

A STUDY IN THE CONSTRUCTION OF GUIDE SCHEMATS FOR A
COURSE IN NINTH GRADE HOME ECONOMICS

by

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TABLE OF CONTENTS

	Page
INTRODUCTION.....	1
METHOD AND PROCEDURE.....	4
THE COURSE.....	6
GUIDE SHEETS.....	8
CONCLUSIONS.....	122
ACKNOWLEDGMENT.....	123
LITERATURE CITED.....	123

INTRODUCTION

Modern methods of teaching have brought about a widespread interest in individual instruction. With this change of viewpoint has come the use of problems, projects, and other forms of challenges which have made necessary new methods and procedures in class room instruction. The increasing emphasis upon the assignment has brought about the development of some form of study guide. A form which is receiving much attention and use at the present time is the guide sheet of which there are several types.

In one type the entire course is arranged as assignments or blocks. For each assignment, the problem or problems to be solved, references to be used, and work to be done are determined. These are given to the student, who works on the assignments independently and at his own speed. When one assignment is completed, he is then ready for another. At the end of a group of assignments, he is given a test. Little or no class discussion is used. The procedure is entirely individual instruction.

Another type, called contracts, is planned to meet the varying abilities of pupils. Three or four levels of attainment are determined for each assignment, which includes the problem or problems, references, work to be done, and method

of procedure. Each pupil is required to do the first level or the minimum essentials of the course. Then the more capable students do the advanced levels as their interest and ability permit. The supervision by the teacher is done individually or by groups. Class discussions come only on days when a problem arises that is common to the entire group. The pupil works at his own rate of speed and ability. This type of instruction takes care of the individual differences among the members of the class and gives an opportunity to develop initiative, managerial ability, and independence.

Another type is that used purely as a study guide or help in preparing the lesson. It consists of a statement of the problem or lesson, references, and a series of developmental questions that aid in solving the problem. The class discussion and laboratory work may be daily or at intervals as the work is arranged, with the guide sheet making for more effective discussions and class procedure.

Another type of material is a combination of guides in preparation of the lesson and in procedure in the class period. These guide sheets include statement of the problem or lesson, references, developmental questions, and class procedure. Frequently both required and optional activities are listed in order to make some provision for individual differences.

Regardless of the type or form, the purpose of the guide sheets is to give the pupil a specific goal toward which to direct his efforts, to make the assignment definite to the pupil, to furnish the pupil some direction in preparing the assignment, and to make the class work more effective for the pupil.

Although the use of guide sheets is increasing, few studies have been reported. Sell (1933) made a study in the use of contracts in teaching a high school clothing class. The course was divided into assignments or blocks with four different levels for each planned in detail. She found that, with this use, the pupils accomplished more with just as good or better quality of work in the same amount of time. The interest on the part of the pupil was also increased.

Crawford and Hamren (1930) reported an experiment in the use of printed study guides in history. The experiment was one of the rotation type using two classes of twelfth grade pupils and continuing ten weeks. During the first five weeks, Class I used study guides and Class II the usual methods. During the second five weeks the methods were reversed. Both classes were taught by the same teacher, who did his best not to favor either class. The study guides were prepared by the teacher and consisted of discussion and enumeration questions. Objective tests were used to measure the instruction. The results uniformly favored the use

of study guides.

Zipse, Justin, and Rust (1923) in a study in the organization of a high school clothing course on a unit-principle-problem basis discussed the use of guide sheets in teaching this course. A sample guide sheet was prepared, giving one problem in each unit to aid teachers in constructing guide sheets.

Believing that study guides contribute to better class instruction and achievement, this study was undertaken to aid in making the ninth grade home economics course in the Manhattan, Kansas junior high school more effective both for the teacher and the pupil. The desire was to raise the pupil's standard of class preparation and to make the assignments clear and definite.

METHOD AND PROCEDURE

The ninth grade course in home economics as offered in the Manhattan, Kansas, junior high school was used as a basis of the study. The course consists of two semesters' work, one semester required and the other elective. The required semester is chiefly applied design or related art; the elective semester is foods and related work. The combination type guide sheet was used in the applied design part and the purely study guide type in the foods and related work part.

The methods used were:

1. The course of study for ninth grade home economics in the Manhattan, Kansas, junior high school was followed. The objectives, units, principles, and problems were carefully checked and restated in order to have them meet the needs of the girls as nearly as possible.

2. The teaching points or goals for each problem were determined and checked.

3. A guide sheet was prepared for each problem and based upon the teaching points for that problem.

4. The guide sheet included a statement of the problem, references for the pupil to use with page numbers, and developmental questions. In the guide sheets for the applied design part, class procedure was indicated and, in some cases, required and optional work.

5. The guide sheets were checked three times and mimeographed. They were then given to the classes to use.

6. In the applied design course the problem covered the period of approximately two days. At the beginning of the first day a guide sheet for the problem was given to each girl. A brief presentation of the problem was given by the teacher. The pupils used the questions on the sheet to help them solve the problem. This took from twenty to twenty-five minutes' preparation. The problem was then discussed in the class period and any questions the students were not able to answer were carefully explained. The laboratory work then

followed. Those who finished before the end of the class period were encouraged to work on the optional exercises or problems.

7. In the foods course the guide sheets were given out the day before the lesson was taught and aided the pupil in preparing the following day's lesson, either discussion or laboratory in form. Any question not clearly understood was explained in the discussion period.

8. After use in each class, the guide sheets were re-checked, restated according to the results secured, and put into final form.

THE COURSE

Home Economics

Ninth Grade
One Semester

Required

Applied Design or Related Art

Objectives

1. To see beauty in the things about us.
2. To understand the fundamental principles of design and their application to everyday life.
3. To become interested in our surroundings and to have a desire to improve them.
4. To select suitable and attractive clothing and home furnishings.

Units

Unit I.	How the understanding of the principles of design adds to our enjoyment.	3 weeks
Unit II.	The influence of color in everyday life.	3 weeks
Unit III.	Selecting and arranging furnishing for the home.	3 weeks
Unit IV.	Beauty in dress and personal appearance.	3 weeks
Unit V.	Planning and making my own dress.	6 weeks

Home Economics

Ninth Grade
One Semester

Elective

Foods and Related Work

Objectives

1. To choose adequate foods for health.
2. To select, prepare, and serve luncheon or supper for the family.
3. To develop desirable standards of sanitary practice in preparing food.
4. To understand the importance of a well balanced menu.
5. To develop desirable standards of daily care of household equipment.
6. To have an interest in science as it helps to keep the home free from household pests and micro-organisms.
7. To select and use proper cleaning agents for house cleaning.

3. To select the proper method for laundering different types of clothes.

Units

Unit I.	How to plan, prepare, and serve luncheon or supper.	15-16 weeks
Unit II.	How science aids in keeping our homes and clothing clean.	1 week
Unit III.	How to use and care for our household equipment.	1 week

GUIDE SHEETS

Home Economics	Ninth Grade One Semester Applied Design or Related Art	Required
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Unit I.	How the Understanding of the Principles of Design Adds to our Enjoyment.	5 weeks
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Guide Sheet 1.

Problem 1. How are the principles of design used in our everyday life?

References:

Goldstein, Art in Every Day Life. 1-5.
Art in Daily Activities. 1-26.
Trilling and Williams, Art in Home and Clothing. 26-28.

1. Why do we enjoy the beautiful things of life?
2. What are some characteristics a beautiful object or picture that you know possesses?

3. What is good taste?

4. How may it be acquired?

5. What is the value of being able to select articles of clothing and house furnishings according to the right principles?

6. What are these principles that will help us to make the right selection?

Guide Sheet 2.

Problem 2. How shall I construct my portfolio?

Materials:

1. Sheet of construction paper 17" x 24".

2. Ruler and pencil.

In this course we are going to make a number of plates which illustrate our problems. At the end of our course those plates will be bound together in a book. In the meantime we will need a cover in which to protect and keep these plates. A portfolio is desirable for this purpose.

A good method for making this cover or portfolio is as follows:

1. Draw a line through the center of the construction paper, dividing the 24" side in two parts.

2. On each side and at top and bottom of sheet measure 2" from edge of paper.

3. Draw lines parallel to edges of paper.

4. At the edge of paper, on each side of center line

already drawn, measure out $1\frac{1}{2}$ ".

5. Draw a dotted line from each point to the point of intersection of center line with line parallel to edge of paper.

6. At each corner, draw a dotted line connecting point of intersection of the two lines to a point at edge of paper measured in $1\frac{1}{2}$ " from each corner.

7. Fold on center line being sure that edges of paper come together exactly.

8. Lay paper out flat again and carefully fold in edges on lines.

9. Fold again on center line.

Guide Sheet 3

Problem 3. How shall I space objects in making an attractive page for my design book?

References:

Trilling and Williams, Art in Home and Clothing. 43-49.
 Goldstein, Art in Every Day Life. 233-244.
 Batchelder, Design in Theory and Practice. 121-140.
 Izor, Costume Design and Home Planning. 1-5.

1. If a space is divided into two parts, at what point does the most pleasing division occur?
2. Where in our homes and everyday life do we encounter division of space?
3. How may we divide a space interestingly into more than two parts?
4. How may we obtain variety in spacing?
5. Why does a dominance of one space over another attract our interest?
6. Where in our homes may we wish to use variety in spacing?
7. How may we arrange objects so that they will be seen as a unit or a whole?
8. How may we use the rules of spacing in making attractive pages for our design book?
9. What margins do we use in mounting a vertical rectangle?
10. What margins do we use in mounting a horizontal rectangle?

11. What margins do we use in mounting a square?

Things to do:

Required:

1. Make a plate with the capital letters and the upper and lower case letters and two rectangles with a design for a portfolio.

2. Choose title for portfolio, either "Design" or "Portfolio" and letter title on front cover with spoonbill pen and India ink.

To be done on each page:

Under each illustration, print its title.

On the back print a short explanation of each illustration.

Ink the title, explanation, and margin.

Additional work:

3. Select and mount examples of the square, horizontal, and vertical rectangles.

4. Mount an odd number of objects using good space division.

Guide Sheet 4

Problem 4. How may I recognize good proportion in objects about me?

References:

Frilling and Williams, Art in Home and Clothing. 43-53.
Goldstein, Art in Every Day Life. 57-82.
Batchelder, Design in Theory and Practice. 121-140.

1. When you studied proportion in your arithmetic, what did you understand it to mean?

2. In what way can this meaning of proportion be applied in design?

3. When do we have proportion in our rooms; in our costume?

4. Why did the Greeks use the body as an example of proportion?

5. What laws do we use as our standard of good proportion?

6. What is included in the Greek Law of proportion?

7. What objects can we see about us in which the Greek Law of proportion has been used?

8. How may we tell when objects are in scale?

9. What may we do to develop our sense of proportion?

Things to do:

Required:

1. Find and mount one example of good proportion in dress.

Optional:

1. Find and mount one example of good proportion in the home.

Guide Sheet 5

Problem 5. How may I recognize good line and its influence in my home and dress?

References:

Trilling and Williams, Art in Home and Clothing. 427-431, 368-370, 373, 163-169.
 Goldstein, Art in Everyday Life. 67-96, 24-48.
 U. S. D. A. Bulletin No. 1516.
 Butterick, Principles of Clothing Selection. 22-32.

1. Where in our homes do we have line?
2. Where in our dresses do we have line?
3. What is the effect of lines upon the appearance of a room?
4. How are lines classified according to type?
5. What are some characteristics of each?
6. How do the feelings aroused by curved and straight lines differ?
7. How does the effect of vertical lines differ from that of horizontal lines?
8. What happens when horizontal and vertical lines come together?
9. What effect do repeating lines have?
10. How may we soften contradictory lines to give a more pleasing effect?
11. Look about you and find examples of the four types of line.

Things to do:

Required:

1. Make a plate showing geometric diagrams of the four types of line.

Optional:

2. Select and mount examples of each type of line as shown in either dress or the home.

Guide Sheet 6

Problem 6. How may I recognize rhythm in objects which are about me?

References:

Trilling and Williams, Art in Home and Clothing. 34-58, 100-104, 272-275, 394-398.
Goldstein, Art in Everyday Life. 115-140.
DeCarmo Winslow, Essential of Design. 29.
Batchelder, Design in Theory and Practice. 35, 38, 96, 118.

1. As you have stood and watched our band march down the street, what items of beauty did you notice about their marching? about their music? about their form while marching?

2. What do we do when we beat a drum, march, or row a boat?

3. What are other various methods of producing rhythm?

4. Why does not all movement produce rhythm?

5. What are three ways in which rhythm is produced?

6. When is it desirable to have absence of movement?

7. Why are backgrounds more pleasing if rhythm is lacking?

8. What are the standards for rhythm?

9. How will a knowledge of rhythm help us to make our dresses and homes more beautiful?

Things to do:

Required:

1. Find two examples of ways by which rhythm may be obtained in dress or room?

Optional:

2. Collect samples of lace and embroidery showing good rhythmic line. Mount these and exhibit on bulletin board.

Guide Sheet 7

Problem 7. How may I secure balance in my home and dress?

References:

Trilling and Williams, Art in Home and Clothing. 33-43, 335-339.

Goldstein, Art in Everyday Life. 33-114.

Batchelder, Design in Theory and Practice. 43, 207.

DeGarmo Winslow, Essentials of Design. 23, 27-28, 126.

1. Have you ever seen two boys at perfect equilibrium on a see-saw?

2. How could this equilibrium or balance be destroyed?

3. How do you feel when things are balanced?

4. What illustrations of balance in your home have you seen?

5. How may balance be produced when objects differ?

6. In balancing a bright and dull color, where would you place each?

7. Why is it difficult to produce good informal balance?

8. Why might informal balance be more interesting than formal?

9. Cite examples of formal and informal balance.

Things to do:

Required:

1. Find and mount one example each of formal and informal balance.

Optional:

2. Observe advertisements and find examples of good and poor balance.

Guide Sheet 8

Problem 8. How may I use emphasis in my home and dress?

References:

Trilling and Williams, Art in Home and Clothing. 354, 369-394, 59-82, 104-108, 115, 150, 155, 227, 234, 244, 277-279.

Goldstein, Art in Everyday Life. 141-183.

1. How are posters planned so as to attract the interest of observers? Bill boards? Advertisements?

2. Why is it that your eyes and mind do not enjoy a haphazard collection of shapes and colors?

3. What is essential in any arrangement for our enjoyment?

4. How do we secure emphasis in our dress? In our homes?

5. What are the rules for creating emphasis or attracting attention in design?

6. State a general rule as to how much emphasis will it be well to use in one design?

7. Where should the center of interest in a design be placed?

8. What type of background will show up a picture to the best advantage?

Things to do:

Required:

1. Find a picture in a magazine which illustrates the principle of emphasis. Write your reason for making your selection.

Optional:

2. Find a dress with a good primary and secondary center of interest.

3. Find a dress in which the center of interest is over-emphasized.

4. Criticize your own clothing according to the principle of emphasis.

Guide Sheet 9

Problem 9. How may I use my knowledge of design in producing harmonious arrangements?

References:

Goldstein, Art in Everyday Life. 51-56.

Trilling and Williams, Art in Home and Clothing. 28-33,
80-94.

1. What is harmony?
2. Cite an example of harmony or its use?
3. How do you gain harmony?
4. May an object have harmony but yet become monotonous?
5. How may monotony be relieved in certain groupings?
6. In what way is harmony a result of a combination of
our principles of design which we have just studied?
7. Give an example of how you might make an object or
group of objects more harmonious.

Things to do:

1. Select a picture of the interior of a room which is
a good example of harmony.
2. Select a costume which is an example of good harmony.

Unit II. The Influence of Color in Everyday Life. 3 weeks

Guide Sheet 1

Problem 1. How may I obtain an understanding of color?

References:

Goldstein, Art in Everyday Life. 184-220.
Trilling and Williams, Art in Home and Clothing. 16-23.
Thurrow and Rust, Related Art or Applied Design for High School Classes.

1. Why are all of us interested in color?
2. What beautiful example of color do we sometimes see after a rain?
3. Why is it so hard to distinguish all of the colors present?
4. Why do we see rainbow colors when light shines through a prism?
5. What happens when the rays of light pass through the prism?
6. How then is color produced?
7. Why do we not call white, black, and gray colors?
8. What name do we give to them?
9. Which is produced when all colors are present in light?
10. Which color will we see when a surface reflects all light?
11. What will we see when a surface absorbs all light?
12. Why does gray instead of white result when pigments

are mixed?

13. What is meant by properties of color?

14. What do we mean by hue?

15. How does hue designate whether a color is warm or cool?

16. What do we call lightness or darkness of a color?

Give examples of different values of the same hue.

17. What other term might we use in speaking of a bright color?

18. What causes a color to be dull?

Things to do:

1. Paint the three primary colors with their different values and intensities.

Guide Sheet 2

Problem 2. How shall I place the primary and secondary hues in my color wheel?

References:

Goldstein, Art in Everyday Life. 184-190.

Trilling and Williams, Art in Home and Clothing. 4-7.

1. What properties of color did we learn yesterday?

2. What is hue?

3. What are the three fundamental hues called?

4. Why is this name given to them?

5. How do we obtain other hues?

6. What shall we call the hues obtained by mixing equal

amounts of two primary colors?

7. What are the names of these colors?
8. How shall we place these colors on our wheel?
9. What do we mean by the six standard colors?

Things to do:

1. Mount the primary and secondary colors on the color wheel.

Guide Sheet 3

Problem 3. How shall I place the intermediate hues on my color wheel?

References:

Goldstein, Art in Everyday Life. 186-188.
Trilling and Williams, Art in Home and Clothing. 4-7.

1. What classes of color did we learn yesterday?
2. Why are they called by these terms?
3. What colors are in each class?
4. What colors have you seen which are not included in these six standard colors?
5. What are they called?
6. How may we obtain intermediate hues?
7. What would we call a color obtained by mixing blue and green?
8. Where shall we place the intermediate hues on our color wheel?

Things to do:

1. Mount the six intermediate hues on our color wheel.

Guide Sheet 4

Problem 4. What is a monochromatic color harmony?

References: Goldstein, Art in Everyday Life. 215.
 Trilling and Williams, Art in Home and Clothing.
 18.

1. From our past study, into what two main groups may harmonies be divided?
2. What related colors do we have?
3. How can we have harmony and use only one color?
4. What does mono-chro-matic mean?
5. Since we can't vary hue, what changes shall we make for a one hue harmony?
6. How may we alter these properties?
7. In matching colors for a one-hue harmony, of what do we have to be careful?
8. Could we have our values and intensities so nearly alike as to produce an unsuccessful harmony?
9. Should we have a distinct contrast of light and dark or dull and bright?
10. Can we use neutral colors in a monochromatic harmony?
11. What are some examples of these neutral notes that we use in our dress?
12. What are some examples of these neutral notes that we use in our dress?
13. What are some examples you can think of in which

a monochromatic harmony is used successfully in our homes?
In our dress?

14. Is this harmony more successful for comparatively small areas or larger ones?

15. Would a one-hue harmony be desirable for an entire room? Why?

Things to do:

1. Paint a dress using the one-tone harmony.
2. Mount pictures cut from magazines using one-hue harmonies.

Guide Sheet 5

Problem 5. How can we use the analogous color harmony?

References:

Irilling and Williams, Art in Home and Clothing. 16-18, 351.
Goldstein, Art in Everyday Life. 216.

1. What is an analogous color harmony?
2. What kind of a harmony is it?
3. Which colors when used together make a successful analogous harmony?
4. Name three analogous harmonies that you have seen used.
5. Why should different values and intensities play such an important part in a successful analogous harmony?
6. Would an analogous color harmony be more successful than the monochromatic harmony in a room? Why?

7. Cite an example of an analogous harmony found in nature.

8. Suggest an analogous harmony that might be pleasing in a dress for yourself.

Things to do:

1. Trace a dress that you would like to have and color it in an analogous color harmony.

2. Paint a section in the interior of a bedroom in an analogous color harmony.

Guide Sheet 6

Problem 6. How can we use a complementary harmony?

References:

Trilling and Williams, Art in Home and Clothing. 19-20.
Goldstein, Art in Everyday Life. 217-218.

1. We have learned that our monochromatic and analogous harmonies are harmonies of related colors. What other type of color harmonies can we have?

2. Why might this type of harmony be more difficult to use than the related harmonies?

3. If well done, why are contrasting harmonies more successful in rooms, window displays, and so on than are related harmonies?

4. What is a complementary color harmony?

5. When two complementary colors are combined in equal amounts what is produced?

6. What precaution do we have to take in planning a

successful complementary harmony?

7. How do the complementary colors lie on the color wheel?

8. What is a double complementary harmony?

9. What precaution do we have to use in planning it?

10. What is a split complementary color harmony?

11. Give an example of a split complementary color harmony.

12. Where is this harmony used successfully?

Things to do:

Paint a dress with any of the complementary harmonies that we have studied.

Guide Sheet 7

Problem 7. How can we arrange a triad color harmony for our bedroom?

References:

Trilling and Williams, Art in Home and Clothing. 20-23.
Goldstein, Art in Everyday Life. 219-220.

1. To what type of harmony does the triad harmony belong?

2. How does a triad color harmony differ from an analogous harmony? From a complementary harmony?

3. Does this difference make it more difficult to use? Why?

4. Cite examples of triad harmonies that you have seen.

5. Of what value are intensities and values in a

successful triad harmony?

6. Which harmony the triad, analogous, or monochromatic could you use most successfully in your living room? In your dress? Why?

7. Make a list of possible triad harmonies.

Things to do:

Required:

1. Paint a section in the interior of a bedroom in a triad color harmony.

Optional:

1. Report any instance of how you have enjoyed beauty in color since your study of this unit.

Unit III. Selecting and Arranging Furnishing for the Home.

3 weeks

Guide Sheet 1

Problem 1. How shall we select our wall covering?

References:

Goldstein, Art in Everyday Life. 211, 253-254, 264, 126-128, 143, 154, 159-162, 254, 272, 282-283.
Trilling and Williams, Art in Home and Clothing. 8-10, 122-141, 224-243.

1. Have any of you girls ever helped select paper for your bedroom? Did you select flowered wall paper or plain wall paper? Why?

2. What points did you consider in selecting the wall paper for your bedroom?

3. What are the characteristics of a wall?

4. How can we keep the decoration in keeping with these characteristics?

5. Can you think of an example of a room in which wall papers with bold conspicuous patterns would be suitable?

6. How can the woodwork be made part of the background?

7. What changes can be made in the appearance of a room by different treatments of the wall?

8. List four things to remember in the treatment of walls.

Things to do:

1. Find a sample of wall paper illustrating a good background and one illustrating a poor background. Write a short paragraph for your selection.

2. Collect samples of wall paper and classify according to the types listed on page 130 in Trilling and Williams.

Guide Sheet 2

Problem 2. How may we choose suitable rugs?

References:

Coldstein, Art in Everyday Life. 128, 221-226, 236.
Trilling and Williams, Art in Home and Clothing. 192-213.

1. Suppose a new rug is needed for our bedroom. What particular points as to the design of the rug would you consider?

2. How does the weave affect the art quality in rugs?
3. What is the difference between the weave of the Brussels and Wilton rugs?
4. What is the difference between the Axminster and Wilton rugs?
5. What rules do we know that may help us to select the right rug for the right place?
6. Will you buy the rug advertised as the "latest thing"? Why?
7. Why is good design in a rug far more economical and lasting?
8. What should be the standard set in choosing an Oriental rug?
9. Which will look better in a small room, three small rugs or one large rug? Why?

Things to do:

1. Select a rug that would be suitable for your bedroom. Make a selection as to size, fibre, design, and color. Give a brief description of your room as it is -- color, furniture, draperies, and accessories.
2. Give a report on how an Oriental rug is designed and constructed.

Guide Sheet 3

Problem 3. How shall we select curtains for the various rooms?

References:

Trilling and Williams, Art in Home and Clothing.
142-151, 160.

Coldstein, Art in Everyday Life. 25, 29, 362-365, 72-

1. Do you have curtains on your windows at home? What purpose do they serve?

2. If you were going to town today to buy curtains for your living room what would you have to consider?

3. How does the length of the curtains offer a problem in proportion?

4. Is there ever an occasion to apparently change the proportion of a window? In what way can this be done?

5. Is it good design to let curtains hang straight or to tie them back? Why?

6. How can you design your curtains to be a part of the background? As a decorative feature?

7. What various items should we consider in choosing the color for our curtains?

8. Will intense color in the curtains make the room appear larger or smaller?

9. How does the size of the room affect choice of color of the curtains?

10. If the room is small should the curtains be a part of the background or the decoration? Why?

11. When is it desirable to use figured curtain mate-

12. Are small, indistinct patterns ever more pleasing than plain materials? Where?

13. How do decorative curtains tend to affect the size of a room?

14. Which is the more important in buying your curtains, an understanding of principles of design or a large amount of money?

15. What characteristics does a good design for curtains have?

16. What are the points we should consider in choosing the color for curtains?

Things to do:

Required:

1. Draw a window to scale, sketch, and paint in curtains for your living room.

Optional:

2. Collect and mount samples of drapes that would be appropriate for your living room and bedroom.

Guide Sheet 4

Problem 4. How shall we choose our furniture?

References:

Trilling and Williams, *Art in Home and Clothing*. 179-180.

Goldstein, *Art in Everyday Life*. 22-22, 102-102, 350.

1. How often does your mother buy new pieces of furniture?

2. How does this affect the importance of our selection?
3. Why is it important to buy furniture from the standpoint of suitability to use and its conformity to the surroundings of the room?
4. What qualities should a good piece of furniture possess?
5. How can you determine the durability and strength of a piece of furniture?
6. What are some ways by which furniture is finished?
7. How would knowing the finish help us in our selection?
8. What are some woods most commonly used in making furniture?
9. How can you recognize these different woods?

Guide Sheet 5

Problem 5. What is good design in furniture?

References:

- Trilling and Williams, Art in Home and Clothing. 134-190.
Goldstein, Art in Everyday Life. 363-330.

1. Of all the articles that we buy for our house, why is furniture considered the most important?
2. What qualities should a good piece of furniture possess?
3. How is harmony expressed in furniture?
4. How is good proportion expressed in furniture?

5. Why is the highboy in figure 98 or the chest in figure 99 in our text a good example of fine proportion?

6. Are the graduated spaces of the drawers in the upper part interesting? Why?

7. What guides us in saying ornamentation is good or poor?

8. What would you say about the carving in figure 100 in our text? Is it in good taste?

9. What do we have to remember in using painted designs?

10. Are hand painted designs always in good taste? Why?

11. In choosing the upholstering for furniture what requirements should be met?

12. What are some standard materials that are used for upholstering?

13. How may a figured pattern for a piece of furniture differ from a pattern for a tapestry panel?

14. In our study of color, what did we learn concerning the relation that exists between color and areas in the room?

15. For what purpose should ornamentation on furniture serve?

16. Describe four types of ornamentation found on furniture.

Things to do:

1. Select and mount pictures of examples of furniture that you would like to have for some room in your home.

Guide Sheet 6

Problem 6. How shall we arrange the furniture in our living room?

References:

Goldstein, Art in Everyday Life. 347, 348, 350.
Trilling and Williams, Art in Home and Clothing. 324-327, 304-316.

1. What activities are carried on by the family in the living room?
2. How can livableness in our living room be created?
3. Compare living room on page 211 in Trilling and Williams with the one on page 315. Why is one more comfortable looking than the other?
4. What advantages is the grouping of furniture in the living room?
5. In what ways does lighting contribute to the livable quality of a room?
6. Study picture of living room on page 319 in your text. Does your living room at home express visual comfort? If not, how could you arrange it so that it would?
7. What are the different groupings you could have in your living room at home?
8. What would be their relation to the wall space and the windows?
9. What should be the ultimate aim in arranging the furnishings in our living room?

10. How are you going to obtain it?

Things to do:

Required:

1. Draw the floor plan of your living room and arrange the furniture in the most convenient and attractive manner.

Optional:

2. Find a picture of a well planned living room and discuss how it expresses such qualities as hospitality, livableness, and repose.

Guide Sheet 7

Problem 7. How can we obtain good lighting in our homes?

References:

Trilling and Williams, Art in Home and Clothing. 214-231.

Goldstein, Art in Every Day Life. 336, 381, 394.

1. Supposing all of the rooms in your house were lighted by globes hanging from the ceiling. Would this lighting be equally good in all rooms? Why?

2. What changes would you suggest?

3. What 5 problems have to be solved before you can have good lighting in your rooms?

4. In what room can we best use the central lighting system? Why?

5. What are three characteristics of good center fixtures?

6. Describe a lamp that would fit in nicely with your living room? What are 5 requirements you would wish it to possess?

7. In selecting the color for your lamp shade, what should we consider?

8. Where should the lights be placed in the kitchen?

9. What special problems do we have to consider in placing the lights in the bedroom?

Things to do:

Required:

1. Select and mount lamps showing good design.

Optional:

2. Find a picture of a lamp that you think is poor in design. Make a sketch of it improving the design.

Guide Sheet 8

Problem 8. How shall I plan an enjoyable dining room?

References:

Trilling and Williams, Art in Home and Clothing. 327-349. 212-221.

Goldstein, Art in Everyday Life. 371-382.

1. How much time in the course of five years do we spend in our dining room?

2. What kind of an atmosphere should we strive to obtain in our dining room?

3. How can we obtain this atmosphere in our dining room?

4. Why does our dining room call for a "dignified" treatment?

5. How does our dining room differ from the modern breakfast alcove?

6. What do we consider the traditional dining room furniture?

7. What type of lighting system should we use in our dining room?

8. What is the advantage and the disadvantage of the central light in the dining room?

9. If wall lights are used in the dining room in addition to the center light, what purpose do they serve?

Things to do:

Required:

1. Select and mount a dining room suite showing good line and proportion.

Optional:

2. Write a paper on the change that has taken place in the treatment of our modern dining room.

Guide Sheet 9

Problem 9. How shall we select the furnishings for our kitchen?

References:

Trilling and Williams, Art in Home and Clothing. 332-334, 303-309.

1. Why is beauty a thing we wish to have in our kitchen?
2. What constitutes real beauty in the kitchen?
3. Why is it undesirable to use foolish decorations in our kitchens.
4. What colors do you consider most attractive for a kitchen? Why?
5. What kind of curtains and furnishings would you suggest for the kitchen?
6. Where may the utensils be kept in the kitchen?
7. What would you say was the keynote of beauty that we wish to strive for in our kitchens?
8. What is the necessary furniture for our kitchen?
9. How should it be arranged?

Things to do:

1. Draw the floor plan of a kitchen and arrange the furniture in a most convenient manner.

Guide Sheet 10

Problem 10. How shall we arrange accessories and small objects in our home?

References: Trilling and Williams, Art in Home and Clothing. 232-256.
Goldstein, Art in Everyday Life. 423-443.

1. Name some of the articles that we call accessories in our home?
2. What do they add to our home?

3. What is the danger of too many small articles in the room?

4. What should be some characteristics of accessories?

5. What are some good substitutes for pictures?

6. What is considered good design in table covers?

Bed covers? Wall tapestries?

7. What points should you consider in selecting waste-baskets, sofa pillows, clocks, and similar articles?

Things to do:

1. Select and mount three decorative accessories which you consider very good in design. Write your reasons for the choice.

Guide Sheet 11

Problem 11. How shall we select and arrange pictures in our home?

References:

Goldstein, Art in Everyday Life. 399-423.
Trilling and Williams, Art in Home and Clothing. 232-247, 103-112.
Home Economics bulletin no. 21.

1. Why do we want pictures in our homes?

2. How is the owner's personality made known in the choice of pictures?

3. How can we secure good pictures even though we can not afford original works of art?

4. What pictures do you think would be suitable for a living room? Dining room? Bed room?

5. What types of pictures can you think of which would be appropriate for the living room?

6. Where may the family portraits be placed?

7. Why do we frame pictures?

8. What should be considered in framing pictures?

9. How do we choose the color of the frame?

10. Why should the frame never change the size or shape of a picture?

11. What things should determine the weight of the molding used for the frame?

12. How are oil paintings best framed?

13. How should a picture be hung? Why?

14. At what level in the room should pictures be hung?

15. Why are two wires better than one for hanging a picture?

16. How should pictures be hung in relation to the wall space?

17. How should small pictures be hung?

Things to do:

1. Select the picture you would like to have in your room and write the reason for your selection. Place it in the room and tell us how to hang it.

Guide Sheet 12

Problem 12. How to select our pottery, china, glassware, and silver.

References:

Trilling and Williams, Art in Home and Clothing.
260-266.

Goldstein, Art in Everyday Life. 53-54.

1. Do you think it is an expense item or rather the lack of discrimination and appreciation of true beauty that we have ugly china and silver on our tables?

2. How do beautiful china, glassware, and silver add to the enjoyment of our meals?

3. What is one of the first qualities that a piece of pottery, china, glassware, or silver must possess in order to be beautiful?

4. Make a list of 5 standards you will use in selecting your china.

5. Make a list of 5 standards you will use when selecting the pattern for your silver.

Things to do:

1. Select and mount pictures of pieces of pottery, china, glassware, or silver that you consider good design.

Unit IV. Beauty in Dress and Personal Appearance. 3 weeks

Guide Sheet 1

Problem 1. Why should we choose appropriate clothing?

References:

Trilling and Williams, Art in Home and Clothing. 461-462, 361-364.

Trilling and Williams, A Girl's Problems in Home Economics. 126-133.

Pickens, The Secrets of Distinctive Dress. 48-31.

Goldstein, Art in Everyday Life. 265-267.

1. What do we mean by appropriate clothing?
2. What determines whether or not you have chosen the most appropriate clothes for yourself?
3. How is it economical to choose appropriate clothes?
4. What satisfaction do you gain from your selection?
5. How do you feel when you are appropriately dressed?
6. How do you feel when you are inappropriately dressed?
7. What is appropriate clothing for school?
8. What clothing is most suited to housework? What makes it attractive?
9. It is frequently said that "A woman's social position and experience can be told by her clothes". What does this mean?
10. How is it true?
11. Have you ever seen a person that you considered inappropriately dressed? Upon what did you base your

opinion?

Things to do:

1. Select and mount two designs, one which you think is appropriate for school wear and one for party wear.

Guide Sheet 2

Problem 2. How shall we choose becoming clothing?

References:

Trilling and Williams, Art in Home and Clothing.
380-398.

Goldstein, Art in Everyday Life. 261-257.

The selection of a beautiful and becoming costume is a challenge to any woman's art ability, and she must have in mind constantly that her dress should be an expression of her personality and that all the lines, colors, and textures in the costume should be chosen to that end.

1. Why cannot all people wear the same style of dress?
2. How can we consider types when we are choosing clothing?
3. What would we choose for a girl who is very feminine?
4. Who should wear striking designs and colors?
5. What would striking designs and colors do to a quiet retiring girl?
6. How can we decide whether or not the proportion is correct?
7. What are some minor proportions that help make the dress more attractive?

8. What type of balance should we use for the most part in selecting or planning our clothes?

9. What do we mean by balance above and below the center of a costume?

10. Why do we strive for a primary center of interest in our dresses?

11. What colors should a brunette choose?

12. What colors are appropriate for the blonde?

13. What do lines add to the dress?

14. How do we decide whether or not the rhythm is good?

Things to do:

1. Select and mount two dresses that are suitable for school for the high school girl.

Guide Sheet 3

Problem 3. How does personal hygiene contribute to beauty of personal appearance?

Reference:

Trilling and Williams, Art in Home and Clothing.
423-428, 457-460.

Of what avail is it if our clothes are exactly right but our hair, skin, and finger-nails spoil their effect?

1. What do we mean by intelligent care of the body?

2. What do we mean by grooming?

3. Why is it necessary to mention personal cleanliness, daintiness, and tidiness since they are so much matters of

breeding?

4. What should be the basis of real beauty?
5. How shall we care for and arrange the hair?
6. How should we care for the hands and nails?
7. What care should be given the teeth?
8. How should we care for the face and neck?
9. How should we care for our clothes?
10. How should we put on our clothes?
11. When should we begin the habit of systematic grooming?

Things to do:

1. Choose and mount examples of good manicuring and correct hair dress.

Guide Sheet 4

Problem 4. How should the standard figure control the design of clothing?

References:

- Trilling and Williams, Art in Home and Clothing. 360-372.
 Trilling and Williams, A Girl's Problems in Home Economics. 109-118.
 Goldstein, Art in Everyday Life. 302-320.

If we analyze the human figure we can see that it is an example of beautiful proportions, so if we hope to have attractive clothing we must plan it in such a way as to harmonize with these proportions of the human figure.

1. What are the principal proportions of the human figure?

2. How does a study of the human figure enable us to design our clothing better?

3. How can we keep the parts of the costume in harmony with the figure?

4. What is the relation of the parts to the whole and the whole to the parts in building a dress design?

5. How does the clothing of today compare with the clothing of the Colonial period in regard to proportion?

6. In what ways were their exaggerated curves out of proportion with the human figure?

7. How have we changed these curves in our present day dress to harmonize with the proportions of the body?

8. How do figures differ from the standard figure?

9. In what ways can they be made to appear more like the standard?

10. What deviations have you from the standard?

11. Which of these would you wish the design of your dress to cover or make less noticeable?

12. How can you design your dress so that these deviations are less noticeable?

Things to do:

1. Find 2 examples of dress that you feel the normal figure was used as a basis for a design.

2. Design a dress for a woman with a large hip line.

Guide Sheet 5

Problem 5. How may we express our personality through our costume?

References:

Goldstein, Art in Everyday Life. 165, 283-289, 312.
Trilling and Williams, Art in Home and Clothing. 461-462.

1. When you see the actors in a play can you tell anything about the characteristics they may possess from their personal appearance?

2. How can you tell whether the heroine is bold and aggressive or quite feminine and retiring by her dress?

3. What do we mean by personality in dress?

4. Make a list of the ways you can indicate personality in your clothes.

5. Can you think of anyone who expresses herself in the selection of her clothing? Describe her costume.

6. When you know you are well dressed, how do you feel?

7. Do you think other people can tell your ideals and standards of living by your clothes? How?

8. What kind of clothes may the quiet retiring person select to express her personality?

9. Describe the kind of lines the dramatic person can select to express her personality?

Things to do:

1. Select two designs which you think might express two different types of personality.
2. Select a character in some play you have seen and plan the clothing you would have this actor wear to help portray her part.

Guide Sheet 6

Problem 6. How does an understanding of color help us to select becoming colors for our clothing?

References:

Trilling and Williams, Art in Home and Clothing. 1-25, 336-346.
Goldstein, Art in Everyday Life.

1. In selecting the color for our dress to what extent should the fashionable color influence us? The color that is becoming to the wearer? The appropriateness to the occasion?
2. Why is it important to consider the personal coloring in the skin when selecting our most becoming colors?
3. What is the effect of complementary colors upon the complexion? Of related colors?
4. To what extent should the color in the hair and eyes influence your choice of colors?
5. What textures are suited to the blonde complexion?
To the brunette?

6. What textures are most suited to your complexion?
7. Why is it impossible to combine colors successfully without considering values and intensities?
8. What are two important rules to remember in combining values?
9. What are two important rules to remember in combining intensities?
10. How may color be used to produce center of interest in a costume?

Things to do:

1. Mount different values and intensities of the colors which are appropriate for you to wear.
2. Plan the color combination which you think you will use in your next dress.
3. Secure samples showing color of dress and its decoration and mount them in relative proportion as they will appear in the dress.

Guide Sheet 7

Problem 7. What is the correct use of decoration in our dress design?

References:

- Trilling and Williams, Art in Home and Clothing.
393-404.
Goldstein, Art in Everyday Life. 265-267.

1. What is the purpose of decoration on garments?

2. What is probably a most common mistake in use of decoration in dress?

3. What should be the foundation of all true beauty in dress?

4. Make what you think is a safe rule in the use of decoration on a dress.

5. What will help you to decide the proper amount of decoration for a dress?

6. When you are placing the decoration on a dress what will help you place it effectively?

7. Why is it considered poor taste to have naturalistic flowers embroidered on a dress?

8. What relation do accessories and decoration on a dress have to each other?

Things to do:

1. Find pictures in magazines which show good and poor use of decoration.

2. Select a garment of which you think the effect could be improved by removing some of its ornamentation.

Guide Sheet 8

Problem 8. What effect do accessories have on our costume?

References:

Goldstein, Art in Everyday Life. 170.

Trilling and Williams, Art in Home and Clothing. 398-403, 427-428.

1. What is meant by accessories in costume?
2. What should be the aim in their being used with the costume?
3. What kind of jewelry is appropriate with the business costume? The afternoon dress? The evening dress?
4. Under what circumstances should jewelry be worn?
5. What relation should the scarf and the handkerchief have to the dress or coat?
6. Why are French-heeled satin pumps inappropriate for shopping? For sports?

Things to do:

Select and mount a dress with the accessories for it that would be in good taste for a high school graduation. Choose one for school.

Unit V. Planning and Making My Own Dress.

6 weeks

Guide Sheet 1

Problem 1. How shall I choose the pattern and material for my dress.

References:

Trilling and Williams, Art in Home and Clothing.
426-416.
New Butterick Dressmaker. 17-22.

1. What will influence you as to your choice of pattern for your dress?
2. After choosing the pattern what influences you as to your choice of material?

3. How does the design of the dress affect the choice of your material?

4. What will aid you in deciding the amount of material you need for your dress?

5. What are some points to be considered in deciding what is good design in a figured material?

6. What design of figured material will you select for a small girl who is blonde and of a rather retiring disposition?

7. What are some suitable colors you can wear?

8. What are some suitable colors for a blonde?

9. What are some suitable colors for a brunette?

10. To what extent will the choice of material depend upon the ^{use} of the dress? Its wearing qualities?

11. To what extent should the amount of money you have to spend influence the kind of material you buy for your dress?

Guide Sheet 2

Problem 2. How shall I test my pattern and make the necessary alterations?

References:

Directions on chart.

1. Why is it important to study the directions on the chart before you can use the pattern intelligently and make

the necessary alterations?

2. Why is it necessary to identify each piece of the pattern?
3. What should be done with the pieces that are not used?
4. What type of figures are patterns made for?
5. Why is it necessary to take your own measurements and check them on the pattern?
6. How do you locate the neckline?
7. How do you locate the shoulder line?
8. How do you locate the chest line?
9. How do you locate the bust line?
10. How do you locate the hip line?
11. How is the length taken?
12. How can you make a one-piece dress shorter?
13. How can you make the bust line 2" larger?
14. Why should we be careful not to change the line of the pattern in altering?

Guide Sheet 3

Problem 3. What plan shall I follow in cutting out my dress?

References:

Directions on chart.

After our pattern has been carefully studied and necessary alterations made, we are ready to place it on the dress for cutting.

1. In what ways will the chart in the pattern aid you in placing the pattern on the material?
2. How can you determine the warp and filling threads of your material?
3. What are some things we must be careful of when placing the pattern on the material?
4. What helps to determine the order of placing the pattern on the material?
5. How should all changes and alterations be indicated on the material?
6. Why is it important to hold the pattern securely on the material?
7. Why is it good practice to cut like pieces together?
8. How shall the notches be marked?
9. What are some ways of saving materials and saving time in cutting out our dress?
10. How should the center back and center front be marked? Why?
11. When do we use long strokes and when short strokes in cutting out your dress?
12. What should be done with each piece of pattern when you finish with it? With each piece of dress? With scraps?

Guide Sheet 4

Problem 4. What procedure shall I follow in making my dress?

References: Guide chart with pattern.

1. Why should our plan follow a definite order in making our dress?

2. What are some of the first things to be done in preparing the dress for the first fitting?

3. When should the shoulder seams be finished?

4. What do we finish after the shoulder seams?

5. When are the sleeves finished?

6. When are they set in dress?

7. When is the hem of the dress put in?

8. What are the final steps in finishing the dress?

Things to do:

Make a plan listing the things in their order for making your dress. Have instructor check before working on dress.

Guide Sheet 5.

Problem 5. How shall I fit my dress?

References:

Brown and Others, Clothing Construction. 33-92.

New Butterick Dressmaker. 27-59.

Rathbone and Turpley, Fabrics and Dress. 246-253.

1. What should be done to a dress before the first fitting?

2. Over what garments should we fit our dresses?

3. What position should we take when we are having our dress fitted?

4. Where should the lines of center front and center back be placed on the person?

5. How should the filling threads run?
6. Where should the shoulder seam be placed?
7. Where should the underarm seam be placed?
8. What are some of the difficulties you may have in fitting your dress? How can these be overcome?
9. What are some rules that will aid us in fitting our dress?

Guide Sheet 6

Problem 6. What methods of work will insure a neat and well made garment?

1. Why is careful handling of material an aid in a well made garment?
2. How should the dress be put away between classes?
3. Why is it necessary to check to see if the sewing machine is adjusted properly?
4. How may our choice of finishes affect our dress?
5. When should bastings be removed?
6. What effect does pressing have on the appearance of the dress?
7. When should the pressing be done?

Guide Sheet 7

Problem 7. What kind of seams shall I make in my dress?

References:

Jordan, Clothing. 37-52.
New Butterick Dressmaker. 101-111.

Trilling and Williams, A Girl's Problems in Home Economics. 30-32, 43-45, 26.
Brown and Others, Clothing Construction. 132-190.

1. What is the purpose of the seam in a garment?
2. What are the different kinds of seams that might be used on this dress?
3. Which will be the best for your dress?
4. Which would be preferable on a child's garment?
5. How do different kinds of materials influence the width and finish of the seams of a garment?
6. Why is it well to have seams carefully pressed as you finish them?
7. How should they be pressed?
8. Make a sample French seam 6" long for practice, using material of which your dress is being made. Have the finished seam checked by the instructor.

Guide Sheet 8

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

References:

Trilling and Williams, A Girl's Problems in Home Economics. 46-49, 175-176.
Brown, Clothing Construction. 4-10.
New Butterick Dressmaker. 122-127.

1. When should the neck of the dress be finished?
2. What influences the type of neckline that you choose for your dress?
3. What are the different ways we can finish the neck

line?

4. What influences the kind of collar or finish we put on our dress?

5. What are two kinds of facings which we often use to finish the neckline?

6. What is the difference between a facing and a binding?

7. What is the method you would use for putting on a binding?

8. How will the method differ for putting on a facing?

9. Make a 5" sample of sewing on binding. Make a 5" sample of sewing on a facing.

Guide Sheet 9

Problem 9. How may the collar and cuffs, belt, pockets, and other trimmings add to the appearance of my dress?

References:

Brown and Others, Clothing Construction. 17-29.
 Jordan, Clothing Fundamental Problems. 110-115.
 Trilling and Williams, A Girl's Problems in Home Economics. 173, 175-176.
 New Butterick Dressmaker. 122-143.

1. In what ways do the addition of collar, cuffs, belt, and pockets change the appearance of a dress?

2. How is the line altered? The proportion?

3. Cite an example of a dress that would be improved by

the addition of pockets and other trimmings? One that would not be improved?

4. Why is good design and neatness in construction especially important in putting on collar and cuffs, belt, and pockets?

5. Sketch or find a picture of a dress without these accessories and make an improvement by adding collar, cuffs, belt, or pockets or all of them.

Guide Sheet 10

Problem 10. How shall we sew on binding?

References:

Jordan, Clothing Fundamental Problems.
 New Butterick Dressmaker. 174-178.
 Clothing Construction, Brown and Others. 4-11, 62-64.

1. What is the purpose of a binding?
2. What is the advantage of a true bias binding?
3. Where should you start sewing on binding on a curved surface?
4. How is the binding pinned to the edge of garment?
5. Why is it not necessary to ease in fullness on a bias binding?
6. How should the binding be taken care of on a corner?
7. How is the binding finished at the ends of the line?
8. How is the bias binding finished on the wrong side?
9. Sew binding on a convex surface, on a straight edge,

and on a surface where you need to go around a square corner.

Guide Sheet 11

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

References:

Trilling and Williams, A Girl's Problems in Home Economics. 27, 28, 50-52, 179-180.

Jordan, Clothing. 150-155.

Brown, Clothing Construction. 101-106, 179-180.

1. What will help you in deciding what type of finish you will use around the bottom of your dress?
2. What purpose does the hem in the dress serve?
3. When should the hem be marked and put in?
4. How is the hem line determined?
5. How is the fullness in the hem taken care of on your dress?
6. What will aid you in determining the kind of stitch you are going to use on the hem?
7. How does a well made hem add to the appearance of the dress?

Guide Sheet 12

Problem 12. How shall I sew on snaps and fasteners and finish my dress?

References:

Trilling and Williams, A Girl's Problems in Home Economics. 97-101.

Essentials on Sewing. 131-138, 126-131.

1. What types of fastenings do we have for dresses?
2. What two purposes may buttons serve?
3. What two types of buttons do we have?
4. When should hooks and eyes be used? Snap fasteners?

Buttons?

5. How shall we mark the location for the fasteners?
6. What kind of stitch should we use in sewing on fasteners?

7. What are some final touches that we can give our dress in order that it may have a finished appearance?

8. Why is the finish on our dress important?

Guide Sheet 13

Problem 13. How shall I press my dress?

References:

New Butterick Dressmaker. 263-273.
 Rathbone and Tarpley, Fabrics and Dress. 340-341.
 Brown and Others, Clothing Construction. 175-181.

1. How does frequent pressing aid in the appearance of your dress?
2. If there are deep creases and wrinkles in your dress what should you do before pressing it?
3. In what direction will you press?
4. How should seams be pressed?
5. How hot an iron can we use on a cotton dress?

6. What is a good method of procedure to follow in pressing our dresses?

7. Why is it important that we press our dresses neatly and carefully when finished?

Guide Sheet 14

Problem 14. How shall we judge and score our dresses?

1. What points shall we consider in judging our dresses?
2. Whom should the judging benefit?
3. How can we profit by our mistakes?
4. How is the wearing of a finished dress a test of our ability to select, design, and make a dress?

Home Economics

Ninth Grade
One Semester
Foods and Related Work

Elective

Unit I. How to Plan, Prepare, and Serve a Luncheon or
Supper.

14-15 weeks

Guide Sheet 1

Problem 1. How shall we organize our class for efficient
work?

References:

Harris and Lacey, Every Day Foods. 244-258.

Bailey, Foods: Preparation and Serving. 13-24.

1. What essential characteristics should be observed in
every kitchen and laboratory?2. Since a few rules are necessary for the most satis-
factory condition, what should govern the making of these
rules?3. What are some personal rules that would be desirable
to observe in our laboratory?

4. What should be the duties of the housekeeper?

5. What rules should we follow while working?

6. What duties should be completed at the end of the
class hour?

Guide Sheet 2

Problem 2. How can our equipment be cared for and arranged?

References:

- Harris and Lacey, Every Day Foods. 244-258.
 Peeves, Trilling, and Williams, Problems in Food and the Family. 130-145.
 Bailey, Foods: Preparation and Serving. 2-24.
 Trilling, Williams, and Reeves, Home, Food, Family. 440-456.

1. What are some of the things that make for efficiency in every kitchen or laboratory?
2. Why do we need a definite place for our equipment?
3. How should the drawers be cared for?
4. How shall we care for the equipment that we use?
5. Why is a definite procedure for washing dishes essential?
6. What is a good procedure we can use for washing dishes?
7. How should the table tops be cared for?
8. How should the stoves be cared for?
9. How should the laboratory be left at the close of each class period?

Guide Sheet 3

Problem 3. How shall I prepare and serve cream of tomato soup?

References:

- Reeves, Trilling and Williams, Problems in Food and the Family. 186-187.
 Greer, Foods and Homemaking. 738-739.
 Harris and Lacey, Everyday Foods. 383.

1. What are the ingredients of cream of tomato soup?

2. What are the proportions given for the ingredients?
3. What general methods do you find for making tomato soup?
4. Which method do you prefer? Why?
5. What means do you find suggested for preventing curdling?
6. Which is the best way? Why?
7. How is the forming of a scum prevented?
8. How should the soup be served?
9. Why should cream soups be served frequently?
10. If you were asked to make one-fourth of a recipe, how much would you use of each ingredient?
11. If you were asked to double the recipe, how much would you use of each ingredient?

Guide Sheet 4

Problem 4. How shall I prepare oyster stew and croutons?

References:

Harris and Lacey, *Everyday Foods*. 369, 386.
 Bailey, *Foods: Preparation and Serving*. 180, 440-443.

1. What is the proportion of ingredients that we use in making oyster stew?
2. What is the method we use in making oyster stew?
3. What precautions do we have to watch in cooking oysters?
4. Why should oyster stew be served immediately?

5. How should oyster stew be served?
6. How are croutons made? Why are they good served with oyster stew.

Guide Sheet 5

Problem 5. What is the value of vegetables in the diet?

References:

- Harris and Lacey, Everyday Foods. 77-85.
 Bailey, Foods: Preparation and Serving. 157-162.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family, 167-172.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 167-172.

1. Why is it that we should eat at least two vegetables a day?
2. What are some of the vegetables that should have preference over others?
3. What are these vegetables especially rich in?
4. Into what classifications are vegetables grouped?
5. What qualities will you look for in buying your vegetables?
6. Why does the cooking of vegetables involve a nutrition problem?
7. What are some rules that have been made for us that are helpful in the cooking of vegetables?

Guide Sheet 6

Problem 6. How shall I prepare mashed, baked, and stuffed potatoes?

References:

Practical Cookery. 95-96.

Harris and Lacey, Every Day Foods. 394.

Reeves, Trilling, and Williams, Problems in Food and the Family. 270.

Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 530.

1. How should potatoes be prepared for mashing?
2. Why should they be drained and left uncovered?
3. What ingredients are added before the potatoes are mashed?
4. What does beating do to the potatoes?
5. How should mashed potatoes be served?
6. How should the potato be prepared when we are going to bake it?
7. At what oven temperature should they be baked?
8. What is a test to see if they are done?
9. How should baked potatoes be served?
10. Why should they be served immediately upon removing from oven?
11. How are the potatoes prepared when we are going to stuff them?
12. What seasonings may be added?
13. What precautions do we have to take if cheese is added on top of potato?
14. Why are baking and stuffing good methods of preparing potatoes?

Guide Sheet 7

Problem 7. How shall I prepare dishes of cooked cauliflower or cabbage?

References:

- Harris and Lacey, Every Day Foods. 337.
 Greer, Foods and Home-making. 271-275, 281, 285.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 274.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 584.

1. How should cauliflower or cabbage be selected?
2. How should cauliflower or cabbage be prepared for cooking?
3. How should cauliflower or cabbage be cooked?
4. What is a test for cauliflower or cabbage when sufficiently cooked?
5. When cabbage or cauliflower are sufficiently cooked what procedure should be followed?
6. What are some appetizing ways of serving cauliflower or cabbage?
7. What will influence us in the choice of a method when serving cauliflower or cabbage?
8. Why are they good vegetables to serve in our meal?

Guide Sheet 8

Problem 8. How shall we prepare and serve scalloped vegetables?

References:

- Harris and Lacey, Every Day Foods. 390-392.
 Greer, Foods and Homemaking. 380-382.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 191.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 501.

1. How are scalloped dishes made?
2. What is the place of a scalloped dish in a luncheon?
3. Scalloped dishes are a combination of what foods?
4. What vegetables are especially good scalloped?
5. How are scalloped dishes always cooked?
6. What food may we put on the top of scalloped dishes to improve the flavor and make it attractive?
7. How can you tell when scalloped dishes are done?
8. What are some advantages of serving a scalloped dish at the table from the dish in which it was baked?

Guide Sheet 9

Problem 9. How shall we select and care for the vegetables that we buy?

References:

- Harris and Lacey, Every Day Foods. 80-82.
 Greer, Foods and Homemaking. 70-75, 274-280.
 Practical Cookery. 93.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 215-227.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 525-537.

1. Of what advantage is it for every girl to know how to select vegetables?

2. Why should you select and buy vegetables that are handled under sanitary conditions?

3. What are some of the qualities of good vegetables?

4. Why should you select fresh young vegetables?

5. How can you judge the freshness of vegetables?

6. What are some points to keep in mind when you are buying corn, cabbage, cauliflower, spinach, carrots, and tomatoes?

7. How should potatoes, tomatoes, and onions be stored?

8. Why should vegetables always be washed before they are used?

9. How can wilted vegetables be freshened?

10. Where are some places in the home that vegetables can be stored? How should these places be kept?

Guide Sheet 10

Problem 10. How shall we prepare sweet potatoes?

References:

Bailey, Foods: Preparation and Serving. 165-172.
Harris and Lacey, Every Day Foods. 184, 394.

1. How are sweet potatoes prepared for cooking?

2. How many different ways can sweet potatoes be prepared?

3. How may sweet potatoes be served?
4. How do sweet potatoes compare in food value with Irish potatoes?
5. Would you serve Irish and sweet potatoes in the same meal? Why?

Guide Sheet 11

Problem 11. How shall we plan, choose, and prepare our salads?

References:

- Harris and Lacey, Every Day Foods. 88-90, 427-434.
 Practical Cookery. 157-163.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 475-484.
 Reeves, Trilling, and Williams, Problems in Food and the family. 165-174.
 Greer, Foods and Homemaking. 237-299.

1. What are some characteristics of a good salad?
2. What foods do salads furnish us?
3. Why do we wish these foods in our diet?
4. How may the food value of our salads be estimated?
5. What laxative content do salads contain?
6. What ingredients do we use in salads?
7. In what condition should these ingredients be for good salads?
8. Suggest some meat and vegetable combinations that you consider pleasing for salads?

9. How will you combine your salad ingredients?
10. What determines the kind of salad dressing you will use?
11. What are some attractive garnishes that will make the salad more attractive and appetizing?
12. Make a list of 10 rules to observe in making salads.

Guide Sheet 12

Problem 12. How shall I make cooked salad dressing?

References:

- Harris and Lacey, Every Day Foods. 433, 93.
 Greer, Foods and Homemaking. 272.
 Practical Cookery. 157.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 196.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 505.

1. How does the cooked salad dressing differ from the mayonnaise?
2. What ingredients shall we use in a cooked salad dressing?
3. What are two methods of preparing a cooked salad dressing?
4. Why do we cook salad dressing slowly and over hot water?
5. Why do we add acid after the cooking process is over?
6. What are some variations of cooked salad dressing?

Guide Sheet 13

Problem 13. How shall we prepare uncooked salad dressing?

References:

- Harris and Lacey, Every Day Foods. 432-433.
 Practical Cookery. 158-159, 289-290.
 Greer, Foods and Homemaking. 274-278.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 195.
 Trilling, Williams, and Reeves. A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 506.

1. What ingredients do we use in the uncooked salad dressing called mayonnaise?
2. What proportion of ingredients do we use?
3. What method shall we follow in preparing mayonnaise?
4. What part does each ingredient play in the preparation of mayonnaise?
5. What do we mean by an emulsion?
6. What causes an oil dressing to curdle?
7. How may this curdling be remedied?
8. What is the difference between French and mayonnaise dressing?

Guide Sheet 14

Problem 14. How shall I prepare vegetable salads?

References:

- Harris and Lacey, Every Day Foods. 77-78, 428.
 Greer, Foods and Homemaking. 298.
 Practical Cookery. 163.

Reeves, Trilling, and Williams, Problems in Food and the Family. 174-175, 194.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 484-485, 504.

1. Why are vegetables said to be a good health insurance?
2. How many vegetables are advocated to be eaten daily?
3. What are some especially good vegetables for salad?
4. What are some good vegetable salad combinations?
5. What should be the size and shape of the pieces of vegetables used in salads?
6. What kind of dressing should be used on vegetable salads?
7. What are some good garnishes for salads?
8. For what meal would vegetable salads be best served?
9. What place in the menu should vegetables take?

Guide Sheet 15

Problem 15. How shall I prepare green leafy vegetable
 salads?

References:

Harris and Lacey, Every Day Foods. 79, 81, 428-429.
 Bailey, Foods: Preparation and Serving. 131-133.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 504.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 194.

1. Why are green leafy vegetable salads especially good to be served at dinner?

2. Why are they especially good for salads?
3. What green leafy vegetables are especially good for salads?
4. How do you prepare greens for salads?
5. When should the dressing be added to green salads?
6. What kinds of dressing do you use on green salads?
7. How may dressings be varied that are used on green salads?
8. What are some garnishes which may be used on green salads?
9. How may cabbage salad be varied?
10. What should be the characteristics of the final product of a green leafy vegetable salad?

Guide Sheet 16.

Problem 16. How shall I prepare various kinds of apple salads?

References:

Harris and Lacey, Every Day Foods. 428-429.
 Practical Cookery. 163.
 Greer, Foods and Homemaking. 424-426.

1. Why are apples a good food for us?
2. What is their composition?
3. Why are apples especially good for salads?
4. How may you prevent apples from turning dark after prepared?

5. What are some good apple salad combinations?
6. What kind of dressing should be used on apple salads?
7. What garnishes should be used on apple salads?
8. What may apples be stuffed with?
9. What are some other ways of preparing apples for salads besides raw?
10. Why are whole cooked apples used for salads?
11. How should the apples be cooked?
12. How should the apples be served?

Guide Sheet 17

Problem 17. How shall I prepare different kinds of fruit salads?

References:

- Harris and Lacey, Every Day Foods. 428-430, 28-32.
 Practical Cookery. 163.
 Greer, Foods and Homemaking. 294, 295.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 512.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 199.

1. Why are fruit salads good dishes to serve for luncheon or dinner?
2. What kind of a salad should be served for dinner?
3. What kind of a salad should be served for luncheon?
4. What are some good fruit salad combinations?
5. Why are fruit salads especially good for us?
6. What are some of the minerals and vitamins which they contain?

7. What are some uses that we can make of the fruit juice that we drain off of the fruit?

8. What are some garnishes that we may use?

9. How should we mix fruit salads?

Guide Sheet 18

Problem 18. How shall I prepare potato salad?

References:

Harris and Lacey, Every Day Foods. 184-185, 429.
Bailey, Foods: Preparation and Serving. 183.

1. What makes potatoes such a popular vegetable?
2. What is the food value of potatoes?
3. What is the composition of potatoes?
4. Are potatoes considered a cheap source of fuel?
5. Why do we cook potatoes?
6. What are the various ways by which we may prepare potato salad?
7. How may we vary potato salad?
8. What are some attractive garnishes for potato salad?
9. Why are these garnishes especially good?

Guide Sheet 19

Problem 19. What is the importance of meat and fish in our diet?

References:

Harris and Lacey, Every Day Foods. 155-159, 427.
Bailey, Foods: Preparation and Serving. 429-432.

Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 555-556.

1. What portion of the money for food is spent for meat in America?

2. Why is meat so universally liked?

3. What is the protein content of meat?

4. What kind of protein is it?

5. What do we mean by complete protein?

6. What is in meat that gives it a high fuel content?

7. What is the food value of meat?

8. Are meats and meat proteins easy to digest?

9. What are various kinds of meat that may be used in salads?

10. For what meal are meat salads very appropriate?

11. How may fish be classified?

12. What is the composition of fish?

13. How does fish compare with meat as a food?

14. What food elements are fish deficient in? High in?

15. Why does the price of fish vary in different localities?

16. Why is fish of increasing importance as a food for the family table?

17. How can you tell if fish is fresh?

18. How is it possible for us so far inland to have fish

for our menus?

19. What are the various kinds of fish which may be used in salads?

Guide Sheet 20

Problem 20. How shall I prepare meat and fish salad?

References:

Harris and Lacey, Every Day Foods. 427.

1. Why are meat salads so desirable?
2. What are the various kinds of meats that may be used in salads? Fish?
3. What kinds of salad dressing should be used in meat salads? Fish salads?
4. What are some good vegetables that may be added to the meat or fish in making a salad?
5. What is a good proportion of meat or fish, vegetable and mayonnaise?
6. What are some attractive garnishes for meat salads?
7. How should the salad always be served?
8. For what meal are meat salads very appropriate?

Things to do:

Prepare meat salad and a shrimp salad.

Guide Sheet 21

Problem 21. What is the importance of eggs in our diet?

References:

Harris and Lacey, Every Day Foods. 55-58, 428.
 Bailey, Foods: Preparation and Serving. 48-52.
 Trilling, Williams, and Reeves, A Girl's Problems in
 Home Economics, Clothing, Home, Food, Family. 333.
 Reeves, Trilling, and Williams, Problems in Food and
 the Family. 73.

1. Why are eggs so valuable a food?
2. Why should eggs be included in the diet of boys and girls, convalescents, and undernourished persons?
3. What is the composition of the egg white?
4. What is the composition of an egg yolk?
5. What is the form of fat in egg yolk?
6. In what form is the protein in eggs?
7. What minerals are eggs especially rich in?
8. What is the vitamin content of eggs?
9. What is the comparative value of milk and eggs as a food?
10. How does the method of cooking influence the completeness of digestibility of eggs?
11. What are some methods of home storage of eggs? Of what value is home storage of eggs?
12. How do you test for the freshness of eggs?
13. How do you care for eggs?
14. What are some uses of eggs in cooking other foods?
15. What is a fundamental principle in egg cookery?
16. What is our rule for the amount of eggs each person

should eat?

Guide Sheet 22

Problem 22. How shall we prepare and serve a nutritious egg salad?

References:

Harris and Lacey, Every Day Foods. 423.
Bailey, Foods: Preparation and Serving. 138.

1. How may egg salads be prepared?
2. How are stuffed eggs prepared?
3. What are some interesting ways of arranging the eggs in the salad?
4. What are some garnishes for egg salads?
5. Suggest some luncheon dishes with which an egg salad would be appropriate?

Guide Sheet 23

Problem 23. How shall we prepare various salad accompaniments?

References:

Harris and Lacey, Every Day Foods. 93, 433-434.
Bailey, Foods: Preparation and Serving. 135.

1. What is meant by salad accompaniments?
2. What are some attractive salad accompaniments?
3. Why do we use salad accompaniments?
4. Why are they served in small amounts?
5. What food elements are salad accompaniments high in?

6. What is the characteristic of a good salad accompaniment?

7. How are cheese straws made?

Guide Sheet 24

Problem 24. What is the value of serving a main hot dish?

References:

Harris and Lacey, Every Day Foods. 117-123.
Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 502.
Reeves, Trilling, and Williams, Problems in Food and the Family. 192.

1. What do we mean by the main hot dish?
2. What are some food materials which may be used as foundation for the main hot dish?
3. What are the different methods of cooking hot dishes?
4. What is the food value of hot dishes?
5. What are some of the best liked combinations for the hot dish?
6. Can the food value of these dishes be easily determined? How?
7. What are some of the different kinds of cheese?
8. What is the composition of cheese?
9. What is the food value of cheese?
10. Why is cheese often considered hard to digest?
11. What are the methods by which we may prepare left over meats attractively?
12. How may we prepare left over vegetables attractively?
13. What is a souffle?

14. What are two kinds of souffles?

15. What is an omelet?

16. What is a chowder?

Guide Sheet 25

Problem 25. How shall we prepare macaroni and cheese?

References:

Harris and Lacey, Every Day Foods. 402.

Bailey, Food: Preparation and Serving. 212

Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 351, 581.

Reeves, Trilling, and Williams, Problems in Food and the Family. 241, 271.

1. What ingredients do we use in making macaroni and cheese?
2. What is the proportion of these ingredients?
3. What is the method of combining these ingredients?
4. What is another method of adding the liquid?
5. Why are the bread crumbs added to macaroni and cheese dishes?
6. At what oven temperature should the macaroni and cheese be baked?

Guide Sheet 26.

Problem 26. How shall I prepare Italian baked rice?

References:

Harris and Lacey, Every Day Foods. 403.

1. What are the ingredients used in Italian baked rice?

2. What are the proportions of ingredients we use?
3. What is the method of mixing the ingredients?
4. How hot should the oven be for baking it?
5. What is the food value of Italian baked rice?

Guide Sheet 27

Problem 27. How can I prepare souffles and omelets?

References:

- Harris and Lacey, Every Day Foods. 121-122, 330-332, 401.
 Bailey, Foods: Preparation and Serving. 54-57.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 192.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 502.

1. What are the ingredients we use in a standard soufflé?
2. What proportion of the ingredients do we use?
3. What method of combining a soufflé do we use?
4. Why are they put in the oven? At what oven temperature should they be baked?
5. How should the soufflé be served?
6. What are the two kinds of omelet?
7. What are the ingredients we use in an omelet?
8. What are the proportions we use?
9. What variations may be added to the plain omelet?
10. What is the method of mixing a puffy omelet?
11. Why is a little baking powder sometimes used?

12. How can you test when the omelet is done?

13. Why should an omelet be served at once?

Guide Sheet 28.

Problem 28. How shall I prepare Welch rabbit?

References:

Harris and Lacey, Every Day Foods. 401-402.

1. What are the ingredients in a Welch rabbit?
2. What proportion of ingredients do we use?
3. What method of mixing ingredients do we use?
4. How is a Welch rabbit served?
5. Why does Welch rabbit make a good luncheon dish?

Guide Sheet 29.

Problem 29. How shall I prepare good muffins?

References:

Harris and Lacey, Every Day Foods. 46-52, 370-373.

1. Temperatures for oven, 50-51.

Practical Cookery. 22, 60.

2. Method of mixing, 435.

Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 411-415.

Reeves, Trilling, and Williams, Problems in Food and the Family. 101-105.

1. What are the ingredients that we use for a foundation recipe for plain muffins?
2. What is the proportion of ingredients we can remember to use for plain muffins?
3. What method is used to mix muffins?
4. Using the plain muffin recipe as a foundation what

variations can we make?

5. Why are muffins often dry, tough, and peaked on the top?

6. Why do muffins have tunnels?

7. How full should we fill the muffin tins?

8. At what temperature should muffins be baked?

Guide Sheet 30.

Problem 30. How shall I make delicious biscuits?

References:

Harris and Lacey, Every Day Foods. 373-375.

Practical Cookery. 61, 62, 74, 176.

Reeves, Trilling, and Williams, Problems in Food and the Family.

Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 416.

1. Why are biscuits such a popular hot bread?

2. What is proportion of ingredients used in the standard recipe?

3. What is the method of mixing these ingredients?

4. What precautions should be taken in rolling the biscuits?

5. At what temperature should they be baked?

6. What foods may we use in making variations of the standard biscuit?

7. What rules can you follow to make the most attractive and appetizing?

8. When might you serve these fancy biscuits that have been made by varying the standard recipe?

Guide Sheet 31

Problem 31. How shall I prepare nutbread?

References:

Harris and Lacey, Every Day Foods. 46-52, 376.
Practical Cookery. 61.

1. Why is nutbread a good bread to serve at luncheons?
2. What ingredients might you use in making nut bread?
3. What are the proportions of ingredients we use in making nutbread?
4. What is the method of mixing the ingredients?
5. Why do you let nut bread rise before baking and not other baking powder breads?
6. How long should you bake nutbread? At what temperature?
7. Why would you bake nutbread at a lower temperature and for a longer period of time than you would muffins or biscuits?
8. How would you serve nutbread?

Guide Sheet 32

Problem 32. How shall I prepare yeast breads for luncheon?

References:

Harris and Lacey, Every Day Foods. 97-132, 410-413.
Practical Cookery. 63-74.
Gov. bulletin no. 1430 on Home Making.

1. Why do so few people make their bread at home now?
2. What kinds of bread are more often made at home now?
3. What ingredients are used in bread?
4. Why is wheat flour so desirable for bread?
5. Why do we wish to have an elastic dough for yeast bread or rolls?
6. Why do wheat flours differ in kind? There are two reasons.
7. Why do we wish to have hard wheat flour for yeast bread?
8. What are the parts of a wheat grain?
9. Would graham or white flour be better in mineral content and in vitamin B?
10. What is "patent" flour?
11. What are the ingredients for yeast bread?
12. Why do we use yeast?
13. Why is sugar used?
14. What would happen to our rolls if you added a large amount of salt to a yeast mixture?
15. Why do we knead the dough?
16. What would happen to our rolls if we should pour hot water on the yeast?
17. How long should we knead the dough?
18. Why wouldn't you use butter to grease the pan for the rolls?

Guide Sheet 33

Problem 33. How shall I prepare Parker House and clover leaf rolls for luncheon?

References:

Harris and Lacey, Every Day Foods. 97-102, 411-413.
Practical Cookery. 70-72.

1. How are rolls different from biscuits?
2. How do Parker House and clover leaf rolls differ from plain rolls?
3. What are the ingredients used in making Parker House rolls?
4. What is the proportion of flour, liquid, yeast, and sugar in making Parker House rolls.
5. What temperature should the liquid be for making rolls? Why?
6. How will you mix the flour with the liquid and yeast?
7. What is another reason for kneading rolls?
8. How will you give rolls a glaze?
9. At what temperature will you bake the rolls?
10. How should a standard roll appear when baked?

Guide Sheet 34

Problem 34. How shall I prepare variations of plain rolls?

References:

Harris and Lacey, Every Day Foods. 411-413.

Practical Cookery. 70-72.

1. What proportions of ingredients do we use in making rolls?
2. What is the method of mixing that we follow?
3. How shall we knead the dough?
4. What care will you use in shaping the rolls?
5. How will you give the rolls a brown, even, tender crust?
6. How long should rolls be baked? At what temperature?
7. Why do we use other foods with the plain dough?
8. When would you serve these rolls?
9. How would you serve them?
10. How should our finished product appear?

Guide Sheet 35

Problem 35. How shall I prepare and serve beans attractively?

References:

Harris and Lacey, Every Day Foods. 404.
Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 483.

1. What are ingredients in baked bean dishes?
2. How much time is usually allowed for parboiling the beans? For baking the beans?
3. How much time does the pressure cooker save?
4. Suggest a menu using baked beans as the meat substitute dish.

Guide Sheet 36

Problem 36. How shall I prepare and serve shellfish for luncheon?

References:

Harris and Lacey, Every Day Foods. 403.
Bailey, Foods: Preparation and Serving. 440-443.

1. What are some of the most commonly used shellfish?
2. What are some methods of cooking them?
3. How are scalloped oysters prepared?
4. Why should only two layers of oysters be put in a baking dish?
5. How are fried oysters prepared?
6. Why are fried oysters more difficult to digest than scalloped oysters?

Guide Sheet 37

Problem 37. How shall I prepare meat and salmon loaf?

References:

Harris and Lacey, Every Day Foods. 120-123, 405, 419.
Practical Cookery.
Bailey, Foods: Preparation and Serving. 438-350.
Boston School Cook Book.

1. Why is meat or salmon loaf a good dish to serve for luncheon?
2. What are the ingredients in meat and salmon loaf?
3. What are suitable meats for a meat loaf?
4. Why is it desirable to use left over meat?

5. What difference does it make whether we use pink or red salmon for a meat loaf?

6. How will you keep the loaf from becoming dry and brady?

7. What are some desirable liquids we may add to the loaf?

8. What purpose does the bread serve? What substitutes may one use?

9. At what temperature will we bake these dishes?

10. What food value do salmon and meat loaves have?

Guide Sheet 38.

Problem 38. How shall I use left over meats in attractive and appetizing ways?

References:

Harris and Lacey, Every Day Foods. 406-407, 370.
Boston School Cooking Book.
Practical Cookery. 135-138.

1. Why do we wish to use left over meats?

2. What are some dishes that use left over meats?

3. What dishes have we already made in which we might use left over meats?

4. What is hash? How is it prepared? How may it be made attractive?

5. What is gumbo?

6. What meat and vegetables may we use in a gumbo?

7. What is the method of preparing gumbo?
8. What is the food value of these dishes?

Guide Sheet 39

Problem 39. How shall I prepare luncheon dishes by deep fat frying?

References:

Harris and Lacey, Every Day Foods. 370, 406-407.
Practical Cookery. 154-155, 174.

1. What do we mean by the term "deep fat frying"?
2. What equipment will you need in deep fat frying?
3. What fats will we use for deep fat frying?
4. What is a test for the correct temperature of fat when food may be put in?
5. What should we be most careful of when frying in deep fat?
6. What are some ways of keeping food from becoming grease-soaked?
7. Why should we fry only small quantities of food at a time?
8. Can this fat be used again after you have finished deep fat frying? How?
9. How can you treat it?
10. Why is deep fat frying considered a good method to use in preparing certain dishes?

Guide Sheet 40

Problem 40. How shall I prepare fruit and vegetable fritters?

References:

Harris and Lacey, Every Day Foods. 370, 406-407.
Practical Cookery. 154-156, 174, 27.

1. What type of dish are fritters?
2. What is their place in the meal?
3. What foods may be used in making fritters?
4. What are two methods of preparing the fritters?
5. Which method do you prefer to use?
6. What kind of batter will we use in making fritters?
7. What proportions of ingredients will you use in fritter batter?
8. How will you mix the batter for these fritters?
9. What is a test you can use to tell you when the fat is hot enough?
10. Why is it essential to have grease the right temperature?
11. How much of the batter will you put in grease at one time?
12. Why are fritters not greasy although cooked in fat?
13. How do you serve fritters?

Guide Sheet 41

Problem 41. How shall I prepare croquettes?

References:

Harris and Lacey, Every Day Foods. 406-407.
Practical Cookery. 77, 154-156, 174.

1. What ingredients do we need for croquettes?
2. What proportion of white sauce do we need?
3. Why is it important to have a very thick white sauce?
4. What is the method for making the croquettes?
5. Why should the mixture be cooled before molding?
6. How will you shape the croquettes?
7. How can you prevent the croquettes from being greasy soaked?
8. How can you tell when the croquettes are done?

Guide Sheet 42

Problem 42. How shall I choose the dessert in relation to the rest of the diet?

References:

Harris and Lacey, Every Day Foods. 126-132.
Bailey, Foods: Preparation and Serving. 223, 234-237, 461-467.
Trilling Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home Food, Family. 511-519.
Reeves, Trilling and Williams, Problems in Food and the Family. 201-209.

1. Upon what does your choice of dessert depend?

2. Why is the dessert served at the end of the meal?
3. Why are desserts apt to be a one-sided article of food?
4. Suggest some desirable desserts for thin people; overweight people; invalids; children.
5. Suggest some desirable desserts for a luncheon course in winter. In summer.
6. Suggest how we may enjoy pie with the least penalty.
7. Suggest some luncheon dishes with their appropriate desserts.

Guide Sheet 43

Problem 43. How shall I prepare baked custards?

References:

Harris and Lacey, Every Day Foods. 451-452, 171.
 Practical Cookery. 131-133.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 514.
 Reeves, Trilling, and Williams, Problems in Food and the Family, 304.

1. Why is custard a good food?
2. What are the different kinds of custards?
3. What are the standard proportions for custards?
4. What causes a custard to become thick?
5. How will you prepare the egg for the custard?
6. What causes a custard to be watery?
7. How will you test a custard to know when it is done?
8. How may baked custards be served?

9. What might you serve with a custard to make it more attractive and appetizing?

Guide Sheet 44

Problem 44. How shall I prepare junket desserts for luncheon?

References:

Harris and Lacey, Every Day Foods. 456.
Practical Cookery. 172-173.

1. Why does junket make a nutritious dessert?
2. What is the method for making junket?
3. What action does junket have upon warm milk?
4. Why should we warm the milk and leave the dessert in a warm place to set?
5. Why should we use care in moving junket?
6. Why should it be served in the same glasses in which it was cooled?
7. How may we vary or garnish junket desserts?

Guide Sheet 45

Problem 45. How shall I prepare variations of tapioca desserts?

References:

Harris and Lacey, Every Day Foods. 450.
Practical Cookery. 170-171.

1. Where do we obtain tapioca?
2. What is the difference between the two kinds of tap-

loca on the market?

3. Which is the easier to use? Why?
4. In what way does tapioca compare in food value with rice and macaroni?
5. How will you prepare tapioca cream or plain tapioca pudding?
6. How will you tell when the tapioca is cooked?
7. What foods might we combine with this plain tapioca to make it still more attractive and nutritious?
8. What are some aids in keeping tapioca from lumping?

Guide Sheet 46.

Problem 46. How shall I prepare blanc-mange for luncheon?

References:

Harris and Lacey, Every Day Foods. 449.
Practical Cookery. 171-172.

1. Why is blanc-mange a nutritious dessert?
2. How does blanc-mange differ from a custard?
3. How can we vary the plain blanc-mange recipe?
4. How should this dessert appear when cooked?
5. How can you prepare blanc-mange so that it will be smooth?
6. How can blanc-mange be molded for serving?
7. How can we make these desserts more attractive and nutritious?

Guide Sheet 47

Problem 47. How shall I prepare bread puddings?

References:

Harris and Lacey, Every Day Foods. 450-451.
Practical Cookery. 163-169.

1. What are some economical and attractive ways of using stale bread?
2. What ingredients are used in plain bread pudding?
3. What can we use for variation?
4. How shall we combine the ingredients for bread pudding?
5. What oven temperature shall we use for baking the pudding?
6. What shall we serve with the bread pudding?

Guide Sheet 48

Problem 48. How shall I prepare various fruit whips?

References:

Harris and Lacey, Every Day Foods. 136, 452-453.
Practical Cookery. 173-174.
Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 513.
Reeves, Trilling, and Williams, Problems in Food and the Family. 203.

1. What are the two types of fruit whips?
2. How are they different?
3. What fruits may we use in these whips?

4. What oven temperature should be used to bake them?
5. How long should the whip be baked?

Guide Sheet 43.

Problem 49. How shall I prepare cookies and cakes?

References:

- Harris and Lacey, Every Day Foods. 133-136, 301, 442-444.
 Practical Cookery. 201-211.
 Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 314-317, 579-590.
 Reeves, Trilling, and Williams, Problems in Food and the Family. 204-207, 273-280.

1. What are the two main types of cakes?
2. What are the ingredients in butter cakes and cookies?
3. What kind of flour is used? Why?
4. Why are eggs used?
5. What is the leavening agent? Why used?
6. What substitute may we use for soft wheat flour?
7. What part does sugar have in making our cake a successful product?
8. Why is fat used?
9. What liquids are used in butter cakes?
10. What are the main ingredients in a plain sponge cake?
11. Why are so many eggs used in sponge cake?
12. What is the leavening agent?
13. How does the air cause the cake to rise?
14. What are the two methods of mixing butter cakes?

15. Why do we usually mix cakes by the cake method?
16. What is the advantage of the muffin method?
17. How will the methods of cake making apply to cookies?
18. What two types of cookies are there?
19. How will you combine the ingredients for a sponge cake?
20. How shall we prepare to bake these cakes?
21. How long and at what temperatures shall we bake sponge, loaf, layer, and cup cakes?
22. How can we divide the period of baking to help us in baking our cake?
23. What are some causes of failure in a cake?

Guide Sheet 50

Problem 50. How shall I prepare gingerbread?

References:

Greer, Foods and Homemaking. 321.
 Bailey, Foods: Preparation and Serving. 124-127.
 Practical Cookery. 211.

1. What are the ingredients used in making gingerbread?
2. What is the method of mixture?
3. Why do we use soda in gingerbread?
4. In what kind of an oven is it baked?
5. How long is gingerbread baked?
6. How may gingerbread be served?

7. What is the food value of gingerbread?

Guide Sheet 51

Problem 51. How shall I make chocolate drop cookies?

References:

Harris and Lacey, Every Day Foods. 442.
Practical Cookery. 219-222.

1. How are drop cookies similar to cake?
2. How are drop cookies different from cake?
3. What proportions of the ingredients do we use in making chocolate cookies?
4. What is the method of mixing the ingredients for chocolate cookies?
5. What foods may we use to give flavor and richness to drop cookies?
6. How are drop cookies baked?
7. In what kind of an oven are they baked?
8. How will you care for the cookies after they are baked?
9. When are cookies served?
10. What is the food value of cookies?

Guide Sheet 52

Problem 52. How can I make drop cookies?

References:

Bailey, Foods: Preparation and Serving. 323-324.
Harris and Lacey, Every Day Foods. 442-444.

1. How do dropped cookies differ from rolled cookies?
2. What are some of the most common kinds of dropped cookies?
3. What are the ingredients of Brownies?
4. What are the proportions of the ingredients?
5. What is the method of mixture?
6. What is the oven temperature?
7. What are the ingredients for kisses?
8. How should they be mixed?
9. At what temperature should they be baked?

Guide Sheet 53

Problem 53. How do cakes fill a place in our diet?

References:

Harris and Lacey, Every Day Foods. 435.
 Bailey, Foods: Preparation and Serving. 302-304.

1. Why are cakes more appropriate for a luncheon than a dinner dessert?
2. What food values do they add to our diet?
3. About how many calories does an average serving of cake add to our menu?
4. Into what two classes are cakes divided?
5. What are some examples of each?
6. How do they differ in their calorific value?
7. How many calories does the icing add to the cake?

3. What are some essential rules to follow in baking cake of best quality?

Guide Sheet 54

Problem 54. How shall I prepare a butter cake?

References:

Harris and Lacey, Every Day Foods. 435-436, 438.
Practical Cookery. 202-204.

1. What proportion of ingredients do we use for a standard butter cake?
2. What are the two ways of mixing cake batters?
3. Which is the better for a butter cake?
4. How is the fat prepared?
5. How do you add the sugar?
6. How and when are the egg yolks added?
7. How are the dry ingredients prepared?
8. How are the dry ingredients and liquid added to the batter?
9. How much beating should be given the batter?
10. How will you prepare the pans for baking?
11. How long and at what temperature will you bake the butter cake?
12. How can you tell when the cake is done?
13. How will you care for the cake when it is baked?
14. How can we make these cakes more attractive and of higher food value?

Guide Sheet 55

Problem 55. How shall I ice my cake?

References:

Harris and Lacey, Every Day Foods. 439.

Bailey, Foods: Preparation and Serving. 314, 317.

1. How are icings classified?
2. What are the general proportions of the ingredients for the uncooked frosting?
3. What are some variations we may use in this?
4. What are the general proportions of the ingredients for the cooked frosting?
5. What is the method of making it?
6. What are the proportions of ingredients and method of making caramel frosting? A chocolate frosting?

Guide Sheet 56

Problem 56. How shall I prepare a sponge cake?

References:

Harris and Lacey, Every Day Foods. 440-441.

Practical Cookery. 209-210.

Trilling, Williams, and Reeves, A Girl's Problems in Home Economics, Clothing, Home, Food, Family. 514.

Reeves, Trilling, and Williams, Problems in Food and the Family. 204.

1. What are the chief characteristics of a plain sponge cake?
2. What are the ingredients of a sponge cake?

3. How are the egg yolks prepared for a plain sponge cake?
4. How is the sugar added?
5. When is the liquid added?
6. What kind of a texture do you get if eggs are beaten too dry?
7. How should the pans be prepared?
8. Why are sponge cake pans not oiled?
9. How are sponge cakes baked?
10. How can you tell how the cake is baking?
11. How can you tell when the cake is done?
12. How will you care for a sponge cake when it is baked?
13. How will a good sponge cake appear?
14. What are ways a sponge cake can be served?

Guide Sheet 57

Problem 57. How shall I prepare pineapple upside down cake?

1. What is an upside down cake?
2. What proportion of ingredients in the batter do you use?
3. What method of mixing the batter do you follow?
4. How is the pineapple prepared?
5. How is the cake baked?
6. What is the test when it is baked?
7. How is the cake taken care of when baked?
8. How is the cake served?

9. How many calories are there in an average serving of upside down cake?

Guide Sheet 58

Problem 58. How shall we prepare and serve a frozen dessert?

References:

Harris and Lacey, Every Day Foods. 190-192.
Practical Cookery. 139-201.

1. What place do frozen dishes have in the meal?
2. What are the three kinds of frozen desserts?
3. What are the kinds of water ices?
4. What are the kinds of ice cream?
5. What are the fancy creams?
6. With what course are frozen desserts served?
7. What are the different ways of freezing mixtures?
8. What kinds of mixtures have a smooth fine texture?
9. Why is salt used with ice in freezing?

Guide Sheet 59

Problem 59. How shall we prepare and serve a plain ice cream?

References:

Harris and Lacey, Every Day Foods. 190-192, 457-461.
Greer, Foods and Homemaking. 564-572.
Bailey, Foods, Preparation and Serving. 461-466.
Practical Cookery. 139-201.

1. What is ice cream?

2. What proportions of ingredients are used in plain ice cream?
3. What is the method of making plain ice cream?
4. How may they be varied?
5. Why do frozen desserts take more sugar than other desserts?
6. How would you serve ice cream?
7. What proportions of ice and salt are used to freeze ice cream?
8. How is the freezing done?
9. What is the food value of ice cream?
10. What is the relative cost of making ice cream?

Guide Sheet 60

Problem 60. What shall I serve at my luncheon?

References:

Harris and Lacey, Every Day Foods. 71-76, 136-144.

1. What type of meal is the luncheon?
2. What are the factors involved in planning a luncheon or supper?
3. What are the three types of luncheons?
4. Why should luncheons have a variety?
5. How will you plan a luncheon in relation to the other meals of the day?
6. How many of the days total calories should the lunch supply?

7. In what manner should the luncheon be prepared and served?
8. Why is a luncheon so easily adapted to entertaining?
9. Is the order of courses in a formal luncheon best for the appetite?
10. Plan a luncheon menu to serve to our group giving careful attention to the calories needed, variety in menu, a color scheme, and the occupation of the girls.
11. Plan a luncheon menu for your family at home.

Guide Sheet 61

Problem 61. How shall I set the table for a luncheon served in English style?

References:

Harris and Lacey, Every Day Foods. 236-291.
Table Service for Busy Families.

1. Name some essentials to an attractively set table.
2. Name some other important rules in arranging a table?
3. What is necessary if a table cloth is used?
4. What are some other covers besides the table cloth which may be used?
5. How do we protect the table in case no pad is used?
6. How shall we fold our napkin?
7. What is a cover?
8. How much room is allowed for a cover?

9. How do we place the covers?
10. Where do we place the plate?
11. What is the order in which the silver is placed?
12. What are the pieces of silver placed on the right side?
13. What are the ones on the left side of plate?
14. Where do we place the individual spreaders?
15. Where should serving silver for any dish be placed?
16. Where do we place cream, sugar, cups, and saucers?
17. What may a serving table be used for?
18. Why should serving table not be crowded?
19. What are some good center pieces?

Guide Sheet 62

Problem 62. How shall I serve my luncheon?

References:

Harris and Lacey, Every Day Foods. 235-236.
 Practical Cookery. 235-236.
 Bailey, Foods: Preparation and Serving. 107-119.
 Table Service for Busy Families.

1. What style are we going to serve our luncheon?
2. What things should be checked before announcing luncheon?
3. If soup or fruit takes up the first course, how would you serve it?
4. What are some things which may be placed on the table at the beginning of the meal?

5. Who brings in the food?
 6. What is the order of bringing in the food?
 7. Where shall we place the dinner plates, the meat course, the vegetable dishes, the beverage?
 8. What does the host serve?
 9. What does the hostess serve?
 10. How do we pass the food at the table?
 11. How may other members of the family help in serving luncheon?
 12. What is the order of removing the dishes?
 13. Where should the members of the family sit at the table? Guests?
 14. What are some characteristics a gracious hostess should possess?
- Practical problem:
- A mock table service should be practiced before the luncheon is served.

Guide Sheet 63

Problem 63. How shall we plan our tea?

References:

Harris and Lacey, Every Day Foods. 310

The tea is a much used form of extending hospitality to our friends.

1. Why is it so much used?

2. What is the difference between a formal and an informal tea?

3. Which is the more commonly used? Why?

4. What should our invitations contain?

5. Suggest a menu for an informal tea?

a. What kind of cookies would you suggest for tea?

b. Why are they appropriate?

6. How should the table be decorated?

7. How should the table be set?

8. Who will serve the tea?

9. What determines the place we serve the tea?

10. How shall we care for our guests?

11. How shall we serve our guests?

12. How shall we care for our guests after they are served?

13. What kind of dress shall we wear?

Guide Sheet 64

Problem 64. How shall I serve a tea?

References:

Practical Cookery. 341-344.

Harris and Lacey, Every Day Foods. 31-33.

1. Where is the table placed?

2. Describe the table as it would appear for a tea.

3. Who serves the beverage?

4. Who serves the main course?
5. What is another way the serving may be done?
6. Who serves the plates?
7. What are the means of entertainment at a tea?
8. Suggest a schedule for the assignment of duties for our tea.

Practical problem: A mock service of the tea should be practiced before the tea.

Guide Sheet 65

Problem 65. How shall I make cookies for the tea?

References:

Harris and Lacey, Every Day Foods. 442-444.
Practical Cookery. 219-226.

1. What do we have to consider in the choice of the cookies we are going to make?
2. What are the proportions of ingredients for chocolate drops? Kisses?
3. What is the method for making chocolate drops?
Kisses?
4. How will you make coconut macaroons? Icebox cookies?
5. What shall we bake our cookies on?
6. Why is the baking sheet the best to use?
7. Shall we oil the pan? Why?
8. When must we be careful not to move pan?

9. How can we tell when cookies are done?
10. How shall we remove the cookies from pan?
11. What are some reasons for failure of cookies?
12. What causes holes in them?
13. What is the desired result for our cookies?

Guide Sheet 66

Problem 66. How can I help my family enjoy a day out of the house?

References:

Harris and Lacey, Every Day Foods. 307-309.
 Matthews, Foods and Cookery and Care of the House. 173-179.

Perhaps the reason that most boys and girls like to go on picnics is that they feel a little more free and informal than they do at a meal indoors.

1. What are some other reasons that you enjoy a picnic?
2. How is the food taken from home to the picnic?
3. How will you get the drinking water for your picnic?
4. Will you plan an elaborate or a simple menu?
5. What foods may be included in the picnic menu?
6. What methods of cooking may be used at a picnic?
7. What precautions will you take in packing a picnic lunch?
8. In what condition will you leave the picnic grounds?

Guide Sheet 67

Problem 67. How shall I plan an evening entertainment for my family?

References:

Justin and Rust, Problems in Home Living.
 Current Indications.
 Calvert, First Course in Home Making.
 Kenyon and Hopkins, Junior Home Problems.

1. What do we mean by recreation?
2. How may recreation be secured for the family?
3. Does recreation necessarily mean a great amount of expense?
4. What contributes to family pleasure in the home?
5. How may one spend leisure time to improve himself?
6. What effect does this association have on the individual members?
7. Who should be responsible for family entertainments?
8. What are some forms of evening entertainment that your family would enjoy?
9. Make out a plan for carrying out your form of entertainment.

Unit II. How science aids in keeping our homes and clothing clean. 1 week

Guide Sheet 1

Problem 1. How shall I remove various kinds of stains?

References:

Bulletin no. 1474, Stain Removal from Fabrics.
Jane Oliver's Spot Book.

Very often in the home we find it necessary to remove various kinds of stains. Most stains can be removed at home if reliable methods are known and a few simple precautions are taken.

1. What are the common stains found on household linen?
2. What factors affect the method of treatment of a stain?
3. What effect do acids have on cotton and linen?
4. What effect do strong alkalis have on cotton and linen?
5. Why must you be especially careful with rayon?
6. What are the types of action by which stains may be removed?
7. What equipment makes stain removal easier?
8. What precautions should be observed in removing stains?
9. What will you use to remove stains from cotton and linen?

10. Make a chart listing the common stains and the method of removing them on linen and cotton.

Guide Sheet 2

Problem 2. How can I aid with the family laundry?

References:

Bulletin: Methods and Equipment for Home Laundering.
Advertising material from The Wasting Machine Company.
Trilling, Williams, and Reeves, A Girl's Problems in
Home Economics, Clothing, Home, Food, Family. 239-
244.

Back in the olden times women used to do their washing in a river or a nearby stream. Laundering, like many other things, has undergone a complete change, until today we have modern equipment which removes the drudgery from washing.

1. What are some types of equipment that aid us today?
2. Where is the most suitable place to do the laundering?
3. Why should you have the procedure well planned?
4. What materials require special laundering?
5. How should the clothes be sorted?
6. Why is it oftentimes helpful to soak the clothes?
7. Why should clothes be boiled?
8. Which pieces of boiling most essential? Why?
9. How should they be put through the wringer? Why?
10. Why is it important that the clothes be thoroughly rinsed?

11. Why are clothes starched? What articles in your washing do you starch?

12. Which clothes would you hang in the sunshine? Why?

13. What are some of the things you want to do in hanging your clothes on the line?

14. How should the clothes be taken down and put in the basket?

Guide Sheet 3

Problem 3. How may we eradicate household pests?

References:

Bulletin: Housecleaning Made Easier. 16-18.

Have you ever known a housekeeper to be bewildered over an apparently never ending procession of ants in her pantry?

1. What are some of the means by which they can be controlled?

2. How often should preventive measures be practiced?

3. How may flies be prevented?

4. How will you kill ants?

5. How will you control bedbugs?

6. What method is used to eradicate cockroaches?

7. What treatment is necessary for moths?

8. What may be done to control rats and mice?

9. How can the health department aid in eradication?

10. What may the community do to help?

Unit III. How to use and care for our household equipment.

1 week

Guide Sheet 1

Problem 1. How shall I use and care for our kitchen equipment?

References:

Bulletin: Housecleaning Made Easier. 13-14.
Harris and Lacey, Every Day Foods. 254.
Justin and Rust, Problems in Home Living. 103-111.

1. Did you ever see a kitchen which appeared cluttered up? Contrast it with a neat kitchen?
2. How will you account for the neat kitchen?
3. How will you clean aluminum utensils in the kitchen?
4. Why do you need to handle aluminum carefully?
5. Why does enamel ware require special attention?
6. What method of cleaning should be used for enamel ware?
7. How shall you care for the refrigerator?
8. How will you care for the sink and stove?
9. How will you care for the cupboards?
10. What care should be given the kitchen floor?
11. How do the working heights of equipment affect their use?

Guide Sheet 2

Problem 2. How shall I use and care for our cleaning

equipment?

References:

Bulletin: Housecleaning Made Easier. 1-10.

1. Housecleaning is no longer considered such a seasonal drudgery as it was several years ago. What reasons do you think have caused this change of opinion?

2. Why is adequate equipment for cleaning necessary?

3. Make a list of cleaning equipment which you consider necessary for every family.

4. Make a list of cleaning equipment which you consider desirable for every family.

5. What materials are used to make cleaning easier?

6. Where will you keep cleaning materials? Cleaning equipment?

7. When will you care for cleaning materials and equipment?

8. What care should be given to walls and ceilings?

9. How are floor coverings cleaned?

10. Why is a definite plan best when cleaning a room?

11. Make a plan for cleaning your kitchen.

Guide Sheet 3

Problem 3. How shall I keep the silver looking its best?

References:

Bulletin: Housecleaning Made Easier. 10-11.

1. What are the characteristics of well kept silverware?
2. What is tarnish?
3. What is the cause of tarnish?
4. What are the two main methods of removing discolorations?
5. What are some frictional agents used?
6. How do you clean silver by electrolysis?
7. What precautions will you take in using and caring for silver?
8. What practices in our homes or class will insure attractive and well kept silverware?
9. How will you store silver?

Things to do:

1. Clean silver.

Guide Sheet 4

Problem 4. How shall we store our equipment.

1. There are some storage places that we have in our home?
2. Why do these storage places need to be kept in order?
3. Why does the basement require special care?
4. What are some precautions we need to observe?
5. How shall we save time in looking for misplaced articles?
6. Where should the cleaning closet be located?

7. How may the brushes, brooms, and sweepers be put away?

8. What treatment shall we give our equipment before putting it away?

9. Why should the closet be kept very clean?

Teaching points:

1. Household storage places may be in the attic, basement, cellar, or sheds.

2. The cellar and basement require special care.

3. Storing similar articles together saves time.

4. Cleaning tools should have a special closet of their own.

5. Keeping the closet and equipment clean aids the housewife.

CONCLUSIONS

This study has helped the writer materially in improving her class room instruction. Through the use of the guide sheets:

1. The assignments were made more definite and time and effort were saved for pupils and teacher.

2. The weak pupils were able to secure more individual help for the direction of their efforts.

3. The problem was more specific for the pupils, and allowed them an opportunity to organize their work more effi-

ciently.

4. The pupils were able to do home work effectively in completing or preparing their assignments.

5. The lessons were more carefully planned by the teacher.

6. The teacher was aided in discovering the pupils' difficulties.

Further experimentation and use of study guides should be made, for the study activities of the pupil have a most important relationship to learning.

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