or supper?
5. How will class criticism help me to become more efficient in my cooking?

Procedure:

1. Look up recipes for soft custard and study the methods used in making them. "Foods and Home Making" pp 317-318. "Problems in Food and the Family" p 204. "Everyday Foods" pp 131, 451-452. "A Girl's Problems in Home Economics" p 514. "The Family's Food" p 394.
2. Note the standard recipe for a soft custard. Write out the procedure that you will follow in making it. Have it checked.
3. Follow the procedure carefully in making your custard. Note how to tell when it is done and what will happen if it is cooked too long.

4. Decide on a good way to serve your custard.
5. List points to observe in judging whether or not a custard is well cooked.
6. Join a class discussion and compare the results of your lesson.
7. Note why custards are wholesome desserts.
8. Find a recipe for tapioca cream.
9. Compare it with the custard recipe that you have just made. Note how they are similar.
10. Make a list of the different ways of serving a tapioca cream custard.
11. Choose a recipe that you would like to use and decide on a nice way to serve it. Secure your teacher's approval.
12. Plan to make this dessert at home. Report to your teacher the results of your home work.
13. Compare the following baked custard recipes:
  - (a) Foods and Home Making, page 317
  - (b) Problems in Food and the Family, page 204
  - (c) Everyday Foods, page 452
  - (d) A Girl's Problems in Home Economics, page 514
  - (e) The Family's Food, page 393
14. Select a recipe, then ask your teacher if you can use the one that you have chosen.
15. List points to observe in judging a baked custard. In your class discussion select the best custards. Note whether they come up to the standard you have set for a well baked custard.
16. Ask your teacher for her criticism on your work.
17. Find recipes for fruit whips. "Foods and Home Making" p 442. "Problems in Food and the Family" p 203. "Everyday Foods" p 130. "A Girl's Problems in Home Economics" p 513.
18. Select one that you would like to make then ask your

teacher for her approval.

19. Follow the directions carefully. List points to consider in judging your finished product.
20. Join a class discussion and compare your work with the other group in your class. Secure your teacher's criticism.
21. Look up in the following, recipes for drop cookies:
  - (a) Greer. Foods and Home Making, page 444.
  - (b) Harris and Lacey. Everyday Foods, pages 442, 444.
  - (c) Reeves, Trilling and Williams. Problems in Food and the Family, page 207.
  - (d) Trilling, Williams and Reeves. A Girl's Problems in Home Economics, page 517.
22. Find out how drop cookies are made.
23. Perhaps each group would like to make a different kind of drop cookies. You may plan a cookie contest and see who can make the best cookies.
24. Select the recipe that you prefer for your teacher to check. Divide your recipe for your group. Make out an order list giving the amounts of each article that you will need. Present this to your teacher to check.
25. Make a score card to use in judging your cookies. The following suggestions will help you. Add any others that will help to describe a perfectly baked cookie.
  - (a) Are they symmetrical shaped?
  - (b) Are they browned evenly and a golden brown?
  - (c) Are they light?
  - (d) Is the crumb fine?
  - (e) Are they tender?
  - (f) Are they moist?
  - (g) Do they have a good flavor?
26. Using your score card, score your cookies.
27. Join a class discussion and decide on a score card for the class to use for your contest and also to use hereafter in judging cookies made at school and at home. Secure your teacher's approval of this score card.

28. Plan for each girl to score the cookies of the different groups in your class.
29. Tabulate the scores and find out which group ranks the highest. Bring out any points that will be helpful to consider in making cookies another time.
30. Note the following recipes for cup cakes:
  - (a) Foods and Home Making, pages 553-556, 559.
  - (b) Everyday Foods, pages 193-195.
  - (c) Problems in Food and the Family, page 205.
  - (d) A Girl's Problems in Home Economics, page 515.
  - (e) The Family's Food, pages 180-183, 377, 385, 386.

Study the method given for making a plain butter cake and find out how the method is similar to the method that you used in making muffins.

31. Decide on the kind of pans to use and the time and temperature required for baking cup cakes.
32. Write out the procedure you will follow and ask your teacher to check it. Make any changes that are necessary, then follow your procedure in the order you have planned.
33. Find out how to tell when cup cakes are done. Be sure to remove them from the oven at the right time.
34. Make a list of several ways to serve your cakes.
35. In serving your cakes you may wish to frost them. For the first frosting that you will make it will be best for you to choose an uncooked frosting. "Foods and Home Making" p 560. "Everyday Foods" p 438.
36. Study the method given for making uncooked frosting. Secure your teacher's approval as to the amounts to use and frost your cakes.
37. Study carefully the score card for judging a cake, "Foods and Home Making," p 559. Use this or a similar one for judging the cakes your class has made.
38. Each group should break one of their cakes for testing. Plan for each girl to score the cakes of all of the groups. In your class discussion emphasize any points that will help the members of your class another time



to make better cup cakes.

39. Ask your teacher to score your cakes and to give your class any suggestions that you have over-looked.
40. Plan a class discussion to summarize the outstanding points to be considered on the food value of the desserts your class has prepared.
41. From your recipes estimate the calories of each in a serving. Consider the following points and add others that will help you in selecting desserts.
  - (a) Compare their caloric value and note which are the better from the standpoint of Calories.
  - (b) Note those that contain good food values such as complete proteins, minerals and vitamins.
  - (c) Note points that you would consider in deciding which of these desserts to choose for a luncheon. Write out reasons for your answers.
42. Make a summary of the points approved by your class and ask your teacher for her criticism.

Problem 21 -- How shall I prepare yeast breads?

References:

- Greer. Foods and Home Making. Pp 428-432.  
 Harris and Lacey. Everyday Foods. Pp 100, 410-413.

Questions for study and consideration:

1. How does yeast make bread light?
2. What kind of yeast shall I use?
3. What ingredients are necessary in making yeast bread?
4. What additional ingredients are added for flavor and to make the bread tender?
5. What are the different methods that can be used in making bread?
6. With the time I have at school to prepare my bread, which will be the best for me to use?
7. What are the different steps that I must follow in



order to make good light bread?

8. Why is the temperature important in making bread?
9. Why is the milk scalded?
10. Why is the dough kneaded?
11. Shall I make white or whole wheat bread?
12. What temperature is necessary for baking bread?
13. What time is usually allowed for rolls? for loaf bread?
14. How can I tell when my bread is done?
15. How shall I care for my bread after it is taken from the oven?
16. How shall I score my bread.
17. What should I gain by the comparison of the bread of all the group in my class?

Procedure:

1. Study your references carefully to find answers to the above questions.
2. Secure your teacher's approval of the method that will be best for you to use.
3. Plan to make parker house rolls or clover leaf rolls, or to make some of both.
4. Study the method and the order of procedure until you thoroughly understand what to do.
5. Follow the order of procedure carefully to secure the best results.
6. Make a list of different ways that bread and rolls can be served at the table. Find a good way to serve rolls hot. Find out how to reheat rolls.
7. Plan for each girl to score the rolls of all the groups. Ask your teacher also to score them. Use the score card in your references or a similar one.

8. In your class discussion bring out points to consider the next time that you make rolls. Note different ways that they can be served. Think of reasons why we eat bread daily. Note the food value of bread. Note the differences to consider in bread made with whole wheat flour and bread made with white flour.

Problem 22 -- How shall I make candy?

References:

- Greer. Foods and Home Making. P 224.  
 Harris and Lacey. Everyday Foods. Pp 462-466.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 176, 177.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 486, 487.  
 Lanman, McKay and Zuill. The Family's Food. Pp 402-404.

Questions for study and consideration:

1. What kinds of candy shall I make?
2. What methods are used for different candies?
3. What are the different tests used to tell when candy is done?
4. Why are some candies beaten?
5. How does beating change the texture of the candy?
6. How can candy be cut into attractive shapes?
7. Why should some candies be wrapped?
8. How can I arrange my candy neatly and attractively in packing a box of candy?
9. What are attractive ways of serving candy?

Procedure:

1. Make a list of several candy recipes.
2. Study the method given in your book for the different recipes.
3. Note the different ways of testing candy in cold water. Make a list of these stages. Find out the advantages

of a candy thermometer and note the different temperatures required in making the different candies.

4. Select from your list of candies several to make. The following is a suggested list:

- (a) fondant
- (b) divinity fudge
- (c) peanut candy
- (d) chocolate fudge
- (e) caramels

Secure your teacher's approval of the ones you choose.

5. Before making any of your candies, make a complete outline of your procedure. Have this checked by your teacher.
6. Observe the shapes and sizes of candies in the stores and how attractively the candy boxes are arranged. Look through magazines for suggestions to use in shaping your candies.
7. Make only one kind of candy at a time. When done, cut in fancy shapes, wrap if necessary.
8. Select a suitable candy box and pack it neatly.
9. Join a class discussion and compare your boxes of candy and the success of your candy.
10. You may wish to save part of your candy to serve at your luncheon or for a class party. Arrange part of your candy in different ways that you can serve it for both of these occasions.

Problem 23 -- How shall I plan a luncheon menu for my group?

References:

- Greer. Foods and Home Making. Pp 270, 330-336.  
 Harris and Lacey. Everyday Foods. Pp 145-154.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 239-240, 253.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Lanman, McKay and Zuill. The Family's Food.  
 Rust and Pittman. Table Service for Busy Families.

Questions for study and consideration:

1. What foods are suitable for luncheon?
2. How do these foods differ from those served for breakfast?
3. How shall I determine the number of Calories that my group should have for their luncheon?
4. Why should I take into consideration foods eaten for breakfast and dinner in planning luncheon menus?
5. Why should I check my menu for minerals, vitamins and complete proteins?
6. What other points should I consider in checking my menu?
7. How will my group determine the amount of money to be spent for their luncheon?
8. Why should we plan our menu together?
9. Why do I need my teacher's criticism on the menu my group has planned?

Procedure:

1. Make a list of foods suitable for luncheons.
2. Work out several menus, then join the group you are to work with. Submit your menus and together plan a menu for your group to serve at school. Secure your teacher's approval of your final menu.
3. Refer to the points that you considered in checking your breakfast menu. Check your luncheon menu in a similar way.
4. Join a class discussion and compare the menus that the groups in your class have chosen. Note the points that you considered in checking your breakfast menu. Set up a standard to use hereafter in checking the luncheon menus that you make.
5. Ask your teacher for her approval on the points your class has selected.

Problem 24 -- How shall we serve our luncheon?

References:

- Greer. Foods and Home Making. Pp 117-118, 124, 335-337, 339, 343.  
 Harris and Lacey. Everyday Foods. Pp 136, 138, 285-289.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 180, 181.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 490, 491.  
 Lanman, McKay and Zuill. The Family's Food. Pp 241-247, 270-271.  
 Rust and Pittman. Table Service for Busy Families.  
 Bailey. Meal Planning and Table Service.  
 Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 337-339.

Questions for study and consideration:

1. What style of table service should my group use for the luncheon served at school?
2. Why should we choose a simple type of table service?
3. What kind of cloth and decorations should I use for the luncheon table?
4. What articles shall I include in an individual cover?
5. How should the cover for the host and hostess be arranged for our luncheon?
6. Why should I make a diagram showing the proper arrangement of the articles on the table for each part of our luncheon before setting the table?
7. Why should I make a list of the number of pieces of silver, and dishes needed before getting these from the cupboard?
8. When using a service table why should I note the food that will be served from the service table and the soiled dishes that will be placed there?
9. When not using a service table where can these foods be kept until time to serve them? What will be a nice way to remove the soiled dishes, when necessary to remove them before the meal is finished?



10. What practice in serving will I need before my group serves a luncheon at school?

Procedure:

1. Look up the different styles of table service used for luncheons.
2. Join a class discussion and decide on the style that your class will use.
3. List reasons why the style that you have chosen will be best for you to use. Note reasons why it would be a good style to use at home.
4. In your discussion also note points the host and hostess should observe in serving.
5. Working with your group draw a cover for each part of your luncheon. Decide on the kind of table cover to use. Plan your decorations then ask your teacher to check your work.
6. Note how you will serve your luncheon including:
  - (a) Foods included in each part.
  - (b) Foods the host and hostess will serve.
  - (c) Foods that will be kept warm until time to be served.
  - (d) Foods that will be kept in a cool place until time to be served.
  - (e) Dishes that will need to be removed.
  - (f) The order that will be used in passing food.
7. Decide whether or not you will need to plan a mock table service. Give your teacher your reasons for your choice and secure her approval.

Problem 25 -- How shall I plan my work schedule and distribute the work among my group?

References:

- Greer. Foods and Home Making. Pp 336-337.  
Harris and Lacey. Everyday Foods. Pp 64-65, 135.  
Reeves, Trilling and Williams. Problems in Food and the Family. P 254.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 564.



Questions for study and consideration:

1. How will a work schedule help me in doing my part in the preparation and serving of our luncheon?
2. Why should the members of my group cooperate in the planning, preparing and serving of our luncheon?
3. Why should each girl make a list of the duties she is to be responsible for?
4. Why should I have my teacher check my list of duties and our plan before we start the preparation of our luncheon?

Procedure:

1. Study the above references carefully and find out why a plan for the procedure of your work is important.
2. Refer to the plan that you made for your breakfast. Use any of these points that you can apply. Make a list of others that will be necessary to consider.
3. When your work schedule is completed submit it with your order list to your teacher for her approval.
4. Ask her for her criticism and suggestions.

Problem 26 -- How can I make my luncheon enjoyable?

References:

- Greer. Foods and Home Making. Pp 126-139.  
Harris and Lacey. Everyday Foods. Pp 273-283.  
Reeves, Trilling and Williams. Problems in Food and the Family. Pp 122-127.  
Department of Food Economics and Nutrition, Kansas State College. Practical Cookery. Pp 307-312.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 432-437.  
Lanman, McKay and Zuill. The Family's Food. Pp 262-264, 269-271.  
Rust and Pittman. Table Service for Busy Families.

Questions for study and consideration:

1. How will the duties listed for a host and hostess to follow in serving a breakfast apply in serving a luncheon?

2. What should be my part in directing the conversation at the table?
3. How will the rules that I learned on table etiquette and personal appearance, help me in adjusting myself, so that I will be at ease at the table?
4. How can I help others to feel at ease and welcome at the table?
5. How can I be considerate of others?

Procedure:

1. Look up the list of rules you made in Unit III, Contract D, Problem 21. Also check over your references for suggestions on how to make your luncheon enjoyable. Make any changes that are necessary.
2. Think of other points that will also help you to have an enjoyable meal.
3. Join a class discussion for the purpose of emphasizing the most important points or rules to be remembered.
4. Ask your teacher if she has any further suggestions that will help to make your luncheon an enjoyable one.

Problem 27 -- How shall I judge the luncheon my group has served?

References:

- Reeves, Trilling and Williams. Problems in Food and the Family. Pp 155-156.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 465-466.

Questions for study and consideration:

1. What points should I consider in judging our luncheon?
2. How will the score card that my class made, as a result of the breakfast that we served, help me in scoring our luncheon?
3. Why should I be willing to accept the criticism and advise the members of my class and my instructor have to offer?

Procedure:

1. Look up the score card your class made in Unit III, Contract D, Problem 22, and the score card for judging a good luncheon, "Problems in Food and the Family" p 156. "A Girl's Problems in Home Economics" p 466.
2. Using these two as a guide make a score card for judging your luncheon.
3. Ask your teacher to score your luncheon.
4. Join a class discussion and report the success of your luncheon. Note any points that need further consideration.

Contract C

Problem -- What variations can I make in the foods that I prepared and served in Contract D?

References:

- Greer. Foods and Home Making.  
 Harris and Lacey. Everyday Foods.  
 Reeves, Trilling and Williams. Problems in Food and the Family.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics.  
 Lanman, McKay and Zuill. The Family's Food.

Questions for study and consideration:

1. How can I prepare and serve different scalloped dishes other than the ones I made in Contract D?
2. How shall I prepare glazed vegetables?
3. What stuffed vegetables shall I prepare and serve?
4. How shall I prepare and serve egg plant?
5. What different kind of cream soups shall I prepare and serve?
6. What vegetable salads can I learn how to prepare and serve that I did not make in Contract D?
7. What different meat substitutes shall I make?

8. What different desserts shall I choose to prepare and serve?
9. What variations of yeast breads shall I make?
10. How shall I make pineapple upside down cake?
11. How will learning various ways of preparing foods help me to be a more efficient cook?
12. How will practice work at home also help me?
13. Why should I compare my home results with the results of my lesson at school?
14. What attitude should I take in preparing the same foods at home that I have prepared at school?

Procedure:

1. In this contract you will find several suggestions for variations on preparing and serving different foods.
2. Plan to prepare one food for each of the different ways suggested at school and then try the same recipe at home.
3. For each food chosen make a list of points to consider in judging your work. Arrange the points if possible into a score card. Plan to have your score card checked as follows:
  - (a) Your check on your work at school.
  - (b) Your teacher's check.
  - (c) Your check on your work at home.
  - (d) Your mother's check or some other member of your family.
4. To prepare and serve different scalloped dishes refer to your references in Contract D, Problem 9. Work with another girl that is ready for this problem. Together choose your recipe and secure your teacher's approval.
5. Plan your work schedule the same as you did for the laboratory lessons where your class were all working on the same lesson. Submit your plan to your teacher to check, then prepare and serve to your group the scalloped dish you selected.

6. Remember you are to score your work and secure your teacher's check at the end of each lesson.
7. If possible to prepare this same recipe at home the day following do so, if not, do it within a reasonable time.
8. Present your teacher with your score card on your home work for her comparison of it with your work done at school.
9. Look up glazed vegetables and note what ones are prepared this way. "Everyday Foods" p 391. "The Family's Food" p 349. "Practical Cookery" pp 98, 100.
10. Choose one to make and ask your teacher for her approval.
11. Remember you are to follow the same procedure in the ten lessons of this contract. Do this even if they are not referred to again:
  - (a) Choose your recipe.
  - (b) Secure your teacher's approval of the one you have chosen.
  - (c) Plan your work.
  - (d) Secure her check on your order of procedure.
  - (e) Prepare your food and arrange it attractively ready to be served.
  - (f) Score your work.
  - (g) Ask your teacher to score it.
  - (h) Serve your group.
  - (i) Practice this same dish at home.
  - (j) Report the results of your home work to your teacher.
12. For stuffed vegetables refer to the references in Contract D, Problem 7, and follow the above procedure in your work.
13. To prepare egg plant note the two methods given in "Practical Cookery" p 106. Select one of these. Plan a nice way to serve it and follow the above procedure in preparing egg plant.
14. For different cream soups refer to references in Contract D, Problem 11. Follow the above procedure the same as before.



15. For vegetable salads refer to Contract D, Problem 14. Also magazines for suggestions for new salad recipes and ways to serve them. Follow the above procedure in your work.
16. For a meat substitute to make refer to your references in Contract D, Problem 18. Look through magazines for attractive ways of serving meat substitute dishes. Follow the above procedure in your work.
17. For desserts refer to the references in Contract D, Problem 20. Note several different variations for each of the desserts listed. You may also add other desserts to this list. Select the dessert that you would like to make and follow the above procedure in making it.
18. For variations of yeast breads refer to your references for parker house and clover leaf rolls. Make a list of other kinds of rolls that you could make. Choose one, then follow the same procedure as before.

### Contract B

Problem 1 -- How can I use left-overs for luncheon dishes?

References:

Harris and Lacey. Everyday Foods. Pp 102, 120, 368.  
 Reeves, Trilling and Williams. Problems in Food and the Family. Pp 139, 165, 251.  
 Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 449, 561, 475.

Questions for study and consideration:

1. How should left-overs be cared for?
2. Why should an economical housewife plan to use left-overs in different dishes, than they appeared at first?
3. How can left-overs be made into palatable and attractive dishes for luncheon?
4. What kind of dishes can be made from left-overs?
5. When should left-over foods be used?



6. How will making left-over dishes help the housewife to save time in preparing the meals for her family?

Procedure :

1. Study your references carefully. Make a list of dishes that can be made by using left-overs.
2. Note the kind of food that you usually have left over from the meals served at home.
3. Think of ways that these foods can be used to make the different dishes that you have listed.
4. Secure your mother's permission to take care of all left-overs for one week, informing her that you will prepare a dish from the left overs for the following day.
5. Submit your list of left-over dishes to your teacher for her approval.
6. In making your left-over dishes use as many of the ones listed as you can and others if necessary.
7. Write out your recipe for each dish prepared.
8. At the end of the week report to your teacher the results of your home work.
9. You may wish to post your recipes on the bulletin board in your class room, as they may be helpful in helping another girl to learn how to make attractive left-over dishes.

Problem 2 -- How shall I plan a school lunch for one who carries his lunch?

References:

- Greer. Foods and Home Making. Pp 223, 228.  
Harris and Lacey. Everyday Foods. Pp 106-112, 413-414.  
Reeves, Trilling and Williams. Problems in Food and the Family. Pp 156-157.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. Pp 466-467.  
Lanman, McKay and Zuill. The Family's Food. Pp 8, 9, 90.

Questions for study and consideration:

1. What foods do school boys and girls need for lunch?
2. Why is it difficult to provide the right foods for the lunch that must be carried to school?
3. What kind of foods are desirable to prepare for a school lunch?
4. Why would it be desirable to include a hot food in the lunch, when there is not hot lunch served at school?
5. How could a hot food be sent with the lunch brought from home?
6. What kind of lunch box should I use to pack a school lunch?
7. How shall I pack my school lunch?

Procedure:

1. Make a list of foods that are particularly suitable for a school lunch.
2. Note reasons for including sandwiches in the lunch. List the kinds that are most suitable and how they can be prepared and wrapped.
3. Give reasons for including the other foods that you choose.
4. Plan several menus for a lunch brought from home for a high school student. Include a hot food for part of the menus.
5. Submit your menus to your teacher for her approval.
6. Select one to prepare at school.
7. Study the points to consider in choosing a suitable lunch box. If possible, secure a lunch box. If not, find a picture of one and give your reasons why it is a desirable or undesirable lunch box.
8. Prepare at school the lunch that you have selected and demonstrate to the other groups working on this problem the way you think a school lunch should be packed.

9. In your group discussion compare the different ways the lunches have been packed. Emphasize the good points to be remembered in packing a lunch another time. Note the points you would not include.
10. Ask your teacher for her criticism on the lunches.

Problem 3 -- How shall I prepare an attractive vegetable plate lunch?

References:

- Greer. Foods and Home Making. Pp 223, 228.  
Harris and Lacey. Everyday Foods. Pp 110-111.  
Reeves, Trilling and Williams. Problems in Food and the Family. P 165.  
Trilling, Williams and Reeves. A Girl's Problems in Home Economics. P 466.  
Lanman, McKay and Zuill. The Family's Food. P 90.

Questions for study and consideration:

1. What are the advantages of serving a plate lunch?
2. Why are vegetables desirable foods to include in planning a plate lunch?
3. What combination of vegetables go well together?
4. What menus can I plan that will make suitable plate lunches?
5. How can I arrange the food for my plate lunch so that I can serve it attractively?
6. What beverage will be suitable to serve with my plate lunch?
7. How shall I judge my plate lunch?

Procedure:

1. Make out several menus for vegetable plate lunches. State definitely who you are making it for, a high school student or some other person.
2. Have your teacher check your menus then choose one to prepare at school.

3. Make out a market order with the amounts of the foods that you will need, include also a plan of procedure for the preparation of your lunch. Have these checked by your teacher.
4. Make sure the foods and the beverage that you have prepared are well cooked. Arrange the food attractively on a plate, put the beverage in a cup, and place beside each the proper silver as you would serve this type of lunch at the table.
5. Make a list of points that you think should be considered in judging a good plate lunch.
6. Join a group discussion and compare the results of your work. Ask your teacher for her criticism.

#### Contract A

Problem -- How can I plan suitable luncheon menus for my family at a reasonable cost?

#### References:

Refer to references for Problem 22, Contract D.

#### Questions for study and consideration:

1. How shall I determine the amount of money to be used in planning luncheon menus for my family?
2. Why should I consider the foods my family will have for breakfast and dinner in planning my luncheon menus?
3. What is the main difference between a luncheon and a dinner menu?
4. Why should I consider the age and occupation of the members of my family?
5. How can I estimate the number of calories that I should include?
6. What foodstuffs should I include in my menus?
7. Why should I include foods that contain minerals and vitamins?

8. How shall I test the menus I have made?

Procedure:

1. Estimate approximately what your family spends per day for food. From this amount estimate an average price to use for your luncheon menus.
2. Plan pleasing and appetizing menus for your family.
3. Using the standard your class set up for judging a luncheon menu in Problem 23, check your menus.
4. Hand your work in for your teacher's criticism. Make any corrections that are necessary.
5. Ask your mother to check over your menus and give you her opinion of them. Find out if she would like to serve these menus without any changes. Report her decision to your teacher.

UNIT VI. ENTERTAINING IN HOME AND SCHOOL (One week)

Contract D

Problem 1 -- How shall I receive and make introductions?

References:

- Post. Etiquette  
Greer. Foods and Home Making.

Questions for study and consideration:

1. What is the correct form to use in introducing people?
2. How should an introduction be acknowledged?
3. When do people shake hands?

Procedure:

1. Study the methods of introducing one person to another. "Etiquette" pp 4-7. "Foods and Home Making" p 575.



2. Find out how you should address the one to whom you are introduced. "Etiquette" pp 9, 19. "Foods and Home Making" p 575.
3. Find out when you should or should not shake hands. "Etiquette" pp 8, 20-22. "Foods and Home Making" p 575.
4. Arrange to work with a group of girls and practice forms of introduction.
5. Appoint one girl to represent your mother and another your teacher. Let the other girls in the group practice introducing the two. Change positions so that each girl will have a fair chance in learning how to introduce people.
6. A girl friend comes to your home and you wish to introduce her to the members of your family. Let each girl in your group demonstrate how to make the introduction.
7. You meet a friend on the street and you wish to introduce the friend who is with you. Let the different girls in your group take turns and practice making the proper introduction.

Problem 2 -- How shall I plan, prepare and serve a tea for the mothers of my class?

References:

- Bailey. Meal Planning and Table Service. Pp 105-108.  
 Trilling and Nicholas. The Girl and Her Home. Pp 90-92.  
 Greer. Foods and Home Making. Pp 573-574.  
 Lanman, McKay and Zuill. The Family's Food. Pp 275-276.

Questions for study and consideration:

1. What are the different methods of inviting guests to a tea?
2. How should I write an invitation?
3. How long before a tea should an invitation be sent?
4. How can I plan a suitable menu for an afternoon tea?
5. How shall we serve the food that we have planned?



6. How should the table be arranged for our tea?
7. How should we plan to entertain our guests?
8. How can we divide the work necessary in the preparation and serving?

Procedure:

1. Find a good way to invite people to teas. Study the different forms of written invitations that are used. "Meal Planning and Table Service" pp 105-108. "Practical Cookery" 343-344.
2. Write an invitation inviting the mothers of the girls of your class to a tea. Ask your teacher for her criticism on your invitation. Join a class discussion to decide on a good form for the class to use.
3. Find out the appropriate time to send invitations and decide when your class will send their invitations.
4. Plan several suitable menus for a tea for a certain amount of money.
5. Join a class discussion and take part in deciding on a suitable menu that will meet the approval of your class and your teacher. In planning your menu take into consideration a desirable color scheme and the amount of money to be spent.
6. Look up methods of serving and arranging a tea table. Find several pictures of tea tables from your references and magazines.
7. Make a list of rules on serving that you think are important. Keep this list for class discussion.
8. To successfully plan a tea each girl will have a definite part to do. She must also cooperate with all of the girls and her instructor, so that every thing at the tea will run smoothly.
9. It will be necessary for your class to be divided into different groups and each group to be assigned a definite part to do. Join the group that you have been assigned to.
10. Work with your group and make a plan for the part that

your group is to be responsible for. Ask your teacher for her criticism on your plan and keep it for class discussion later.

11. Join a class discussion and present your plan. Make sure that you know definitely what your part will be, with whom you are to work and to exchange work. You should also know what part the other girls are to have. Be ready to present your rules on serving and to ask any questions that are not clear. Accept the approval of the class and your teacher in regard to any changes that are made in your plan or in rules to be followed in serving.
12. Write down in outline form your duties and have your teacher check them.
13. To make sure that you have not overlooked any important points in your plan check yourself on the following points:
  - (a) Have you taken into consideration your guests, their likes and dislikes, in planning for your tea?
  - (b) Have you considered the amount of money that can be spent for food, decorations and invitations?
  - (c) Have you written the proper kind of invitation?
  - (d) Have you planned the decorations and the menu so that they will come within the amount of money allowed?
  - (e) Have you chosen simple and attractive decorations?
  - (f) Have you chosen foods that you know how to prepare?
  - (g) Have the following committees been appointed: Entertainment, decoration, refreshment
  - (h) Have you divided the work in your group so that each girl knows the part that she is to have?
  - (i) Have you appointed one or more hostesses?
  - (j) Has the entertainment committee made definite plans in regard to entertaining the guests?
  - (k) Has the food been prepared ahead of time?
  - (l) Have the dishes and silver for serving been collected, counted and arranged conveniently?
  - (m) Has the work been planned so that last minute preparations can be handled easily?
  - (n) Has the serving been divided so that each one

- knows definitely what she is expected to do?
- (o) Is my time schedule complete and one that can be easily followed?

### Contract C

Problem -- How shall I intertain friends in my home with a buffet supper?

#### References:

Harris and Lacey. Everyday Foods.  
 Greer. Foods and Home Making.  
 Bailey. Meal Planning and Table Service.  
 Lanman, McKay and Zuill. The Family's Food.

#### Questions for study and consideration:

1. How shall I plan a buffet supper to be served in my home?
2. How shall I invite my guests?
3. How shall I plan a menu for a buffet supper?
4. What part can I do myself in preparation and serving of the meal?
5. How will my teacher's advise help me in planning an evening's entertainment at home?
6. How will a schedule of work help me in my preparation?
7. What form of service will be best for me to use?
8. Why is a buffet supper a nice way to serve guests?
9. How shall I set the table for a buffet supper?
10. What inexpensive decorations can I plan?

#### Procedure:

1. Plan a buffet supper to entertain your family and a few friends in your home.
2. Find out from your mother the amount allowed for the supper. Secure her approval of the number of guests to be invited and the time selected. Report these to

your teacher.

3. Plan a suitable menu for a buffet supper. "Foods and Home Making" pp 327-328. "Meal Planning and Table Service" pp 103, 115.
4. To set the table for a buffet supper see "Everyday Foods" p 139. "Meal Planning and Table Service" pp 93, 95, 97. "The Family's Food" p 268. "Foods and Home Making" p 206.
5. Study the form of service given in your references and find out the difference between a formal and informal buffet supper. Do you like the form of serving a buffet supper in "Everyday Foods" p 140. Would you care to use a similar type?
6. Choose one of the forms given, give your teacher your reasons for choosing it and ask her for her approval.
7. Make a complete plan for your supper including the following points:
  - (a) How you will invite your guests.
  - (b) The form of service that you will use.
  - (c) A diagram showing the way you will set the table.
  - (d) Decorations that you have chosen.
  - (e) The menu that you have selected.
  - (f) The entire cost.
  - (g) A work schedule giving details in regard to work that can be done ahead of time and last minute preparations. Include your part in the preparation and also what different members of the family will help you with.
  - (h) Your duties as a hostess.
8. Submit your plan to your teacher for her criticism and suggestions. Ask her advise on any questions that give you concern. She will be glad to give you suggestions that will help you in the preparation and serving of your buffet supper.
9. Write up a report on the success of your supper for criticism.

## Contract B

Problem -- How shall I plan an evening party?

## References:

Harris and Lacey. Everyday Foods. P 309.  
Trilling and Nicholas. The Girl and Her Home. P 90.  
Bailey. Meal Planning and Table Service. Pp 109-111.  
Greer. Foods and Home Making. Pp 573-577.

## Questions for study and consideration:

1. What kind of a party shall I plan?
2. Who shall I invite to my party?
3. How shall I invite my guests?
4. How can I plan an inexpensive, appropriate and attractive menu?
5. How shall I serve my guests?
6. What will determine the amount of money that I can spend for my party?
7. What kind of decorations shall I have?
8. What kind of entertainment shall I plan for my guests?
9. How can I plan the entertainment so that everything will run smoothly?
10. In planning for my party what value will a time schedule be to me?
11. What makes a party a success?

## Procedure:

1. Decide on the kind of party that you will have, then make a plan including the following points:
  - (a) Who you are inviting and how you will invite your guests.
  - (b) Your menu and the method of serving.
  - (c) The kind of decorations that you will choose and make.



- (d) Planning of games and stunts that your guests will enjoy.
  - (e) How you will direct the entertainment that you have planned so that everything will run smoothly.
  - (f) The cost of your party.
  - (g) In planning your time include a schedule of necessary work to be done.
  - (h) Your duties as a hostess.
2. Submit your plan to your teacher for her criticism and revise it according to her suggestions.

#### Contract A

Problem -- How shall I plan a school party?

#### References:

- Harris and Lacey. Everyday Foods. P 306.  
 Trilling and Nicholas. The Girl and Her Home. Pp 345-355.  
 Greer. Foods and Home Making. Pp 573-577.

#### Questions for study and consideration:

1. What kind of school parties should I plan for?
2. What plan of organization should I have?
3. Why are different committees necessary in planning for a large party?
4. What committees are necessary?
5. How should the different committees plan their work together?
6. Why should there be a chairman for each committee?
7. How can a school party be made a success?

#### Procedure:

1. Make a list of the school parties that you will attend sometime during the school year.
2. Make a list of different committees that are necessary



to successfully plan for a school party.

3. In planning for a school party you may be asked to serve on a committee in planning for it. Take the position as chairman for one of the committees and make a plan for your particular committee.
4. Write out a list of duties for each member of your committee.
5. Make a brief report of what the other committees will do.
6. Make your plan clear, so that your teacher, or anyone checking your plan, will understand exactly what your group and the other groups will do to help make the party a success.
7. Secure your teacher's approval of your plan.

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#### SUMMARY

1. Teachers of home economics should give more thought and consideration to the individual differences of their pupils.
2. The planning and organizing of the subject into contracts aids much in determining the minimum essentials in a unit and in eliminating unessential subject matter.
3. The use of the contract plan requires that contracts be planned and prepared some time before they are needed by the pupil.
4. Home economics teachers generally need help in the construction and use of contracts.

5. These contracts are offered merely as suggestions and helps to those interested in individual instruction. Before any definite conclusions can be made these contracts should be used by a number of home economics teachers. Their findings should be checked and evaluated and changes and adaptations made as conditions require. Control studies in their use also would be helpful.

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