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Syllabus of Home Economics for the High Schools of Illinois



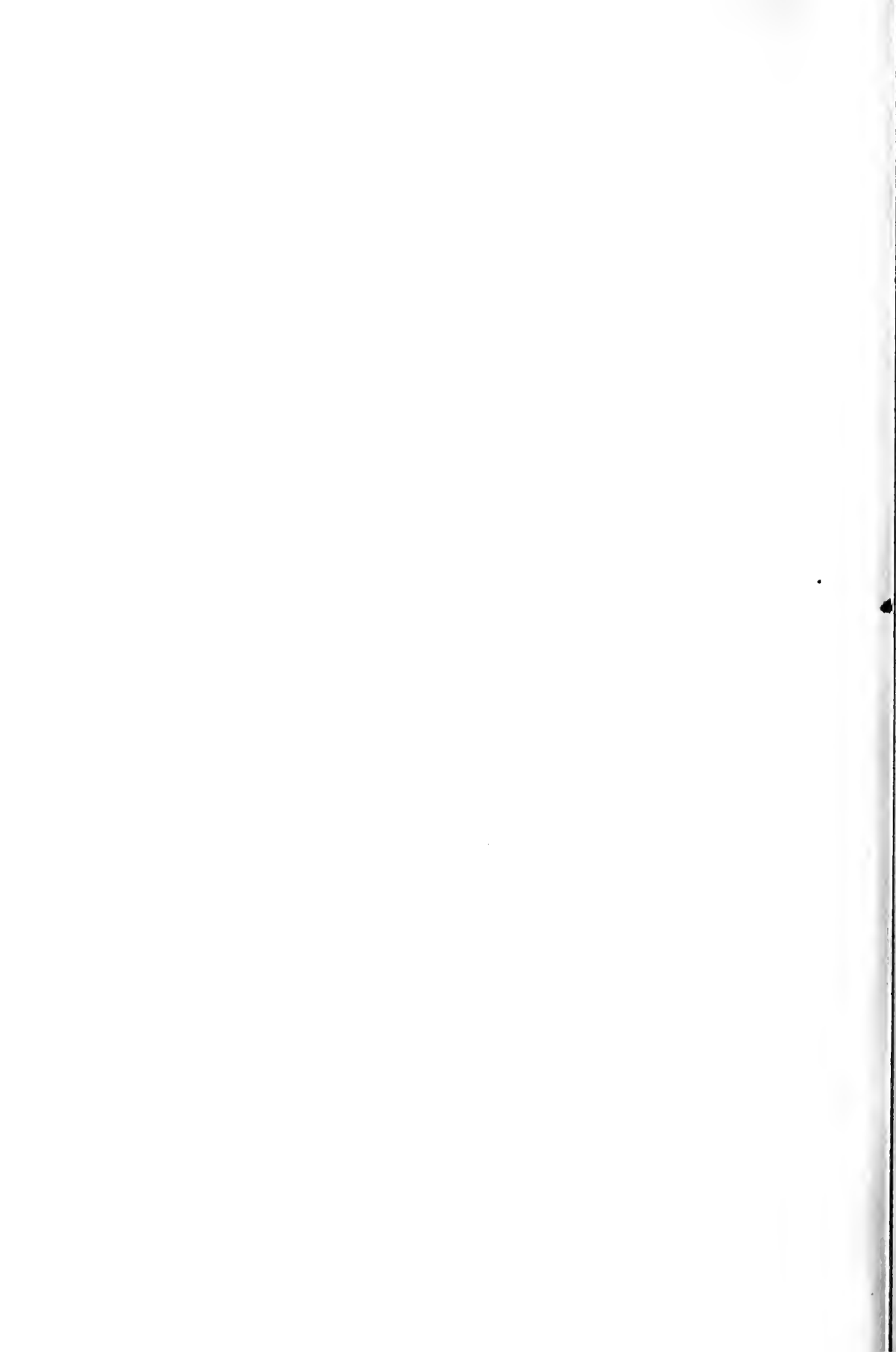
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Syllabus of Home Economics for the High Schools of Illinois



Prepared by the
DEPARTMENT OF HOME ECONOMICS
Issued by the
HIGH SCHOOL VISITOR
UNIVERSITY OF ILLINOIS



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FOREWORD

Through a committee of the High School Conference chosen by the Home Economics section a Syllabus was prepared in 1908 for use in Illinois High Schools. The edition here presented has been prepared by another committee of the Home Economics Section of the High School Conference and is to replace the original report. Its function, like that of the old Syllabus, is to furnish suggestions to teachers of Home Economics in Illinois High Schools concerning curricula and methods of teaching. Its form, unlike that of the old Syllabus, suggests unit organization of subject matter, objectives for each unit, and typical pupil learning activities to accomplish the objectives. References and illustrative material are suggested as before.

The committee presents this report, not as a course of study to be followed but as suggestions to be used in our mutual endeavor to improve our work in Home Economics and make it more uniform throughout the state. The units selected seem consistent with the best practice current in Illinois but each teacher must decide which units need to be emphasized or omitted or what others need to be added to care for the requirements of her particular pupils and school. The order of units suits the present needs of several schools in the state, but should be changed as needed for other schools.

The Committee on Syllabus Revision:

Ruth Wardall—University of Illinois
Anna Belle Robinson—University of Illinois
Adah Hess—State Department of Public Instruction
Sophia Reed—Western Illinois State Teachers College
Lillian Stevenson—University of Chicago
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Opal Rhodes—Urbana High School
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ENTRANCE CREDIT IN HOME ECONOMICS

1. A unit of credit means a minimum of two semesters, 36 weeks, in food and nutrition. An average of two prepared recitations and three laboratory lessons per week is recommended.
2. A unit of credit means a minimum of two semesters, 36 weeks, in clothing and textiles. An average of two prepared recitations and three laboratory lessons per week is recommended.
3. A unit of credit means a minimum of two semesters, 36 weeks, in home management. Prepared recitations supplemented by supervised study will constitute the majority of the daily exercises. Occasional laboratory lessons may be included. This course should be designed for eleventh and twelfth grade students.
4. A unit of credit may be made up of half units from 1, 2, and 3.
5. One unit of entrance credit means that classes meet daily. A daily exercise may be a forty-minute prepared recitation, an eighty-minute laboratory lesson, or an eighty-minute period of supervised study. A combination of the above types of lessons is made in accord with the nature of the course offered.
6. A period means at least forty minutes.
7. It is expected that courses organized on the year basis, 36 weeks, will make the work of the first semester a prerequisite for that of the second semester.

EQUIPMENT

The following items indicate desirable minimal equipment. Many schools need more adequate equipment.

Food laboratory to accommodate twenty pupils.

- Floor space equal to 600 square feet
- Twenty cooking units (gas burners at desk or kerosene stoves)
- Two sinks
- At least one sink with two drain boards
- Four family-sized ovens or ten individual ovens
- Twenty desk or table spaces (2' x 2' 6")
- Individual equipment for twenty
- Two supply tables
- Two available tables for the serving of meals
- Dishes and silver to serve twelve at a time
- A reference library of at least ten up-to-date volumes
- Good illustrative material

Clothing laboratory to accommodate twenty pupils.

- Floor space equal to 600 square feet
- Five sewing machines (one of the motor type or with motor attachment)
- Two ironing boards
- Two irons (electric, if possible)
- Storage space for each pupil's supplies equal to 1200 cubic inches
- Table space for each pupil (2' x 3')
- Access to more large tables when cutting garments
- A reference library of at least ten up-to-date volumes
- Good illustrative material
- Cabinet for hanging garments in process of construction and when finished
- One good full-length mirror (preferably triplicate)
- Small equipment such as yard sticks, dress makers' squares, clothes hangers, etc.

Recitation or study space seating twenty or more to accommodate home management class and to care for food and clothing classes on non-laboratory days.

- Tables or desks for study and writing
- Book case
- Cabinet for illustrative material
- Black Board
- Bulletin Board

ASSUMPTIONS FOR THE WORK IN HOME ECONOMICS

1. Women and girls have the responsibility of spending a large per cent of the money income, for themselves and their families. It is necessary for their happiness and for the well-being of their families that they gain some knowledge of how to administer funds wisely. So long as this training is neglected at home, the school must provide it.
2. Women and girls have a major part in controlling the spirit and happiness in their homes. They need to gain an insight into the mistakes frequently made in home life, methods of preventing unhappy situations, and those ideals which should govern the relationships of family members. Many parents are unqualified to give such training.
3. While it is assumed that women and girls have a major part in controlling the spirit and happiness in their homes, the men and boys also have a share and where classes are organized for boys, emphasis should be placed upon ideals, standards, right attitudes, and good habits which go to make up good family life.
4. A majority of women and girls need fundamental skills in performing certain minimum household activities. The school is qualified to present approved methods of procedure and the science which defends them.
5. A larger emphasis should be placed upon training in selection, judging, and management aspects as contrasted with the mere performance activities incident to food preparation and garment construction.
 - (a) The teaching emphasis will usually be upon underlying principles and fundamental procedures rather than upon manipulation.
 - (b) Ideals, standards, right attitudes, and good habits will be emphasized in the teaching of the courses as occasions arise.
6. The nature of the work should vary according to the pupils' social status and their probable status in adulthood.
7. The work of the high school departments which can contribute to the pupils' understanding of fundamental laws of science and principles of applied design should be correlated just as far as possible.
8. Materials of instruction and pupil activities should always be determined in the light of definite educational objectives.
9. No more than two-thirds of the pupils' time should be spent in manual or practical work.

10. Notebook work should be reduced to a minimum—notebooks serving primarily as depositories for valuable supplementary subject matter material, as yet unavailable in textbooks, and for assignment sheets.
11. The equipment provided should as far as possible meet the minimum requirements suggested elsewhere.
12. Pupils should use as many textbooks and reference books for each course as are necessary for presenting the various fundamental phases of the subject.
13. In their training, there should be abundant use of pictures, charts, educational exhibits, and field trips.
14. Their training should involve some knowledge of the sources of information on different phases of subject matter, such as state bulletins, pamphlets from the Department of Agriculture, etc.
15. Parents should cooperate with the teacher by making it possible and profitable for pupils to carry out at home the procedures and practices learned and recommended at school.
16. Pupils should put into practice at home what they have learned at school, thus gaining in skill and experience.
17. Preferably tenth grade pupils should comprise the personnel of the classes in food and nutrition to encourage the early establishment of good food habits, and to make possible a background of general science.
18. Preferably tenth or eleventh grade pupils should comprise the personnel of the classes in clothing and textiles. (Courses in general science and art are desirable backgrounds.)
19. Preferably twelfth grade pupils should comprise the personnel of the classes in home management, since a mature point of view is desirable.
20. When possible, large classes should be so sectioned that in any one section there will be represented not more than two adjacent classes nor a great diversity of background experience.
21. Pupils taking these courses should spend not more than one year in the pursuit of each.
22. The teacher should keep up-to-date professionally by studying each issue of the *Journal of Home Economics* and putting into practice the procedures recommended by it and other current educational magazines such as the *Teachers College Record*, and the *School Review* (see others listed on p. 92).
23. Home economics subject matter is intellectually stimulating and as "disciplinary" in its value as that of any other subject when handled by a skillful teacher who wishes to make it so.

OBJECTIVES FOR HIGH SCHOOL COURSES IN HOME ECONOMICS

"Freely interpreted, the major objectives of home economics teaching may be considered as three in number: to give an understanding of the function of the home, to indicate possible sources of useful information regarding present day homes, and to provide training in the processes of home-making."—Lita Bane, *Journal of Home Economics*, March, 1927.

Major objectives of secondary education are often listed as health, social efficiency, vocational efficiency, wise use of leisure, love of beauty, and worthy home membership.

General Objectives

The general objectives of secondary education form the foundation upon which Home Economics must develop. Home Economics is being recognized more and more as a social study concerned with the improvement of home-making and life within the home and community. Appreciation of the beautiful as applied to an attractive home, hospitality, and social contacts which home life affords are but a few of the ways in which Home Economics can contribute to the leisure time objective. There is some question as to the interpretation of the term vocational when it is applied to Home Economics. If it is interpreted as meaning the training of the student to go outside of the home and be employed in a gainful occupation, the majority of Home Economics courses are not vocational. If it is interpreted as meaning the preparation of better homemakers, then it may perhaps be considered vocational. Health is one of the outstanding general objectives of education. Many of the subjects in the curriculum emphasize this objective and Home Economics is one of them. The health program should not be confined wholly to the Home Economics teachers, but certain parts of it belong to the Home Economics curriculum. One of these is the nutritional phase of health emphasizing the positive aspect of good feeding.

Immediate Objectives

Out of these general objectives grow the immediate objectives which bring about the realization of the general objectives. The immediate objectives of Home Economics are based upon the immediate and future needs of the pupils. These needs must be constantly evaluated and adjusted to meet the response of the ever-changing demands of society.

Immediate objectives—expressed as knowledge, abilities, appreciations, skills, etc., have been set up for these courses by members of

the Home Economics Section of the High School Conference and have been allocated to appropriate units of instruction by the committee. (See units, p. 16-86.)

Ideals set up for development in connection with these courses are Neatness, Accuracy, Perseverance, Patience, Independence, Self-reliance, Industry, Thoroughness, Thoughtfulness, Unselfishness, Good Management, Cooperation, and Speed. They have not been allocated to particular units, for it is evident that practically all can be encouraged in connection with typical situations arising in each unit of work. For instance, patience and perseverance in clothing construction, good management in all laboratory work, speed in manual activities, accuracy in all problems of measurement and citation, unselfishness and thoughtfulness in using laboratory equipment and supplies, independence of thought in all problem-solving situations, etc.

Developing the Objectives

Typical pupil experiences (learning activities) have been selected for use in developing the objectives. The committee has not endeavored to list all the desirable objectives nor all the desirable learning activities. The lists on the following pages suggest minimal essential objectives and typical pupil experiences to foster them.

Teachers should amplify or change these to suit the needs of their pupils and the teaching devices available. It is also expected that each teacher will use her judgment in changing the order of units or their grouping. For instance, in the course on Clothing and Textiles, some teachers find it desirable to teach textile-selection thoroughly before pupils purchase any fabrics, and some teachers make one unit of the work on beauty, becomingness and appropriateness of dress.

DEFINITIONS

“Home Economics, as a distinctive subject of instruction, is the study of the economic, sanitary, and aesthetic aspects of food, clothing, and shelter as connected with their selection, preparation, and use by the family in the home or by other groups of people.”¹ It is also a study of the care and training of children, of the relationships of family members, and of the relations of the family to society.

“Food and Nutrition” is the study of those phases of home economics which deal with the function and nutritive value of food, with emphasis upon the selection and purchase of food and the planning, preparation and serving of meals.

“Clothing and Textiles” is the study of those phases of Home Economics which have to do with the judging of textiles for clothing and household uses, with particular emphasis upon aesthetic standards and economic values in clothing, and the making of simple garments.

“Home Management” is the study of the problems involved in the organization and conduct of a well-regulated home, and includes the fundamental facts pertaining to household finances, house selection, furnishings and equipment, family health, the care and training of children, and the social and personal relationships of family members.

¹Syllabus of Home Economics, American Home Economics Association, 1913.



FOOD AND NUTRITION

Introduction to Food and Nutrition

How and Why to Preserve Foods

Food for Health

Courtesy at Meals

Breakfast Planning, Preparation, and Service

Holiday Foods—Source, Preparation, and Service

Luncheon Planning, Preparation, and Service

Thrift in Meal Planning and Marketing

Dinner Planning, Preparation, and Service

I. Introduction to Food and Nutrition

Objectives

- Some appreciation of the homemaker's responsibilities with reference to food.
- A conviction of the fact that it is more important to be a good manager than an expert cook.
- An understanding of the general objectives of the entire course.
- An understanding of the general procedures to be followed in class work.
- The ability to judge personal cleanliness in handling foods and equipment.
- A knowledge of how to measure and weigh food materials accurately.
- A knowledge of approved methods of caring for typical cooking utensils and equipment.
- An attitude of cooperation.
- Experience in washing dishes and cooking utensils in an approved manner

References

- Bailey—Food Preparation and Serving.
- Farmer—Boston Cooking School Cook Book.
- Matthews—Elementary Home Economics.
- Wellman—Food Study for High Schools.

Illustrative Material

- Lantern slides from Department of Agriculture Extension Service, such as "Food Makes a Difference."
- Satisfactory personal equipment.
- Examples of good and poor laboratory equipment.

Introduction to Food and Nutrition (Continued)

Learning Activities

The pupils will participate in a class discussion guided by the teacher concerning:

1. The course
 - a. Activities and responsibilities in the home which pertain to the problems of meal planning, food selection, preparation, and service of meals.
 - b. Classwork necessary to prepare students for performing these activities.
 - c. The general plan for the year's work.
2. The general procedures to be followed in class work, such as routine of getting out and caring for supplies, dishwashing, general cleaning and care of room, care of sink and garbage, care of stoves, etc.
3. Cleanliness in handling of foods and equipment.

The pupils will observe teacher's demonstration of:

1. Arrangement of desk equipment.
2. Operation of stoves.
3. Measuring and weighing ingredients.
4. Dishwashing.

The pupils will cooperate in preparing the laboratory for work.

II. Food Preservation

Objectives

- A knowledge of the principles of food preservation.
- A conviction of the importance of sterilization in the canning of foods.
- Acquaintance with the different methods of sterilizing food and equipment in canning.
- Acquaintance with various kinds of simple equipment used in canning.
- The ability to select fruits and vegetables of desirable quality for canning in the best quantity for family use.
- The ability to recognize the factors which influence the cost of fruits and vegetables.
- The ability to judge when it is desirable to can fruits and vegetables and the amount to can.
- Experience in judging the amount of canned goods desirable for an average family.
- Acquaintance with approved ways of preparing fruits and vegetables for canning.
- The ability to judge when it is better to buy canned foods.
- The ability to recognize the desirable qualities in finished products.
- Experience in judging the value of advertized sales of canned goods.
- Some experience in canning fruits and vegetables.
- The ability to recognize indications of spoilage in home canned products.
- A knowledge of fruits rich in pectin.
- Some experience in making jelly, jam, pickles, etc.
- A knowledge of methods of preserving eggs.
- A conviction that it is socially wrong to let food spoil.

References

- Bailey—Food Preparation and Serving.
- Conn—Bacteria, Yeasts and Molds in the Home.
- Donham—Marketing and Housework Manual.
- Farmer—Boston Cooking School Cook Book.
- Matthews—Elementary Home Economics.
- Monroe and Stratton—Food Buying and Our Markets.
- Powell—Successful Canning and Preserving.
- Sherman—Food Products.
- Wellman—Food Study for High Schools.
- Bulletins:
 - U. S. Department of Agriculture, No. 1471, Canning Fruits and Vegetables at Home.
 - University of Illinois, Suggestions for Making Jelly, Jam, Butter, and Marmalade.

Illustrative Material

- Desirable canning equipment.
- Fruits and vegetables in various qualities.
- Cans of various sizes and types.
- Finished products of varying desirability.
- Canned products showing typical qualities, etc.

Food Preservation (Continued)**Learning Activities**

The pupils will read in text books, bulletins, and other references concerning:

1. The principles of preservation.
2. Desirable characteristics of fruits and vegetables for canning, jelly making, pickling, etc.
3. Preparation of fruits and vegetables for canning.
4. Different methods used in preservation of fruits and vegetables.
5. Factors affecting prices of fruits and vegetables.

The pupils will participate in a class discussion on:

1. Readings in text books, bulletins, and other references.
2. Desirability of canning fruits and vegetables.
3. Amounts of fruits and vegetables to can, jelly to make, etc.
4. Ways of buying fruits and vegetables.
5. Desirable characteristics of finished products.

The pupils will go to the local market, note available fruits and vegetables, note prices and select desirable ones for canning.

The pupils will observe a demonstration on the handling and sterilizing of canning equipment.

The pupils will can selected fruits and vegetables, make jelly, pickles, preserves, etc.

The pupils will discuss indications of spoilage in home canned products.

The pupils will score the fruits, vegetables, jelly, etc., preserved in class.

The pupils will preserve eggs to be used later in the course.

The pupils will compare the cost of their products with similar qualities of commercially canned goods.

Each pupil will report to the class her decision with respect to:

1. Her family's need of preserved foods.
2. What foods will be canned at home and why and how.
3. What foods will be bought canned.

III. Food for Health

Objectives

- A conviction that a well balanced diet is essential for health.
- A desire to eat what one should.
- A knowledge of the approximate amount of foods in terms of fruits, vegetables, milk, etc., necessary for health.
- An understanding of why certain foods are essentials in the diet.
- Some knowledge of the factors which influence the kinds and amount of food required to maintain health for different ages under various conditions.
- The ability to distinguish between foods which are essentially protective, regulating, building, or energy-producing foods.
- A knowledge of the commonly used foods rich in carbohydrates, proteins, fats, vitamins, and mineral matter and their function.
- Experience in including in the diet the correct amount of milk, fruits, vegetables, eggs, meat, fish, fats, cereals, and water.
- An understanding of the processes of digestion concerned with the body's use of carbohydrates, proteins, fats, mineral matter and water.
- A knowledge of the foods which are laxative.

References

- Bailey—Food Preparation and Serving.
- Hawk—What We Eat and What Happens to It.
- McCollum and Simmonds—Food, Nutrition, and Health.
- Matthews—Elementary Home Economics.
- Pattee—Practical Dietetics.
- Rose—Feeding the Family.
- Rose—Foundations of Nutrition.
- Wellman—Food Study for High Schools.
- Willard and Gillett—Dietetics for High Schools.
- Red Cross Bulletin—Food, Why? What? How?
- Journals of Home Economics—Digests of scientific articles.

Illustrative Material

- Food Stencils.
- Motion picture films from Illinois State Department of Public Health such as "Shadows" (food value of milk), "Big Gains for Little Bodies" (diet and health habits).
- Pictures from such books as Winchell's "Food Facts for Everyday."
- Menus as given in magazines, menu cards, etc.
- Food Selection Score Card—U. of I. Home Eco. Extension Service.

Food for Health (Continued)**Learning Activities**

Pupils will read in text books, bulletins, charts and other references concerning:

1. The function and common sources of carbohydrates, proteins, fats, mineral matter, vitamins, and water.
2. Factors which influence the kind and amount of food required for health.
3. The amount and kind of food necessary for health for different ages and under varying conditions.
4. The comparative food value of commonly used foods.
5. Recent theories (in current literature) pertaining to food.
6. Average weight according to height, age, and sex.
7. Digestion and assimilation of food.
8. Laxative foods.
9. Criteria for use in judging diets and menus.

The pupils will participate in class discussion on:

1. Readings in text books, bulletins, charts and other references.
2. Amount of foods necessary for health in terms of fruits, milk, vegetables, etc.
3. Meals eaten in respect to food for health.
4. Foods which disagree with different individuals.
5. Idiosyncrasies of individuals with respect to food.
6. The principles involved in various methods of "reducing" and the advisability of their use.
7. Validity of various advertisements of food for health.
8. Health fads.

The pupils will plan menus for different ages applying the principles for good health.

The pupils will plan family menus varying in cost, time, and ease of preparation, applying the principles for good health.

The pupils will include in their diet the amount and kind of food necessary for maximum health. (Health score card may be used.)

Each pupil will criticize an assigned set of menus for a week, marking omissions, substitutions, and additions as needed.

Each pupil will plan a week's menu for her family and report it to the class.

IV. Courtesy at Meals

Objectives

- A conviction that conforming to certain social customs is desirable.
- An understanding of the value of good table manners.
- A desire to practice good table manners.
- A knowledge of table equipment, table setting, table service, and table etiquette.
- Experience in table setting, table service, and table etiquette.
- Judgment in determining the best methods of table service to use under varying circumstances.
- Judgment in meeting various situations which arise in table etiquette.

References

- Bailey, N. Beth—Meal Planning and Table Service.
- Bailey, Pearl—Food Preparation and Serving.
- Clark and Quigley—Etiquette Junior.
- Matthews—Elementary Home Economics.
- Starrett—The Charm of Fine Manners.
- Wellman—Food Study for High Schools.

Illustrative Material

- Magazine illustrations depicting tables laid for special occasions.
- Booklets or folders from firms distributing china, silver, table linen and appointments.
- Tables properly set with desirable equipment.

Courtesy at Meals (Continued)

Learning Activities

Pupils will observe a lecture-demonstration on table setting, table etiquette, and table service.

Pupils will read in text books and other references concerning:

1. Table setting and equipment.
2. Types of table service.
3. Table etiquette.

Pupils will participate in class discussion of:

1. Readings in text books and other references as above.
2. Reasons for methods used in table setting, table service, and table etiquette.
3. Duties of the children in regard to the above.
4. Table decorations.
5. Ways of meeting unusual situations which arise.

Pupils will observe pictures, etc., showing table setting, table service, and table etiquette.

Pupils will set the table for various types of meals.

Pupils will practice table service and etiquette.

Pupils will give oral reports on assigned topics.

Pupils will practice at home principles of table setting, service, and etiquette.

Pupils will form proper eating habits by eating properly the foods prepared in laboratory lessons throughout the course.

V. Breakfast Planning, Preparation, and Service

Objectives

- A knowledge of the foods which are suitable for breakfast at different seasons of the year.
- A knowledge of the food value of the different foods served for breakfast.
- A knowledge of the source of the most commonly used foods which are served for breakfast.
- A knowledge of the characteristics which denote quality of the foods as purchased which are most commonly served for breakfast.
- Some experience in planning breakfasts which require a minimum expenditure of time, energy, and money.
- A knowledge of the principles involved in the preparation and care of foods in the home which are served for breakfast, such as fruits, cereals, eggs, hot breads, beverages, etc.
- A knowledge of the desirable characteristics of the finished product of foods served for breakfast, such as cut grape-fruit, muffins, omelet, cocoa, etc.
- Some experience in preparing and serving foods used for breakfasts, such as stewed fruits, cereals, hot breads, etc.
- Some experience in preparing and serving breakfasts of various types.
- An appreciation of the cost and of the time and energy required in the preparation and service of various breakfasts.
- Judgment in the planning of breakfasts to meet different requirements.
- A conviction that breakfasts are essential for health.

References

- Bailey, N. Beth—Meal Planning and Table Service.
- Bailey, Pearl—Food Preparation and Serving.
- Donham—Marketing and Housework Manual.
- Farmer—Boston Cooking School Cook Book.
- Matthews—Elementary Home Economics.
- Monroe and Stratton—Food Buying and Our Markets.
- Pattee—Practical Dietetics.
- Wellman—Food Study for High Schools.

Illustrative Material

- Pictures from magazines, etc., showing attractive finished products.
- Posters.
- Perfect products.

Breakfast Preparation (Continued)

Learning Activities

Pupils will read in text books and other references concerning:

1. Factors which determine type of breakfast served—as activity, season, climate, age, number in family, meals for rest of day, etc.
2. Criteria for judging a well-planned breakfast.
3. Food value of different foods served for breakfast.
4. Principles of food preparation needed for preparing these foods.
5. Methods of preparing foods for breakfast, and various methods of serving them.
6. Sources of most commonly used foods which are served for breakfast.
7. Characteristics which denote quality of foods as purchased which are commonly used for breakfast.

Pupils will participate in class discussion on:

1. Readings in text books and references.
2. Desirable characteristics of finished products.
3. Foods suitable for breakfast at different seasons of the year.
4. Breakfast menus from the standpoint of ease of preparation, cost, and service.

Pupils will plan breakfasts of various types.

Pupils will prepare typical foods served for breakfast and discuss standards for desirable finished products.

Pupils will observe demonstrations in the preparation of various dishes in which the technique is difficult.

Pupils will prepare, serve, and score breakfasts of various types.

Pupils will practice at home the principles they have learned at school.

Pupils will observe in local markets the various grades of foods which are served for breakfast.

Pupils will summarize various principles of cookery which they have learned.

Pupils will give oral reports on assigned topics.

Pupils will prepare posters illustrating breakfasts of different types and for various occasions.

Pupils will compare cost and number of servings from different types of the same foods, example—package oatmeal vs. bulk, prepared or ready cooked cereal vs. uncooked, etc.

VI. Holiday Foods

Objectives

- An appreciation of the social and economic significance of the foods which we serve.
- A spirit of sociability.
- A knowledge of etiquette, menus and the service for social functions.
- Some experience in planning and serving at a social function.
- A knowledge of the principles of cookery for the foods which are characteristic of the holiday season.
- Some experience in the preparation of foods which are characteristic of the holiday season.
- Judgment in determining the type of social function suitable for various individuals and occasions.

References

- Bailey—Meal Planning and Table Service.
- Bailey—Food Preparation and Serving.
- Bailey—Food Products.
- Farmer—Boston Cooking School Cook Book.
- Grocers Answer Book.
- Matthews—Elementary Home Economics.
- Monroe and Stratton—Food Buying and Our Markets.
- Sherman—Food Products.
- Van Arsdale—Our Candy Recipes.
- Wellman—Food Study for High Schools.
- Magazine articles.

Illustrative Material

- Pictures of tables properly set, etc.
- Samples of foods, candies, etc.
- Containers for holiday foods.

Holiday Foods (Continued)**Learning Activities**

Pupils will read in text books and other references concerning:

1. The sources and countries producing condiments, spices, nuts, dried fruits, sugar, oysters, cranberries, poultry, game, etc.
2. Laws pertaining to production of oysters.
3. The principles of sugar cookery.
4. Menus, service, and etiquette for social functions.
5. The place of the various holiday foods in the diet.
6. Methods of preparing holiday foods.

Pupils will participate in class discussion on:

1. Readings in text books and other references as above.
2. Desirable characteristics of finished products.
3. Sociability in the home.

Pupils will plan menus for various social functions.

Pupils will prepare and serve and score various holiday foods.

Pupils will give a Christmas party and discuss good and poor points.

Pupils will visit a candy shop and observe commercial methods of production.

Pupils will summarize the various principles they have learned at school and will practice them at home.

Pupils will give oral reports on various assigned topics.

VII. The Planning, Preparation, and Service of Luncheon or Supper

Objectives

- A knowledge of the foods which are suitable for luncheon at different seasons of the year.
- A knowledge of the food value of the different foods served for luncheon.
- A knowledge of the source of the most commonly used foods which are served for luncheon.
- A knowledge of the characteristics which denote quality of the most commonly used foods as purchased, served for luncheon.
- Some experience in planning luncheons which require a minimum expenditure of time, energy, and money.
- A knowledge of the principles involved in the preparation and care of foods in the home which are served for luncheon—such as cream soups, salads, meat substitutes, simple desserts, etc.
- A knowledge of the desirable characteristics of the finished products of foods served for luncheon.
- Some experience in preparing and serving typical luncheon foods.
- Some experience in preparing and serving luncheons of various types.
- An appreciation of the cost and of the time and energy required in the preparation and service of various luncheons.
- Judgment in the planning of luncheons to meet different requirements.

References

- Bailey, N. Beth—Meal Planning and Table Service.
- Bailey, Pearl—Food Preparation and Serving.
- Donham—Marketing and Housework Manual.
- Farmer—Boston Cooking School Cook Book.
- Matthews—Elementary Home Economics.
- McCullum and Simmons—Food, Nutrition, and Health.
- Monroe and Stratton—Food Buying and Our Markets.
- Pattee—Practical Dietetics.
- Wellman—Food Study for High Schools.

Illustrative Material

- Perfect products.
- Score cards for finished products.
- Suggestive equipment such as lunch boxes.
- Pictures of attractive finished products.

The Preparation of Luncheon or Supper (Continued)

Learning Activities

Pupils will read in text books and other references concerning:

1. Factors which determine type of luncheon served, such as activity, season, climate, age, number in family, meals for the rest of the day, etc.
2. Appropriate foods for luncheons and suppers.
3. Food value of different foods served for luncheon.
4. Sources of the most commonly used foods which are served for luncheon.
5. Characteristics of the commonly used foods, as purchased, served for luncheons, which denote quality.
6. Principles involved in preparing typical luncheon foods.
7. Methods of preparing foods served for luncheons.

Pupils will participate in class discussion of:

1. Readings in text books and other references as above.
2. Foods suitable for luncheon at different seasons of the year.
3. Desirable characteristics of finished products.
4. Luncheon menus from the standpoint of ease of preparation, cost, and service.
5. Criteria to be used in judging luncheon menus.

Pupils will observe demonstrations in the preparation of various dishes in which the technique is difficult.

Pupils will prepare typical foods served for luncheon or supper and discuss standards for desirable finished products.

Pupils will plan luncheons and suppers of various types and calculate their cost.

Pupils will prepare, serve, and score luncheons of various types.

Pupils will summarize the various principles they have learned at school and will practice them at home.

Pupils will observe in local markets the various grades of foods which are served for luncheon.

Pupils will give oral reports on assigned topics.

VIII. Thrift in Meal Planning and Marketing

Objectives

- A knowledge of the different types of grocery stores and meat markets.
- A knowledge of the factors which influence the cost of food.
- A knowledge of methods of ordering and buying food supplies.
- A knowledge of the characteristics which denote quality to be looked for in the buying of food supplies.
- A knowledge of foods available at different seasons.
- A conviction of the importance of sanitation in the handling of food.
- A knowledge of desirable sanitary conditions in the handling of food supplies.
- A knowledge of the principles of a food budget.
- A conviction of the value of a food budget.
- Some experience in making food budgets.
- Some experience in buying food supplies.
- Judgment in ordering and buying food supplies to meet varying needs.
- Judgment in planning a food budget to meet individual needs.
- Some knowledge of legislation affecting food.
- Some experience in judging the value of advertised food sales.

References

- Bailey—Food Preparation and Serving.
- Donham—Spending the Family Income.
- Donham—Marketing and Housework Manual.
- Harap—The Education of the Consumer (teacher's reference).
- Matthews—Elementary Home Economics.
- Monroe and Stratton—Food Buying and Our Markets.
- Sherman—Food Products.
- Wellman—Food Study for High Schools.
- Pamphlets on legislation concerning food.

Illustrative Material

- Cans of various sizes.
- Products of various grades.
- Significant labels removed from commercially canned goods.
- Food expense accounts.
- Score cards for grocery stores, etc.

Thrift in Marketing (Continued)**Learning Activities**

Pupils will read in text books and other references concerning:

1. Types of grocery stores and meat markets.
2. Sanitary handling of foods.
3. Characteristics which denote quality of food supplies.
4. Ordering and buying of food supplies.
5. Food budgets.
6. Factors which influence cost of foods.
7. Food legislation.

Pupils will participate in class discussion on:

1. Readings in text books and other references above.
2. Foods available at different seasons.

Pupils will observe and score sanitary conditions of local markets.

Pupils will observe grades and qualities of food supplies.

Pupils will plan food budgets to meet their needs.

Pupils will buy food supplies.

Pupils will report on can labels and advertisements.

Pupils will plan meals for different income levels.

Pupils will keep records of number of servings from different packages and containers and make cost comparisons.

Pupils will plan and figure the cost of food for an emergency shelf.

Pupils will give oral reports on assigned topics.

IX. Dinner Planning, Preparation, and Service

Objectives

- A knowledge of what constitutes a well-planned dinner.
- A knowledge of the foods which are suitable for dinner at different seasons of the year.
- A knowledge of the food value of the different foods served for dinner.
- A knowledge of the source of the most commonly used foods which are served for dinner.
- A knowledge of what combinations of food flavors have been found to be satisfactory.
- A knowledge of the characteristics to be looked for when purchasing the foods most commonly served for dinner.
- Some experience in planning dinners which require a minimum expenditure of time, energy, and money.
- A knowledge of the principles involved in the preparation and care of foods in the home, which are served for dinner, such as meats, vegetables, etc.
- A knowledge of the desirable characteristics of finished products of foods served for dinner, such as broiled chops, mashed potatoes, etc.
- Some experience in preparing and serving foods served for dinner.
- Some experience in preparing and serving dinners of various types.
- An appreciation of the cost and of the time and energy required in the preparation and service of various dinners.
- Judgment in the planning of dinners to meet different requirements.

References

- Bailey, N. Beth—Meal Planning and Table Service.
- Bailey, Pearl—Food Preparation and Serving.
- Donham—Marketing and Housework Manual.
- Farmer—Boston Cooking School Cook Book.
- Matthews—Elementary Home Economics.
- Monroe and Stratton—Food Buying and Our Markets.
- Pattee—Practical Dietetics.
- Wellman—Food Study for High Schools.

Illustrative Material

- Suggestive equipment such as pressure cooker, steam cooker, vacuum freezer, etc.
- Perfect products.
- Pictures of attractive finished products.
- Score cards for finished products.

Dinner Preparation (Continued)

Learning Activities

Pupils will read in text books and other references concerning:

1. Factors which determine the type of dinner served.
2. Food value of different foods served for dinners.
3. Principles involved in preparing typical dinner foods.
4. Methods of preparing foods served for dinner.
5. Sources of the most commonly used foods served for dinner.
6. Characteristics of the most commonly used foods, as purchased, served for dinner, which denote quality.

Pupils will participate in class discussion on:

1. Readings in text books and other references as above.
2. Criteria for judging a well-planned dinner.
3. Foods suitable for dinner at different seasons of the year.
4. Dinner menus from the standpoint of ease of preparation, cost, and service.
5. The principles of cookery involved in the preparation of dinner foods.
6. Desirable characteristics of finished products.

Pupils will observe demonstrations in the preparation of various dishes in which the technique is difficult.

Pupils will prepare typical foods served for dinner and discuss standards of finished products.

Pupils will plan dinners of various types.

Pupils will prepare, serve, and score dinners of various types.

Pupils will visit local markets and observe various grades of food which are served for dinner.

Pupils will practice at home the principles they have learned at school.

Pupils will give oral reports.



CLOTHING AND TEXTILES

- Planning the Wardrobe and Starting the
Clothing Expense Account
- The Sewing Machine—Its Use and Care
- Fundamental Processes and Procedures
- Pattern Use and Alteration
- How to Make Simple Cotton Garments
- How to Judge Textiles
- How to Recognize Beauty in Garments
- How to Judge the Becomingness of Garments
- Garment Fitting
- How to Make School Dresses with Set-In Sleeves
- How to Dress Appropriately
- How Clothing Influences Health
- How to Make Afternoon Dresses
- How to Care for Clothing and Textiles
- The Clothing Budget

I. Planning the Wardrobe and Starting the Clothing Expense Account

Objectives

- Some appreciation of the homemaker's responsibilities with reference to clothing and textiles.
- A conviction of the fact that it is more important to have skill in selecting clothing than in making it.
- Some appreciation of the money value of one's wardrobe.
- An appreciation of the value of a plan for buying clothing.
- A knowledge of the things which affect the cost of clothing.
- A knowledge of the things which should influence one in deciding between home-made and ready-made garments.
- Experience in planning one's wardrobe for the school year.
- Experience in keeping a clothing expense account.

References

- Baldt—Clothing for Women.
- Buttrick—Principles of Clothing Selection.
- Pamphlets on Making the Clothing Inventory, The Clothing Budget, etc., Univ. of Ill. Extension Service.
- Taber and Wardall—Economics of the Family.

Illustrative Material

- Sample inventories and clothing budgets.
- Exhibits of ready-made and home-made garments to contrast relative values of each.
- Mail-order catalogs.
- Advertisements from local stores.
- Forms for use in recording clothing expenditures.

Planning the Wardrobe (Continued)

Learning Activities

The pupils will listen to the teacher's explanation of:

1. The general purposes and plans of the course.
2. The garments to be made in the course and the reasons for their choice.
3. The necessity for planning ahead to discover garments needed and to avoid home duplication of garments to be made in class.
4. The meaning and value and method of making clothing inventories, and keeping clothing expense accounts.

Each pupil will consult her mother concerning the garments to be made in class and their relation to her present and future wardrobes.

Each pupil will make a clothing inventory to discover her wardrobe needs, and will sort out the garments needing attention and those to be given away.

The pupils will discover prices of typical garments through examining garments presented by the teacher, studying typical clothing catalogues, consulting expense accounts at home, and shopping.

The pupils will list with the inventory the approximate replacement value of the clothing on hand.

Each pupil will make out a list of clothing needed for the year based on the wardrobe needs discovered by her inventory.

The pupils will participate in a class discussion of such questions as:

1. Where, when, and how to buy typical garments.
2. Suggestions for buying clothing economically.
3. What to buy and what to make and why.
4. The use and misuse of sales.
5. Advantages and disadvantages of buying by mail.
6. Intelligent vs. unintelligent shopping.

The pupils will help in criticizing expense accounts presented by the teacher, will decide on which type she wishes to use, and will start a clothing expense account for herself.

In the future each pupil will list in her clothing expense account her expenditures for clothing, clothing repairs and cleaning, and grooming.

II. The Sewing Machine—Its Use and Care

Objectives¹

- The ability to operate a sewing machine.
- The ability to adjust stitch length and tension.
- Some practice in cleaning and oiling the machine and in making simple repairs and minor adjustments.
- The ability to use the attachments—hemmer, tucker, binder, gatherer.

References

- Sewing Machine Manual edited by makers of machines in use.
- Whitlock—Clothing Club Manual—Univ. of Ill. Extension Service.
- Cook—The Sewing Machine (teacher's reference).

Illustrative Material

- Wall charts showing machine construction, magnified lock-stitch, good and poor tension, etc.
- Exhibits of stitch lengths and tensions.
- Murdock Scales; Williams and Knapp Scales.
- Charts showing places for oiling machine.
- Samples of work done by using the machine attachments.

¹Some teachers believe that it is wiser to attempt only the first objective at this time and to foster mastery of the others after pupils have had several weeks' experience with the machine. Some teachers feel that the ability to use attachments is not a minimal essential and should be expected of only certain pupils, not all.

The Sewing Machine (Continued)

Learning Activities

- The pupils will observe the teacher's demonstration and study reference books to learn how to operate a sewing machine.
- The pupils will study manuals and wall charts (from sewing machine companies) showing how the machine works.
- The pupils will observe the exhibits showing the results of changing the length of stitches and tightness and looseness of tension.
- The pupils will observe the teacher's demonstration of regulating tension and stitch length.
- Each pupil will practice operating the machine until her skill and speed are approved by the teacher.
- Each pupil will practice adjusting the stitch length, and upper tension (on double pieces of typical fabrics) until she satisfies the teacher of her ability to control them.
- The pupils will observe the teacher's demonstration showing how to clean and oil the machine and how to make such repairs as tightening the band, changing the needle, removing knotted thread from under the throat plate, etc.
- Each pupil will study reference material, and compile a list of difficulties common to the use of the sewing machine, and the probable causes and remedies for each.
- Each pupil will clean and oil the machines at the time indicated on the schedule for oiling and will make any simple repairs which her machine demands during the year.
- Each pupil will stitch a holder or some such article to prove her ability to stitch straight, turn square corners, follow a curved edge, procure acceptable tension and stitch length, etc.
- The pupils will observe a demonstration given by a commercial demonstrator or the teacher to learn the use of machine attachments.
- The pupils will use, care for, and adjust the machine during the year with little or no assistance from the teacher.

III. Fundamental Sewing Processes and Procedures¹

Objectives

- A knowledge of the characteristics of good sewing equipment.
- A knowledge of good sewing habits.
- Practice in good sewing habits.
- Some appreciation of the importance of observing good sewing habits.
- Some experience in following printed directions for work.
- Practice in making and judging fundamental stitches and seams—such as French and felled seams, running stitch, hemming stitch, overcasting, cutting and joining bias strips, straight hems.
- The ability to distinguish between facings and bindings.

References

- Whitlock—Clothing Club Manual.
- Cook—Essentials of Sewing.

Illustrative Material

- Exhibits of good and poor equipment.
- Scales such as the Murdock Sewing Scales and the Williams and Knapp scales.
- Standards of accomplishment such as perfectly made seams, stitches, button-holes, etc.
- Exhibits of the assigned processes showing the steps in making.
- Sample garments, such as those to be next made by students, showing the use of the processes and procedures now being learned.

¹In departments which do not have a machine for each pupil, this unit is often taught parallel to the one on the use of the sewing machine, so that all pupils can work without waste of time. Some teachers prefer to parallel this unit with that on the making of simple garments, thus making the pupils' practice on each process immediately precede the use of the process in garment construction.

Processes and Procedures (Continued)

Learning Activities

- The pupils will listen to the teacher's illustrated lecture on the characteristics of good sewing equipment and that desirable for class use.
- Each pupil will study the characteristics of good sewing equipment.
- Each pupil will buy her own sewing equipment in accordance with the standards learned.
- The pupils will study and observe the teacher's demonstration of correct sewing procedures.
- Each pupil will practice the sewing procedures learned while making garments and doing other laboratory work.
- The pupils will observe the teacher's demonstration showing the steps in such processes as French and felled seams, the running stitch, and the rapid over-casting stitch.
- Each pupil will practice making the seams and stitches on suitable scraps of materials until her products compare favorably with the standard set by the instructor, probably using such scales as the Murdock or the Williams and Knapp.
- The pupils will study their manuals to learn how to do such things as cutting and joining bias, making button-holes, etc.
- Each pupil will, by studying her manual of directions and observing the illustrative material exhibited, learn how to do the above things and make an acceptable example of each, before using it in a garment.
- Each pupil will use these processes in the first garments made.

IV. Pattern Use and Alteration

Objectives

- A general understanding of how commercial patterns are made.
- A knowledge of the essential lines of type patterns—their proper direction and intersection.
- The ability to read and interpret patterns—their symbols, charts and directions.
- Accuracy in taking and recording measurements of patterns, clothes and pupils' figures.
- Some experience in testing pattern sizes and shapes (back length, arm hole, neck curves).
- A knowledge of the principles of pattern alteration.
- Some experience in measuring satisfactory garments and altering patterns to suit those measurements.
- The ability to use a simple pattern.
 1. Discover and select number and size of pattern needed.
 2. Distinguish between the views shown and select the pieces of pattern needed.
 3. Place and pin pattern correctly.
 4. Mark notches and necessary construction perforations.

References

- Whitlock—Clothing Club Manual.
- Baldt—Clothing for Women (teacher's reference).
- Cook—Essentials of Sewing.
- Hanna—Pattern Making (teacher's reference).

Illustrative Material

- Pattern alteration charts from commercial pattern companies.
- Exhibits of patterns altered, mounted, and labeled.
- Exhibits of patterns properly laid on fabrics ready for cutting.
- Two or more old patterns for each member of the class (to use in practicing pattern alterations).

Pattern Use and Alteration (Continued)

Learning Activities

The pupils will observe the teacher's demonstration of:

1. How patterns are made.
2. How and where to measure garments and patterns.
3. How patterns should be altered.
4. How to lay and pin patterns for cutting.
5. How to use and mark pattern perforations.

The pupils will study reference readings and illustrative material to fix the above ideas and to learn the principles and procedures to be followed in choosing, altering, and using patterns.

The pupils will participate in class discussions and assigned exercises calling for the examination of type patterns to discover their various symbols, the meaning of perforations, charts and directions, and the alteration and construction problems involved.

The pupils will participate in:

1. A class discussion of the likenesses and differences of the makes of patterns used in the community.
2. Charting a comparison of the symbols used in various patterns.

Each pupil will measure one or more patterns, compare their measurements with assigned garments and persons, and recommend or make alterations needed.

Each pupil will select, buy, test, and alter a pattern for a simple garment for herself and use it in cutting out the garment and in making a working plan for the garment's construction.

V. How to Make Simple Cotton Garments

- (a) kimono night gown, bungalow apron or pajama coat¹
- (b) bloomers or pajama trousers

Objectives

- Some experience in judging suitability of fabric, design, and trimming of ready-made garments.
- Some experience in choosing and testing fabrics for the garments to be made.
- Some experience in choosing patterns suitable for chosen fabrics.
- Experience in making simple calculations concerning amounts of material needed for garment.
- Experience in taking accurate measurements.
- Experience in using and altering patterns.
- Experience in judging suitability and durability of laces, embroideries, and other findings to be used in these garments.
- Experience in selecting seams suited to cotton cloth and to the types of garments chosen.
- Practice in selecting the type of finish suited to purpose, style, and quality of garment to be made.
- Experience in making and following a working plan for garment construction.
- The ability to make:
 1. Tailor's tacks.
 2. French and felled seams.
 3. Button-holes.
 4. Outward curving hems.
- The ability to:
 1. Do the running stitch, the hemming stitches.
 2. Cut, join, and use bias binding.
 3. Cut and apply a fitted facing.
 4. Match and join lace and embroidery.
- The ability to use a score card in judging garment construction.
- Some appreciation of the comparative value of these garments and similar ones "ready-made."

References

- Whitlock—The Clothing Club Manual.
- Singer—A Manual of Family Sewing Machines.
- Bulletins—U. S. Department of Agriculture, Miscellaneous Circular No. 90, "Score Cards for Judging Clothing Selection and Construction."

Illustrative Material

- Ready-made garments from local stores.
- Samples of fabrics desirable for the garments to be made.
- Exhibits of well made French and felled seams, button-holes, hems, bindings, etc.
- Exhibits showing the steps to be followed in making seams, button-holes, hems, etc.
- Exhibits of finishes suitable for garments.
- A complete working plan for a garment similar to those being made in class.

¹If other garments are better suited to pupils' needs they should be chosen in preference to these.

Simple Cotton Garments (Continued)

Learning Activities

- The pupils will observe an exhibit of ready-made garments, noting their color combinations, fabrics, and trimmings used, relative prices, desirable, and undesirable features.
- The pupils will observe the teacher's lecture demonstration relative to fabrics suited to use and simple tests for use in judging them.
- The pupils will test assigned samples and report on their relative desirability.
- The pupils will observe exhibited type patterns and discuss their relative advantages and appropriate uses.
- The pupils will observe exhibited seams and finishes, and discuss their appropriate uses.
- Each pupil will present for the teacher's approval a picture of the garment pattern desired and samples of fabrics chosen for making and trimming them.
- Each pupil will test and choose the fabrics to be used in her garments.
- Each pupil will purchase and alter the patterns she will use.
- The pupils will hear the teacher's explanations of the value of a working plan and assist her in making one for a typical garment—writing on the board the steps which should be taken and the order in which they should be taken.
- Each pupil will carefully study her pattern and write out a detailed plan for use in making each garment.
- The pupils will note teacher's corrections and suggestions on plans and re-write them until they are correct.
- Each pupil will follow her working plans in making her garments.
- Each pupil will study her manual, observe the teacher's demonstrations, and study the illustrative material until she learns how to make the seams and do the processes demanded by her garments.
- Each pupil will practice making the seams, hems, etc., which she will use in her garments until she gains the teacher's approval for each.
- Each pupil will make her garments with a minimum of assistance from the instructor and with a maximum use of her manual, plan, and pattern helps.
- The pupils will hear the teacher's explanation of a score card and its use, will assist her in making a score for use in judging garments, and will work together in scoring a ready-made garment.
- Each pupil will use a copy of the score card for grading the work of a classmate.
- Each pupil will compute the cost of her garment and compare its cost with that of a similar ready-made garment.
- Each pupil will prepare an oral theme, recounting the successes and discouragements encountered in making the garments, and the cautions to be observed in making similar garments in the future.

VI. How to Judge Textiles

Objectives

- The ability to name and explain the sources and characteristics of the fibers commonly used in clothing and household textiles.
- A knowledge of processes in manufacture which affect the serviceability, beauty, and cost of the fabric.
- The ability to recognize and name commonly used fabrics and give their appropriate use.
- Some experience in judging fabrics as to their suitability, serviceability, and attractiveness.
- Some experience in determining the fiber content of fabrics.
- The ability to determine, from the appearance of a fabric, the general method used in producing design.
- Some appreciation of the factors influencing the price of fabrics.

References

- Denny—Fabrics and How to Know Them.
- Dyer—Textile Fabrics.
- McGowan and Waite—Textiles and Clothing.
- Nystrom—Textiles (teacher's reference)
- Small—How to Know Textiles.
- Woolman and McGowan—Textiles (teacher's reference)
- Bulletins—McCullough—Textile Bulletin (Home Economics Extension Service, University of Illinois)
- U. S. Department of Agriculture, Farmer's Bulletin No. 1449, "Selection of Cotton Fabrics."

Illustrative Material

- Exhibits showing textiles in various stages of manufacture.
- Films from commercial concerns showing the manufacture of fabrics.
- Many appropriately labeled samples of fabrics.
- Pictures of textile sources, weaves, yarn structure, etc.
- Woven mats or pictures illustrating magnified weaves.

How to Judge Textiles (Continued)

Learning Activities

- The pupils will observe the teacher's demonstration of simple tests for judging textiles.
- The pupils will study and prepare to discuss factors which influence the cost, serviceability, and attractiveness of fabrics.
- The pupils will examine pictures, films, charts, or textile exhibits to discover the sources of textiles and the processes used in the manufacture of fabrics.
- The pupils will study and prepare to discuss:
1. The sources, grades, and characteristics of the commonly used fibers.
 2. The main steps followed in the manufacture of typical fabrics.
 3. The influence of certain manufacturing processes on quality and price.
- The pupils will visit, if possible, textile mills or similar places available in the community.
- The pupils will listen to the teacher's explanations of the factors controlling the prices of fabrics.
- Each pupil will examine typical fabrics, noting the characteristics of each, the appropriate use of each, and their relative prices.
- Each pupil will examine and compare different grades of the same fabrics, noting appearance, serviceability, and price.
- The pupils will test assigned samples for fiber content and finish.
- The pupils will examine other samples to identify their name, weave, and method used in obtaining design.
- The pupils will compare for purposes of identification the likenesses and differences of the samples of various fabrics which can be used for each type of garment to be made.

VII. How to Recognize Beauty in Garments¹

Objectives

- A knowledge of the principles of design and their expression in dress.
- A knowledge of criteria for judging color harmony in dress.
- An appreciation of the meaning of harmony of texture, design, and color.
- The ability to recognize garments which accord with the principles of design and color harmony.
- The ability to recognize fabrics which are "good" in design.
- Some appreciation of the difference between beautiful clothes and stylish clothes.

References

- Buttrick—Principles of Clothing Selection.
- Goldstein—Art in Everyday Life.
- Izor—Costume Design and House Planning.
- Weinberg—Color in Everyday Life.
- Bulletins—Hope—Artistic Dress.
—Color in Dress.
- Mimeographed material such as "Criteria for Judging Beauty in Dress."

Illustrative Material

- Counter cards from pattern counters.
- Fashion sheets—a duplicate set for each pupil.
- Dresses from stores and homes.
- Dresses worn by pupils and teacher.
- A color circle (on the black board).
- Value scales and intensity scales.
- Mounted examples of typical color schemes.
- Magazine clippings illustrating beauty in color schemes.
- Large samples of figured fabrics to show good and poor design and good and poor color combinations.

¹Some teachers prefer to combine this unit with the one on becomingness. Others prefer to teach beauty, becomingness, and appropriateness as one. Either of these plans is possible but they are apt to court confusion in pupils' minds.

Beauty in Garments (Continued)

Learning Activities

The pupils will listen to the teacher's illustrated talks on:

1. The difference between beautiful and unattractive clothes.
2. Design principles applied to dress.
3. Principles of color harmony in dress.
4. Design and color principles applied to fabrics.

The pupils will read references to discover definite suggestions for judging costumes with respect to each art principle as informal balance, lack of balance, good proportion, harmony of line, good monochromatic scheme, poor complementary scheme, effective use of figured material, unattractive combination of plain and figured fabrics, a design perfect in every respect, etc.

The pupils will report the suggestions learned and see their use illustrated by the teacher as she audibly judges garments exhibited and those illustrated by counter cards.

The pupils using these same criteria will judge other dresses and other illustrations.

The pupils will observe designated illustrations in fashion sheets and decide (and report) for each the principle which it illustrates or denies.

Each pupil will discover, mount, label, and explain in writing one or more examples (pictures of dresses) of each of the points considered.

The pupils will judge and comment on the designs and color schemes shown in the fabrics displayed.

Each pupil will bring from home one or more samples of fabrics which are attractive or unattractive and explain to the class why she considers each so.

Each pupil will bring or wear to class a dress which she believes to be truly beautiful and explain to the class why it is so (or what changes need to be made to make it so.)

VIII. How to Judge the Becomingness of Garments

Objectives

- A conviction of the fact that one's choice of clothes affects one's apparent size, proportions, and coloring.
- A knowledge of those colors, lines, textures, and designs which are considered becoming to individual types—blonde, brunette, short, stout, slender, athletic, ingenue, etc.
- An understanding of the effect of color and line, and of the reasons used in judging their use.
- A knowledge of criteria for use in judging becomingness of dress.
- Some experience in analyzing individual characteristics and selecting suitable clothing designs.
- Some experience in judging the becomingness of clothes to individuals.

References

- Buttrick—Principles of Clothing Selection.
- Goldstein—Art in Everyday Life (teacher's reference).
- Parsons—The Psychology of Dress (teacher's reference).
- Pickens—Secrets of Distinctive Dress.
- Story—How to Dress Well.
- Weinberg—Color in Everyday Life (teacher's reference).
- Bulletins—Hope—Artistic Dress, Color in Dress.

Illustrative Material

- A color circle on the board.
- Colored fabrics in half-yard lengths,¹ representing all the colors most commonly used in clothes.
- Counter cards showing a variety of lines and designs.
- Duplicate sets of fashion sheets.
- Trial collars of various shapes and textures.
- Dresses of the same size but showing great differences in lines, textures, etc.
- Hats of all types, shapes, and colors.²
- U. S. D. A. film—"What Shall We Wear?"

¹These may be of cheese cloth and dyed by pupils.

²Each pupil can bring 2 or 3 from home.

Becomingness of Garments (Continued)

Learning Activities

The pupils will observe the teacher's illustrated lecture concerning the effect of typical lines, colors, and textures on individuals of different types.

The pupils will observe and listen to the teacher as she tries various colors on pupils with various coloring and explains why each is becoming or unbecoming.

The pupils will study in preparation for reports on suitable lines and designs for typical figures, and irregularities of figure, and colors becoming to persons of different types.

The pupils will watch as the teacher tries a variety of hats on several girls and explains why each is becoming or unbecoming.

The pupils will observe selected counter card illustrations of costumes and contribute to a discussion concerning the type figures to which each would be becoming.

The pupils (working in groups of three) will:

1. Try on colored fabrics in an endeavor to discover which are the more becoming colors.
2. Try on various collars in an attempt to discover which neck lines and which textures are more becoming.
3. Try various hats to see which types are most becoming.

The pupils will select (from fashion sheets) illustrations of costumes which they consider becoming to each type of figure and suitable for each irregularity.

Each pupil will decide which type she is and what irregularities of figure she has; and will then list those elements of costume which she should use and those which she should avoid.

Each pupil will make a color chart showing colors and materials that are becoming to her.

Each pupil will bring to class a dress, coat, or hat and the class will help her decide how each can be made more becoming to her.

Each pupil will wear to class a dress or costume which she believes to be becoming and explain to the class why it is so.

IX. Garment Fitting¹

Objectives

- A knowledge of standards for a perfectly fitting garment.
- The ability to use these standards in judging the fit of garments.
- The ability to recognize the most common "misfits."
- A knowledge of the remedies for common "misfits."
- Some ability to fit garments.

References

- Whitlock—Clothing Club Manual.
- Cook—The Essentials of Sewing.

Illustrative Material

- Pictures of garments representing common "misfits."
- Garments in wear which do and do not illustrate desirable standards.
- Plain garments (of unbleached muslin or similar fabric) for use in demonstrating common misfits and methods of fitting.

¹Some teachers prefer to parallel this unit with the next one, instead of teaching it before the dresses are started.

Garment Fitting (Continued)

Learning Activities

The pupils will listen to the teacher's explanation and illustration of "standards for a properly fitted garment."

The pupils will criticize the fit of typical dresses tried on by class members. The pupils will listen to the teacher's lecture-demonstration concerning remedies for common misfits.

The pupils will observe fitting problems presented by the teacher and suggest and make the alterations needed.

Each pupil will practice fitting by fitting on another pupil the plain unbleached muslin dresses kept for that purpose.

The pupils will criticize the fit of and suggest needed alterations for typical garments being made in class.

Each pupil will fit the dresses being made by her sewing partners.

X. How to Make School Dresses with Set-In Sleeves

Objectives

- Experience in testing, judging, and selecting fabrics for service garments.
- Experience in interpreting, altering, and using commercial patterns.¹
- Experience in selecting seams, finishes, and fastening suited to the texture of cloth and type of dress.
- Experience in judging the fit of several dresses, analyzing difficulties and suggesting remedies.
- A knowledge of how a correctly set sleeve looks and the ability to set a sleeve.
- The ability to make false French seams, patch pockets, set-in pockets, etc.
- The ability to sew on snaps, hooks and eyes.
- The ability to attach collars and cuffs to a garment.
- The ability to "pink" raw edges.
- The ability to make a curved hem.
- The ability to make and use the catch stitch.
- Experience in making and following a plan for work.
- The ability to distinguish between good and poor construction technique.
- Experience in scoring garments according to construction, design, and becomingness to the wearer.

References

- Whitlock—Clothing Club Manual.
- Cook—Essentials of Sewing.
- Supplementary mimeographed material covering sleeve setting, fitting, etc.
- Score cards.
- Bulletins—U. S. D. A., Miscellaneous Circular No. 90. "Score Cards for Judging Clothing Selection and Construction."

Illustrative Material

- Exhibits of seams, etc., in typical materials appropriately finished.
- Exhibits showing the steps in construction for all new processes.
- One or more typical garments well made and well finished—for pupil reference and comparison.

¹Each pupil should be required to use a different make of pattern for each garment so that her pattern experience will be as varied as possible.

School Dress (Continued)

Learning Activities

- The pupils will attend to the teacher's illustrated suggestions concerning the types of patterns which may be used and the kinds of fabrics which may be chosen.
- If possible the pupils will go with the teacher to one or more stores to see the fabrics available and note their relative advantages.
- Each pupil will choose a design and a fabric for her dress and submit for the teacher's approval a picture, sample of fabric, and a written (or oral) defense of her choice.
- Each pupil will study her pattern, test it, and alter it if necessary.
- Each pupil will write out a detailed list of steps to be followed in making the garment, using the pattern helps, and her sewing manual.
- She will follow this plan, when corrected and completed, in making her dress.
- The pupils will observe the teacher's demonstration of new processes to be used, and will study them in their manuals.
- Each pupil will practice the assigned processes and submit a sample of each for approval before working it out in her garment.
- The pupils will from time to time observe dresses which present typical or unusual fitting problems and assist the pupil-fitter in deciding upon the needed remedies.
- The pupils will observe the teacher's demonstration of sleeve setting.
- Each pupil, using the practice material supplied, will set a sleeve according to the demonstration and the directions in the text.
- Each pupil will construct her dress with a minimum of assistance from the instructor and a maximum use of her plan, pattern and text.
- Each pupil will fit the dress for her assigned partner, gaining the instructor's approval before cutting or rebasting.
- Each pupil will use a score card in grading either a classmate's dress or her own dress.
- The pupils will observe a selected group of ready-made garments (similar to theirs) and compare them with the class-made garments as to "style," beauty, construction, and price.
- Each pupil will compute the cost of her garment and compare it with that of a similar garment ready-made.
- Each pupil will present an oral theme reporting the success of her garment in terms of textile content, beauty of design, becomingness, and economy, and suggesting cautions to be observed in making similar garments in the future.

XI. How to Dress Appropriately

Objectives

- A conviction of the importance of dressing appropriately for all occasions.
- Some appreciation of the fact that it is more important to be dressed suitably than to be dressed beautifully or stylishly.
- A knowledge of those lines, colors, fabrics and accessories which are considered appropriate for school or business, sport, afternoon, and evening.
- Some appreciation of the fact that one's costume should be appropriate to one's age, purse, and social position as well as to the occasion.
- Some experience in criticizing costumes from the standpoint of appropriateness.

References

- Buttrick—Principles of Costume Selection.
- Goldstein—Art in Everyday Life.
- Picken—Secrets of Distinctive Dress.
- Story—How to Dress Well.
- Bulletins—Hope—Fashion, Its Use and Abuse.

Illustrative Material

- Typical and complete outfits for business, afternoon, and evening wear.
- Accessories of various types—shoes, hose, jewelry, gloves, etc.
- Pictures of persons costumed for typical occasions.

Appropriate Dress (Continued)

Learning Activities

The pupils will listen to an illustrated talk on appropriate dress.

The pupils will study and prepare to discuss the clothing and accessories which are considered suitable for typical occasions and for wear with each other.

The pupils will participate in a discussion of the appropriateness of dress as revealed in selected pictures.

The pupils will direct the teacher's selection of accessories for typical outfits and will decide on the appropriate places for their wear.

Each pupil will note the dress of her school-mates and of the persons whom she sees on the street, etc., and report to the class their correct or incorrect costuming.

Each pupil will compile a list of suggestions which need to be observed in her school and community.

Each pupil will wear to class a costume which she believes to be appropriate for school and street, and report to the class on her reasons for judging each item of her wardrobe.

XII. How Clothing Influences Health

Objectives

- A knowledge of the requirements of hygienic garments.
- A desire to dress healthfully in spite of fashion.
- Experience in judging clothing by health standards.

References

- McGowan and Waite—Textiles and Clothing.
- Bulletins—Hygiene of the Feet, University of Illinois Home Economics Extension Circular.

Illustrative Material

- Underwear illustrating both healthful and undesirable aspects.
- Shoes of various types.
- Fabrics illustrating factors influencing body ventilation, cleanliness, etc.
- Outer garments suitable for wear under typical circumstances such as camping, hiking, etc.
- Clothing for children—both desirable and undesirable.
- Charts from firms such as Cantilever Shoe Company.

Clothing and Health (Continued)

Learning Activities

- The pupils will listen to an illustrated criticism of garments from the standpoint of health.
- The pupils will study and report on those characteristics which are desirable in healthful clothes.
- The pupils will discuss present day styles in dress, pointing out which fads are wholesome and which do not contribute to positive health.
- The pupils will listen to illustrated talks on such specific problems as "The Requirements of Proper Shoes."
- The pupils will participate in a class criticism of exhibited fabrics and garments.
- The pupils will study or make one or more score cards for use in judging their clothes from the standpoint of health.
- Each pupil will study her wardrobe and report to class, its violations, and illustrations of the rules learned in class.

XIII. How to Make Afternoon Dresses

Objectives

- Experience in testing, judging, and selecting fabrics for thin summer dresses.
- Experience in selecting patterns for use in making garments of sheer fabrics.
- Experience in interpreting, altering, and using commercial patterns.
- Experience in selecting seams, finishes, and fastenings suited to the texture and type of dress.
- Experience in judging the fit of several dresses, analyzing difficulties and suggesting remedies.
- The ability to do such new processes as are called for by the requirements of the garments, such as shirring, ruffling, tucking, inserting lace or embroidery, piecing lace, draping fabrics, tacking drapery in place, etc.
- Experience in cutting and making a garment.
- Experience in making and following a working plan.
- Experience in scoring garments according to construction, design and becomingness.

References

- Whitlock—Clothing Club Manual.
- Cook—Essentials of Sewing.
- Supplementary mimeographed material covering sleeve setting, fitting, etc.
- Score cards.
- Bulletins—U. S. Department of Agriculture Miscellaneous Circular No. 90, "Score Cards for Judging Clothing Selection and Construction."

Illustrative Material

- Exhibits of seams, etc., in typical materials appropriately finished.
- Exhibits showing the steps in construction for all new processes.
- One or more typical garments well made and well finished—for pupils' reference and comparison.

Afternoon Dresses (Continued)

Learning Activities

- The pupils will attend to the teacher's illustrated suggestions concerning the types of patterns which may be used and the kinds of fabrics which may be chosen.
- If possible, the pupils will go with the teacher to one or more stores to see fabrics available and note their relative advantages.
- Each pupil will choose a design and a fabric for her dress and submit for the teacher's approval a picture, sample, and a written (or oral) defense of her choice.
- Each pupil will study her pattern and alter it if necessary.
- Each pupil will write out a detailed list of steps to be followed in making the garment, using the pattern helps and her sewing manual.
- She will follow this plan, when corrected and completed, in making her dress.
- The pupils will observe the teacher's demonstration of new processes to be used, and will study them in their manuals.
- Each pupil will practice the assigned processes and submit a sample of each for approval before working it out in her garment.
- The pupils will from time to time observe dresses which present typical or unusual fitting problems and assist the pupil-fitter in deciding upon the needed remedies.
- Each pupil will construct her dress with a minimum of assistance from the instructor and a maximum use of her plan, pattern, and text.
- Each pupil will fit the dress for her assigned partner,¹ gaining the instructor's approval before cutting or rebasting.
- Each pupil will use a score card in grading either a classmate's dress or her own dress.
- The pupils will observe a selected group of ready-made garments (similar to theirs) and compare them with the class-made garments as to "style," beauty, construction, and price.
- Each pupil will compute the cost of her garment and compare it with that of a similar garment ready-made.
- Each pupil will present a written or oral theme reporting the success of her garment in terms of textile content, beauty of design, becomingness, and economy, and suggesting cautions to be observed in making similar garments in the future.

¹New partner assignments should be made for each garment so that each pupil can have a variety of figures to fit.

XIV. How to Care for Clothing and Textiles

Objectives

- Some appreciation of the importance of keeping one's clothes in good condition.
- Some appreciation of the fact that much care can be avoided by wisdom in selection.
- A knowledge of the typical devices available for the care of clothing such as cedar chests, moth-proof bags, dress covers, shoe trees, drying frames, etc.
- Ability to patch and to darn clothes.
- The ability to darn hose and mend "runners."
- Experience in washing typical articles such as silk hose, wool sweater, etc.
- Experience in brushing and pressing wool.
- Experience in removing typical stains.
- A knowledge of the relative advantages of typical soaps and bluing.
- A knowledge of the approved procedures to be followed in "doing a washing."
- A knowledge of how to store furs and wools, so that they are protected from moths.

References

- Balderston—Laundering.
- Baldr—Clothing for Women.
- Elledge and Wakefield—Conservation of Textiles.
- McGowan and Waite—Textiles and Clothing.
- Woolman—Clothing, Choice, Care, and Cost.
- Whitlock—Clothing Club Manual.
- Bulletins—Bureau of Home Economics, Washington, D. C., "Stain Removal"
U. S. D. A. Farmer's Bulletin No. 1089. "Selection and Care of Clothing."

Illustrative Material

- Worn clothing well darned and patched.
- Worn hose well darned.
- Devices, sold by local firms, which aid in keeping clothes in order.
- Pictures of other devices from advertisements.
- Samples of reagents used.

How to Care for Textiles (Continued)

Learning Activities

The pupils will listen to the teacher's illustrated talk concerned with:

- a. The social and economic importance of carefully caring for one's clothes.
- b. The care that can be avoided by wise planning.
- c. Planning an ideal clothes closet.

The pupils will observe, in a store or in the school room, a collection of equipment and devices which can be used in caring for clothing.

The pupils will study texts and search in papers and magazines for descriptions and illustrations of other devices which are advertised for use.

Each pupil will analyze the equipment needs for her home and list the devices desirable for use there.

The pupils will watch the teacher's demonstrations of patching and darning, brushing and pressing, washing and stain removal.

The pupils will study references and prepare to discuss proper procedures for mending, cleaning, and caring for clothing and household textiles.

Each pupil, using text references and the exhibited illustrative material, will do assigned exercises in mending and cleaning.

Each pupil will report to the class on improvements which she can make in the care of her clothing.

XV. The Clothing Budget

Objectives

- Some appreciation of the money value of one's wardrobe.
- Some appreciation of the value of a plan for buying clothing.
- An appreciation of the value of keeping an expense account.
- Some experience in comparing a tentative budget with an expense account and modifying the budget accordingly.
- A knowledge of one's clothing expenditures for the school year.
- Experience in analyzing expenditures and judging their wisdom.
- A knowledge of the percentages of income usually spent for clothing at typical income levels.
- A knowledge of approved relationships of the parts of a clothing budget.
- Experience in planning a clothing budget for a definite period.

References

- Baldt—Clothing for Women.
- Buttrick—Principles of Clothing Selection.
- Pamphlets on Making the Clothing Budget, etc.

Illustrative Material

- Records of pupils' clothing expenditures for the school year.
- Sample clothing budgets from commercial sources such as the John Wanamaker stores.
- Charts or posters illustrating the divisions of income and the divisions of the clothing dollar.

The Clothing Budget (Continued)

Learning Activities

The pupils will discuss their clothing expense accounts and will find the average expenditure for the class.

The pupils will study to learn how to make a clothing budget.

The pupils will discuss the average class expenditure in relation to the text's suggestion of the expenditure for families of average size and income.

Each pupil will compare her expense account with her original list of clothing needed for the year and prepare to explain their differences.

The pupils will assist the teacher in making a three-year clothing budget for a typical high school girl in that community.

Each pupil will determine how the suggested budget can be adjusted to suit her needs and her share of her family's income.

Each pupil will make out a clothing budget for herself.

HOME MANAGEMENT

Family Relationships
Budgeting and Accounting
Saving—Why and How
Home Selection and House Planning
Furnishing and Equipping the House
House Management and Care
Health and Personal Hygiene
Child Care and Training
The Family's Responsibility to Society
Yard and Garden

I. Family Relationships

Objectives

- Some appreciation of the relationships desirable in family life.
- Some knowledge of the attributes of successful family life.
- An appreciation of the fact that housekeeping and home-making are not synonymous.
- Some appreciation of the family's responsibility in preventing divorce, juvenile delinquency, and improper moral standards.
- Some appreciation of the family's responsibility for character building.
- Some appreciation of the fundamental personality traits desirable in every member of the family, and some knowledge of how they may be developed.
- An appreciation of the obligations of each member of the family to the other members of the family.
- A knowledge of some of the most common causes of family troubles and some suggestions for preventing them.
- Some practice in analyzing family situations and suggesting reasons for successes and failures.
- An appreciation of the importance of practicing good manners at home.
- An appreciation of the importance of definitely planning leisure time activities.
- Some knowledge of ways of providing exercise, recreation, and amusement for the family.
- Some knowledge of several worthwhile interests which men and women can have outside the home and an appreciation of their value.
- A knowledge of some worthwhile interests for children within and outside the home.
- Some knowledge of how time and money may be spent for personal development.
- Some experience in judging the wisdom of typical uses of leisure time.
- Some experience in planning leisure time activities for a typical family.
- Some knowledge of home activities of interest to persons of different ages—adults, young people, adolescents, grade school pupils, young children.

References

Pupil—

- Selected articles and stories from magazines such as the American and Good Housekeeping.
- Canfield—The Home Maker.
- Richards—The Art of Right Living.
- Spencer—The Family and Its Members.
- Tarbell—The Business of Being a Woman.

Teacher—

- Abel—Successful Family Life on a Moderate Income.
- Cabot—What Men Live By.
- Devine—The Normal Life.
- Goodsell—The History of the Family. Chapter 13.
- Groves—The Drifting Home.
- Groves—Social Problems of the Family.

Illustrative Material

- Books, toys, games, pictures.
- Selected moving pictures depicting typical family situations.

Family Relationships (Continued)

Learning Activities

The pupils will listen to the teacher lecture on:

1. Some of the responsibilities which society expects the family to assume such as economic, social, and physical.
2. The approved ways of assuming such responsibilities.
3. Some of the common causes of family troubles and divorce.
4. The attributes of successful family life.

The pupils will study references on and participate in class discussion of:

1. The difference between a house and a home.
2. The influence which home life has upon the members of the family.
3. The fundamental personal traits desirable in every member of the family.

The pupils will report on assigned stories illustrating some of the obligations which the members of a family have to each other.

The pupils will read and help collect stories of family situations which illustrate successes and failures of home life.

The pupils will hear the teacher's explanations and illustrations of:

1. The importance of definitely planning for constructive leisure-time activities.
2. Outside activities appropriate for persons of all ages.
3. Methods of substituting desirable activities for undesirable ones.

The pupils will read suggestions of worthy leisure-time activities.

Each pupil will plan a scheme of leisure-time activities for the members of a described family in this community.

Each pupil will modify this plan to suit the recreation portion of the budget for the "average" family.

Each pupil will study several stories to discover the main problem illustrated, the solution suggested by the writer, and other possible solutions.

Each pupil will describe in writing the relationships desirable in an ideal home.

Each pupil will analyze the relationships in some family which she knows and report to the class in what respects it approaches the ideal and in what ways it needs changing.

Each pupil will write a report on her relationships in her family and will give the reasons why she considers it is satisfactory at present or will give constructive suggestions on how it could be bettered.

II. Budgeting and Accounting

Objectives

- An appreciation of plans and budgets as the basis of all sound business organization.
- An appreciation of the economic value of woman's work in the home.
- Some knowledge of sources of incomes and the approximate amount derived from representative trades, businesses and professions.
- A knowledge of the divisions of the budget; what is included in each division, and the relations of the divisions.
- A knowledge of the percentage of the income commonly assigned to these divisions at typical income levels.
- Some knowledge of changes that may be made in budgets to fit personal or family problems.
- Experience in planning theoretical budgets for type families.
- An appreciation of the value of keeping accounts and a knowledge of a few of the most satisfactory methods in use.
- Some experience in managing a personal allowance.

References

- Abel—Successful Family Life on a Moderate Income.
- Andrews, Benjamin—Economics of the Household (teacher's reference)
- Donham, S. A.—Spending the Family Income.
- Frederick, Christine—Efficient Housekeeping.
- Lord—Getting Your Money's Worth.
- Taber—The Business of the Household.
- Taber and Wardall—Economics of the Family.
- Home Economics Extension Leaflet—Budgets.
- Bulletins—U. S. Department of Agriculture, Miscellaneous Circular No. 68, "Planning Your Family Expenditures."

Illustrative Material

- Tables and charts showing divisions of budgets at different income levels.
- Expense accounts and account forms.
- Budgets of homemakers, business women, and school girls.
- Budget studies from commercial sources.

Budgeting and Accounting (Continued)

Learning Activities

The pupils will listen to talks by the teacher:

1. On the use of accounts and budgets in businesses of various kinds.
2. On the reasons for the differences in percentage of income assigned to the divisions of the budget at different income levels.

The pupils will study to discover:

1. The value of accounts and budgets as the basis of all sound business organization.
2. The percentage of the income commonly assigned to the divisions of the budget at typical income levels.

The pupils will participate in class discussions:

1. Of the economic value of woman's work in the home as a producer and as a buyer.
2. Of budget changes that may be made to fit personal or family problems.
3. Of a plan for budgeting the income of a particular family in a particular situation.

Each pupil will work exercises:

1. In classifying items of expenditure under the divisions of the budget.
2. In planning theoretical budgets for various type families and situations.
3. In discovering the economic value of her mother's work and her work at home.

Each pupil will:

1. Make out an expense account showing her approximate cost to her family for a year, and classifying expenditures according to the usual divisions of the budget.
2. Make posters or give oral reports showing:
 - a. Just and unjust distribution of the income among various family members.
 - b. Wise and unwise expenditure of income by families.
3. Start keeping an account of her personal expenditures.
4. Start keeping an account of the family's expenditures.
5. Make a detailed budget for her personal expenditures for the school year.
6. Make a general budget for her family for a year.

III. Saving—Why and How

Objectives

- A conviction of the importance of systematic saving and the investment of savings.
- A desire to start or continue systematic saving for one or more specific purposes.
- Some knowledge of typical methods of saving.
- Some appreciation of the advantages and disadvantages of typical investments.
- Some knowledge of investment criteria.
- Some experience in judging investments by these criteria.
- The ability to compute interest on investments.
- Some experience in finding out current prices of typical good investments.

References

- Andrews—Economics of the Household (teacher's reference).
- Donham, A. S.—Spending the Family Income.
- Lord—Getting Your Money's Worth.
- Taber and Wardall—Economics of the Family.
- Taber—The Business of the Household.

Illustrative Material

- Investment forms such as:
 - Saving account books.
 - Postal saving's cards.
 - Life insurance policies.
 - Bonds, stocks, and mortgages.
- Advertisements sent out by bond and investment companies.
- Charts showing life insurance types, rates, etc.

Saving (Continued)

Learning Activities

The pupils will hear talks on:

1. The importance of systematic saving.
2. Reasons and rewards for saving.
3. Ways to begin savings.
4. Relative advantages of typical methods of saving.
5. Investment criteria.

The pupils will study references to discover:

1. Types of investments and their relative worth.
2. Conditions necessary for saving.
3. Difference between good and poor investments.

Each pupil will:

1. Collect advertisements of investments and judge their worth in terms of the criteria learned.
2. Chart the advantages and disadvantages of the typical investments in the light of the investment criteria.
3. Work problems showing the advantages of systematic saving.
4. Discover the kinds of insurance available in her community and decide which are needed or desirable for her family.
5. Discover what methods of saving are used by parents in providing funds for their children's education or their future needs.
6. Decide upon a method of saving suited to her needs, and compute the amounts to be invested and the interest accruing over a period of years.

IV. Home Selection and House Planning

Objectives

- Some knowledge of locations and characteristics desirable in a site.
- Some knowledge of factors which influence the cost of site and building.
- Some knowledge of desirable housing standards.
- Some knowledge of lot sizes and building limitations current in the district.
- An appreciation of the advantages and disadvantages of renting, owning one's own home, living in an apartment, and living in a house.
- Some knowledge of characteristics desirable in the house itself such as in the heating system, lighting, ventilation, plumbing, floor plan, etc.
- Some experience in reading architectural plans.
- Some appreciation of what constitutes good room arrangement.
- The ability to recognize good and poor features of floor plans.
- The ability to recognize good and poor design in house exteriors.
- An appreciation of the desirability of an attractive lawn.
- An appreciation of the desirability of laying out the house and lot with reference to convenience and attractiveness.

References

- Calkins, C. W.—Course in House Planning and Furnishing.
- Frederick—Efficient Housekeeping.
- Gray, Greta—House and Home (teacher's reference).
- Mathews, Mary—The House and Its Care.
- Quinn—Planning and Furnishing the Home.
- Robinson, E. L.—Domestic Architecture (teacher's reference).
- White—Successful Homes and How to Build Them.
- Bulletins—Government. How to Own Your Home.

Illustrative Material

- Slides or pictures showing houses beautiful and ugly, desirable and undesirable, of various types.
- Slides or pictures showing good and poor building sites.
- Books of house plans furnished by lumber companies, architectural firms, etc.
- Pictures of architectural features as roofs, doorways, entrances, stairways, windows, etc.
- Samples of floor (wood, tile, linoleum, composition) and woodwork finishes.
- Advertising material from companies selling building materials or related articles, as fireplace fittings, etc.
- Landscape gardening plats from florists.
- Color charts from paint companies.

Home Selection and House Planning (Continued)

Learning Activities

The pupils will study references and listen to the teacher's discussion to discover:

1. Desirable housing standards.
2. Characteristics desirable in home sites and houses.
3. Elements of situation or construction which add materially to the cost of shelter.
4. Advantages and disadvantages of living in apartments and living in houses, renting, owning one's home.
5. Desirable room arrangements.
6. Application of art principles to exterior design and interior design.

The pupils will observe:

1. House plans, their representation of windows, doors, stairways, etc.
2. Slides or pictures showing types of architecture, pleasing vistas, window grouping, types of stairways, etc.

The pupils will judge house plans as to desirable and undesirable arrangements of rooms, vistas, placing and number of doors and windows, space available for furniture, good or poor utilization of space.

The pupils will take field trips through finished and unfinished houses to judge their beauty and convenience.

Each pupil will select a house for a particular family and explain its suitability for that family.

V. Furnishing and Equipping the House

Objectives

- An understanding of how a home expresses the personality of its occupants. Some knowledge of the fundamental principles of art as applied to interior decoration.
- Some knowledge of the practical and artistic characteristics desirable in background treatments—floors, rugs, walls, wall papers, draperies, and curtains, and simple tests for judging them.
- Some knowledge of the practical and artistic characteristics desirable in furniture, pictures, and accessories and simple tests for judging them.
- A knowledge of criteria for judging pleasing combinations and arrangements of backgrounds, furniture, pictures, and accessories.
- Some experience in rearranging furniture and rehanging pictures.
- Some knowledge of the kinds, desirable characteristics, and tests for judging such furnishings as mattresses, table linen, bedding, towels, silver, china and glassware, and kitchen utensils.
- A knowledge of what labor saving devices are on the market and the satisfaction they give in home use.
- Some knowledge of the factors to be considered in choosing typical devices.
- Some appreciation of the intelligent care needed in using such devices.

References

- Goldstein—Art in Everyday Life.
- Ives—Home Convenience (teacher's reference).
- Jakway—Principles of Interior Decoration (teacher's reference).
- Mathews—The House and Its Care.
- Parsons—Interior Decoration (teacher's reference).
- Quinn—Planning and Furnishing the Home.
- Rolfe—Interior Decoration for the Small House.
- Sell and Sell—Furnishing the Little House.
- Wright—Interior Decorations for Modern Needs.
- Bulletins:
 - U. S. Department of Agriculture, Farmers' Bulletin No. 1516, Principles of Window Curtaining.
 - U. S. Department of Agriculture, Department Circular No. 189, The Well Planned Kitchen.
 - U. S. Department of Agriculture, Farmers' Bulletin No. 1219, Floors and Floor Coverings.
 - U. S. Department of Agriculture, Farmers' Bulletin No. 927, Farm Home Conveniences.

Illustrative Material

- Pictures showing good and poor lines and forms in house furnishings.
- Pictures showing good and poor arrangement of furniture with regard to line, mass, and balance.
- Pictures showing pleasing and non-pleasing color combinations in house furnishings.
- Samples of typical materials for window draperies and glass curtains.
- Samples of floor coverings, wall papers, and such accessories as vases, candle sticks, pictures, etc.
- Samples of wood finishes, including paints.
- Furnishing budgets from commercial concerns such as the Wanamaker stores.

Furnishing and Equipping the House (Continued)

Learning Activities

The pupils will study references to discover the characteristics desirable in background treatments, furnishings of all types, and labor saving devices.

The pupils directed by the teacher's explanations will examine materials representing typical furnishings—both desirable and undesirable—such as wall paper, drapery materials, linens, etc.

The pupils will take trips:

1. To stores to see desirable and undesirable furniture, furnishings, labor saving devices, etc.
2. To demonstration rooms, "Better Homes" houses, or private homes to see furniture arrangements, window treatments, color schemes, use of accessories, etc.

Each pupil will assemble pictures from advertisements to illustrate the furnishing of an assigned room within a given cost, and will justify her selection of the different furnishings.

Each pupil will prepare sketches and explanations representing:

1. Some room arrangement, preferably the family living room or the student's own room.
2. The same room re-arranged according to the principles learned.

VI. House Management and Care

Objectives

- Some appreciation of the responsibilities of a house manager.
- Some appreciation of the importance of efficient house management.
- Some experience in planning the routine activities involved in housekeeping.
- A knowledge of how to perform the routine and seasonal duties involved in the care of the house.
- Experience in typical household activities, such as dusting, silver cleaning, etc.
- Some knowledge of the problems and processes involved in typical household activities such as laundry work, cleaning, etc.
- Some experience in making and using a schedule for household tasks per day and per week.
- Some appreciation of the possibility of saving time and energy by intelligently planning and analyzing one's activities.
- Some appreciation of the economic value of woman's work in the home.
- Some knowledge of the care required by plumbing, lighting, and heating systems.
- Some knowledge of the identity and habits of common household pests and protection against these pests.

References

- Andrews—Economics of the Household (teacher's reference).
- Balderston—Home and Institutional Laundering (teacher's reference).
- Balderston—Housewifery.
- Frederick—Efficient Housekeeping.
- Mathews—The House and Its Care.
- Streeter—Homemaking Simplified.
- Taber—The Business of the Household.
- Bulletins:
 - U. S. Department of Agriculture, Farmers' Bulletin No. 1194, Operating a Home Heating Plant.
 - U. S. Department of Agriculture, Farmers' Bulletin No. 1180, House Cleaning Made Easier.
 - From Home Economics Bureau and Department of Agriculture, and commercial concerns.

Illustrative Material

- Posters showing identity, danger and breeding places of common household pests.
- Pictures of types of furnaces, other heating plants, and stoves showing how they are constructed.
- Posters showing the construction of plumbing fixtures.
- Slides from the Department of Agriculture.
- Exhibits of typical cleaning equipment and cleaning agents.

House Management and Care (Continued)

Learning Activities

The pupils will study references and recite on:

1. The difference between efficiency and inefficiency in house management.
2. General methods of sweeping, dusting, and cleaning, etc.
3. The scheduling of household tasks; making of daily and weekly schedules; the advantages of systematizing household tasks.
4. The prevention of and methods of exterminating flies, mosquitoes, moths, ants, etc.

The pupils will listen to and observe the teacher's lecture demonstration on:

1. Plumbing troubles and remedies (e.g. water hammer, dripping faucet, ball cocks); how to change fuses; how to make minor repairs in electrical equipment.
2. The care of a gas range, fireless cooker, kitchen sink, and refrigerator; bed making; dusting; dish washing; laundering; dry cleaning.

Each pupil will:

1. Select some one room in her home and be responsible for the daily and weekly care of it for a given length of time. (This involves the making and use of a schedule.)
2. Prepare an efficient daily and weekly schedule for the household tasks in her home.
3. Making minor repairs in the plumbing and lighting fixtures, etc., at home and report on them.
4. Prepare time budgets for homemaker living under varying conditions.
5. Care for home appliances as the range, the sink, and the refrigerator for a given length of time.
6. Clean windows and mirrors, metals of various kinds, woods of various finishes, etc.
7. Make a time study or motion study of some home task.

The pupils will listen to the teacher's presentation of:

1. The responsibilities of a house manager.
2. The importance of efficient house management.

The class will work out the money value of the work performed daily or weekly by the average homemaker of the vicinity.

VII. Health and Personal Hygiene

Objectives

- A conviction of the importance of positive health.
- A knowledge of what constitutes good health.
- An appreciation of the importance of sufficient weight.
- A knowledge of standards for judging household sanitation.
- Some knowledge of how to protect one's self and family from typical ailments and the spread of disease.
- A knowledge of the principles involved in selecting a well-balanced diet.
- The ability to correct unbalanced diets.
- An appreciation of the contribution which clothing should make toward health.
- Some knowledge of the health services furnished by the community, the state, the nation, and certain commercial concerns such as the Life Extension Institute.
- Some knowledge of first aid and correct care for the sick.

References

- Blount—Health.
- Broadhurst, J.—Home and Community Hygiene.
- Lippitt, L.—Personal Hygiene.
- Pope—Home Care of the Sick.
- Rose—Feeding the Family.
- Woman's Foundation of Health—Positive Health.
- Bulletins:
 - American Red Cross—Food, Why? What? How?
 - American Red Cross—Home Care of the Sick.
 - American Red Cross—First Aid.
 - Bulletins from the Illinois Department of Public Health such as "Healthy, Happy Womanhood."

Illustrative Material

- Pictures of healthy children and children suffering from typical ailments.
- Healthy Children.
- Motion picture films from the Illinois State Department of Public Health such as "How Disease is Spread," "How to Prevent Disease," etc.
- "Health" and "Food Selection" score cards.
- Pictures of valuable foods.
- Pictures of hygienic shoes.
- Sample garments to show the difference between hygienic and unhygienic clothing.

Health and Hygiene (Continued)

Learning Activities

The pupils will listen to talks on:

1. Importance of positive health.
2. Standards for health.
3. Standards for judging health habits.

The pupils will observe:

1. Demonstrations of "First Aid."
2. Pictures of germ-carrying insects.
3. Pictures of healthy children and those suffering from typical ailments such as adenoids, rickets, etc.
4. Exhibits of proper and poor shoes.

Each pupil will study to discover:

1. What constitutes good health.
2. How to acquire and maintain health.
3. Hygienic conditions desirable in a home.
4. How to judge clothing from the standpoint of health.
5. Rules for selecting a balanced diet.
6. How to prevent and care for colds.
7. How to prevent the spread of disease.

The pupils will participate in class discussion of:

1. Diet for health.
2. Clothes for health.
3. Shelter for health.
4. Good health habits.
5. Health services furnished by city, state, and nation.

Each pupil will:

1. Report on the
 - a. Health services available in this community.
 - b. Health laws of community.
2. Collect illustrations showing desirable health habits such as coughing into one's handkerchief, etc.
3. Score her diet for several days, using food selection score cards.
4. Plan menus for her family for a week.
5. Score her own health habits for a week.
6. Get weighed and compare her weight with the average for her age and height.

VIII. Child Care and Training

Objectives

- An appreciation of the privilege and responsibility that the care of children represents.
- An appreciation of the importance of intelligent and systematic training for babies and young children.
- A conviction of the inadequacy of the knowledge and training which most mothers bring to their duties as mothers.
- A knowledge of proper sources of information and opportunities for training.
- An appreciation of the importance of forming proper habits early.
- Some knowledge of how proper habits may be formed.
- Some appreciation of the importance of surrounding children with worthwhile and beautiful things—books, songs, pictures, toys, etc.

References

- Bundeson—Child Health.
- Cleveland—Training the Toddler.
- Fisher—Mothers and Children (teacher's reference).
- Gesell—The Mental Health of the Pre-School Child (teacher's reference).
- Groves—Wholesome Childhood.
- Gruenberg—Your Child Today and Tomorrow (teacher's reference).
- Haviland—Character Training in Childhood.
- Lucas—The Health of the Runabout Child.
- Spencer—The Family and Its Members.
- Child Health Association Publications—The Baby, The Child from Two to Six.
- Children's Bureau Publication—No. 143. Child Management.
- Selected readings from magazines such as "Children, the Magazine for Parents."
- Metropolitan Life Insurance Company—Pamphlets on Child Care and Training.
- National Committee for Mental Hygiene—Habit Training for Children. Pamphlets from the Government Printing Office at Washington, D. C. such as "The Wonderful Story of Life."

Illustrative Material

- Equipment for bathing and dressing a baby.
- Simple layette.
- Pictures of garments suitable for small children.
- Meals set up for children of various ages.
- Slides showing proper and improper feeding of children and their respective effects.
- Charts showing feeding schedules and foods for infants and children.

Child Care and Training (Continued)**Learning Activities**

The pupils will read and prepare to discuss:

1. The problems children present and their solutions.
2. The importance of forming proper habits early.
3. Fundamental habits which should be formed early.
4. How proper habits may be formed.

The pupils will observe and listen to:

1. A lecture demonstration on the bathing and dressing of a baby.
2. A demonstration of the preparation of infants' food.

The pupils will listen to:

1. A talk by the teacher or by a successful mother on the privilege and responsibility that the care of children represents.
2. A talk by the teacher, nurse, or a successful mother on the importance of the early formation of proper habits of health, morality, and social conduct.
3. A talk on how proper habits may be formed.
4. A talk by the teacher (or a child training specialist) on sources of helpful material on the care and training of children.

The pupils will participate in the class discussion of:

1. The proper food for children.
2. The proper health habits for children.
3. Common behavior difficulties, their causes and cures.
4. Methods of developing an appreciation of beautiful things.

The pupils will prepare posters showing the foods suitable for a child of a definite age, the hours of feeding, and good and bad conditions for feeding, valuable and useless toys, etc.

Each pupil will:

1. Report on the feeding, care, and training of a child of her acquaintance, its good and poor aspects.
2. Plan a week's menus, adequate in every respect, for a child of three years.
3. Report on special reading assignments.
4. Report on her visit to a baby clinic.
5. Prepare a simple, classified bibliography of helpful references on child care and training.

IX. The Family's Responsibility to Society

Objectives

- Some appreciation of the homemaker's responsibility for the "larger house-keeping."
- An appreciation of the fact that national and state government and local civic administration are important parts of home-making.
- An appreciation of the necessity for laws, law keeping, and intelligent voting.
- A knowledge of specific laws and pending legislation, both local, state, and national, which affect the security and comfort of home life.
- An appreciation of the family's responsibility for the condition of public property.
- Some appreciation of the importance of cooperation in the advancement of community interests.
- Some appreciation of the responsibility that the family has for maintaining good community, state, and national organizations.
- Some appreciation of the state's financial burden in caring for the mentally and physically unfit.
- A knowledge of the minimum standards of living desirable in American homes.
- An appreciation of the responsibility of persons of good mental and social inheritance in establishing and maintaining right standards of living.
- A knowledge of the responsibility of the family in determining the physical welfare of society.
- Some knowledge of the social agencies available for aiding families in need, such as Associated Charities.
- Some knowledge of the purposes of important voluntary social organizations such as Y. M. C. A., Camp Fire Girls, Boy Scouts, etc.
- Some knowledge of those social forms and conventions which facilitate human associations.
- A knowledge of good manners and good form for typical occasions.

References

- Abel—Successful Family Life on a Moderate Income.
- Ashley—The New Civics.
- Dorothy Jane's Guide to Good Manners (Webb Pub. Co., Saint Paul, Minn.)
- Groves—Social Problems of the Family (teacher's reference).
- Hill—Community Life and Civic Problems.
- Spencer—The Family and Its Members.
- Taber—The Business of the Household.
- Selected clippings from magazines and newspapers.

The Family and Society (Continued)

Learning Activities

The pupils will listen to the teacher's explanation of:

1. The responsibilities of citizens in a community.
2. "The larger housekeeping" as woman's work.
3. The use of the vote in influencing city and national life.
4. Other methods of guiding community activities.
5. How society can reduce the number of its unfortunate members.

The pupils will read references to discover:

1. Minimum standards of living for American Homes.
2. Desirable standards of living.
3. Desirable modes of conduct.
4. Desirable manners and social forms.

The pupils will listen to representatives of community organizations, such as the Associated Charities, to learn their purpose and work and understand their place in the life of the community.

The pupils will investigate and report on:

1. Local and state agencies engaged in the larger housekeeping.
2. Local and state laws affecting the larger housekeeping.
3. Local agencies that help the poor and the ill.

The pupils will plan for typical described families, the community aid which they need, and community agencies through which they can serve.

The pupils will attempt to compute how the tax payers' dollar is used for community operating expenses—city water supply, schooling, etc.

The pupils will practice and be drilled in the social forms and manners learned.

X. Yard and Garden

Objectives

- The ability to care for either the vegetable, fruit, or flower garden.
- The ability to care for the lawn.
- The ability to cut flowers and to arrange them for decorative purposes.
- The ability to use and care for the lawn-mower and garden hose.
- Some experience in keeping yard, porches, gardens, etc., clean and in order.
- Some experience in arranging ornamental plants or shrubs in accordance with principles of decorative design.
- Some knowledge of how to care for domestic animals of various kinds.

References

- Davis—School and Home Gardening (teacher's reference).
- French—Beginners' Garden Book.
- Keene—Mechanics of the Household.
- Coulter—Plant Life and Plant Uses.
- Hunter and Whiteman—Civic Science in the Home.
- Broadhurst—Home and Community Hygiene.
- Washburn—Injurious Insects and Useful Birds.
- Bennett—The Vegetable Garden.
- Rich and Botsford—Practical Poultry Management.
- Lewis—Productive Poultry Husbandry (teacher's reference).
- Lloyd—Studies in Horticulture.
- Lloyd—Productive Vegetable Growing.
- Bulletins:
 - Extension Department, University of Illinois.
 - U. S. Department of Agriculture Farmers' Bulletins.
- Magazines:
 - Country Life.
 - Better Homes and Gardens.
 - House and Garden.
 - Fruit, Garden and Home.
 - The Farmer's Wife.

Illustrative Material

- Pictures and posters of well designed yards and gardens; of pure bred poultry, domestic animals or pets.
- Miniature "lay-outs" of yards, gardens, out-buildings and porches.
- Slides or films illustrating:
 - (a) The planning, planting, cultivation, and care of gardens of various kinds.
 - (b) Poultry raising.

Yard and Garden (Continued)

Learning Activities

The pupils will study references, examine pictures, make observations and discuss:

1. Well planned yards and gardens of various types.
2. The care of lawns, gardens of different kinds, shrubbery, trees.
3. The care and feeding of domestic animals, pets or poultry.
4. The prevention and methods of exterminating flies, injurious insects, and other plant pests.
5. Ways and means of encouraging useful birds to make their homes in gardens and our yards.
6. Ways and means of caring for garden tools, equipment, porch swings, etc.

Pupils will observe demonstrations of various types such as culling poultry, trimming shrubs and plants, planting trees, spraying trees, etc.

Pupils will see slides or films on yard and garden activities such as Uncle Sam, Champion Farmer, Br'er Rabbit and His Pals, Garden Gold, Milk as Food, Farm Inconveniences, Layers and Liars (Poultry), Selecting a Laying Hen.

Pupils will visit beautiful places in town and determine factors which make these places beautiful and attractive.

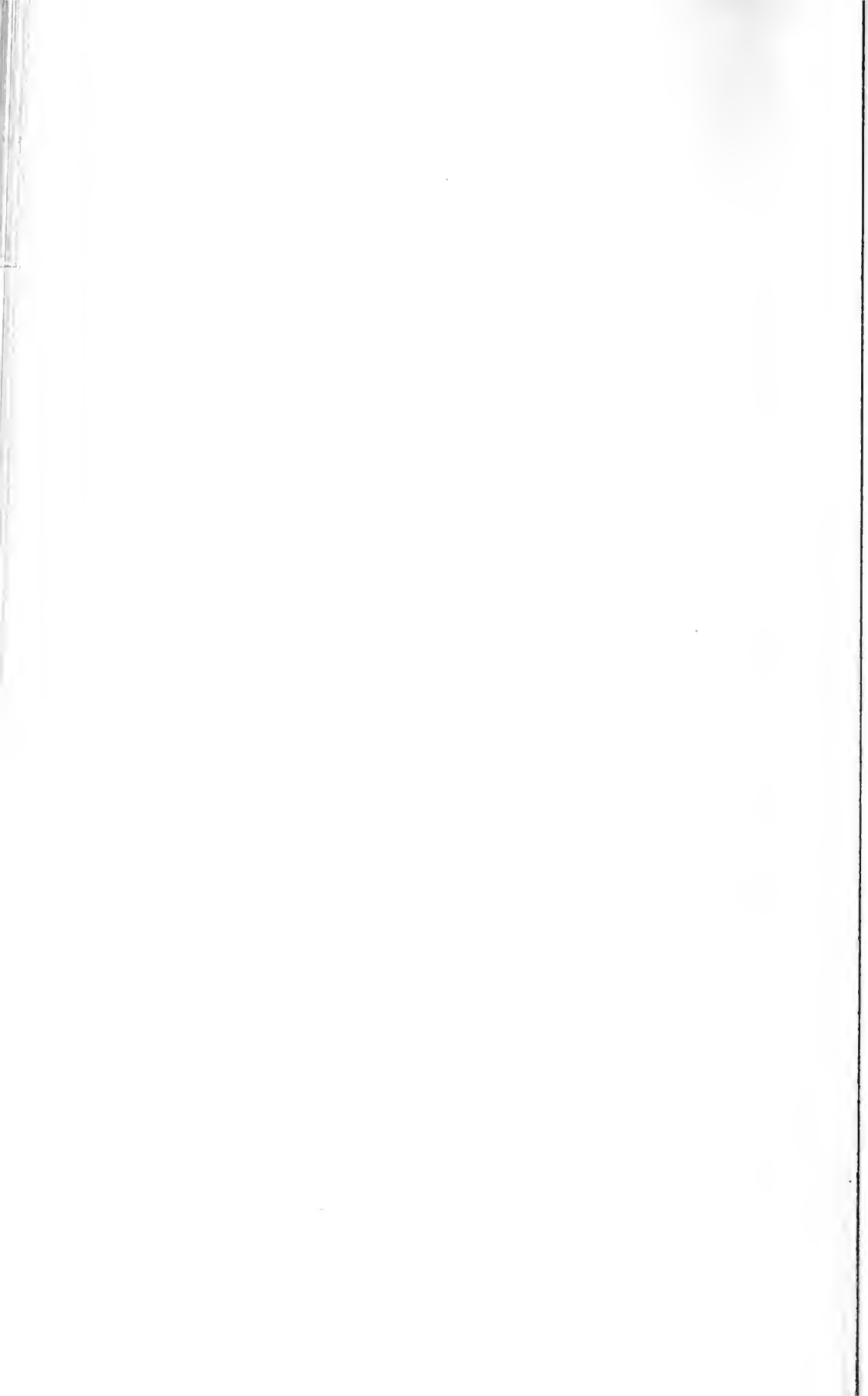
Each pupil will select some yard or garden activity and be responsible for the successful carrying through to completion of such activity.

Suggestive activities:

1. Home vegetable garden.
2. Flower garden.
3. Caring for lawn for a season.
4. Painting such out of door or open air furniture, fences, porches or out-buildings that need painting.
5. Keep yard clean.
6. Window or porch boxes.
7. Start and care for a flock of at least twenty-four pure bred chickens.
8. Care for some pet.
9. Bird-houses or homes.
10. Exterminating flies or other injurious insects.

Pupils will work out the money value of the work or activity they undertake.

If project or activity necessitates the buying or selling of products, the pupil will keep account of all expenditures and income.



SUGGESTED BOOK LIST (1927)

A. Books for Food and Nutrition

Pupil Text or Reference

- American Red Cross (Sawyer)—Food—Why, What, and How?—Washington, D. C., 1924.
- Bailey, N. B.—Meal Planning and Table Service—Manual Arts Press, Peoria, 1923.
- Bailey, P. L.—Food Preparation and Serving—Webb Publishing Company, St. Paul, Minnesota, 1924.
- Clark and Quigley—Etiquette Junior—Doubleday, Page & Co., Garden City, N. Y., 1926.
- Donham, S. A.—Marketing and Housework Manual—Little, Brown & Company, Boston, 1918.
- Donham, S. A.—Spending the Family Income—Little, Brown & Company, Boston, 1921.
- Greer, C. C.—School and Home Cooking—Allyn & Bacon, Boston, 1920.
- Hawk, P. B.—What We Eat and What Happens to It—Harper & Bros., New York, 1919.
- McCollum and Simmonds—Food, Nutrition and Health—Johns Hopkins University, Baltimore, Md., 1925.
- Matthews, M. L.—Elementary Home Economics—Little, Brown & Company, Boston, 1922.
- Monroe, D., and Stratton, L. M.—Food Buying and Our Markets—M. Barrows & Company, Boston, 1925.
- Pattee, A. F.—Practical Dietetics, 16th edition—A. F. Pattee, Mt. Vernon, N. Y., 1923.
- Powell, O.—Successful Canning and Preserving—J. B. Lippincott Company, Philadelphia, 1917.
- Robinson and King—Learning Exercises in Food and Nutrition (in preparation).
- Rose, M. S.—Feeding the Family—Macmillan Company, New York, 1924.
- Rose, M. S.—The Foundations of Nutrition—Macmillan, 1927.
- Sherman, H. C.—Food Products—Macmillan, 1925.
- Vulte, H. T. and Vanderbilt, S. B.—Food Industries—Chemical Publishing Company, Easton, Pennsylvania, 1914.
- Wellman, M. T.—Food Study for High Schools—Little, Brown & Company, Boston, 1925.
- Willard, F., and Gillett, L. H.—Dietetics for High Schools—Macmillan Company, New York, 1920

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- Bailey, E. H.—Food Products, Their Source, Chemistry and Use—P. Blakiston's Sons and Company, Philadelphia, 1921.
- Farmer, F. M.—Boston Cooking-School Cook Book—Little, Brown & Company, Boston, 1924.
- Farrington, P.—The Grocer's Answer Book—Grocery Trade Publishing House, Chicago, 1924.
- McCollum, E. V., and Simmonds, W.—The Newer Knowledge of Nutrition—Macmillan Company, New York, 1925.
- Marshall, C. E.—Microbiology—P. Blakiston's Sons & Company, Philadelphia, 1921.
- Roberts, L.—Nutrition Work with Children—University of Chicago Press, Chicago, 1927.
- Rose—The New Butterick Cook Book—Butterick Pub. Co., New York.
- Sherman, H. C.—Chemistry of Food and Nutrition, 3d. edition—Macmillan Company, New York, 1926.

B. Books for Clothing and Textiles*Pupil Text or Reference*

- Buttrick, H. G.—Principles of Clothing Selection—Macmillan Company, New York, 1924.
- Cook, Rosamond—Essentials of Sewing—Manual Arts Press, Peoria, 1924.
- Dyer, Elizabeth—Textile Fabrics—Houghton, Mifflin Company, Boston, 1923.
- Elledge, H. G. and Wakefield, A. L.—The Conservation of Textiles—Laundry-owner's National Association, LaSalle, Illinois, 1921.
- Izor, E. P.—Costume Design and Home Planning—Atkinson, Mentzer & Company, Boston, 1916.
- McCullough, H.—Textile Bulletin—University of Illinois Extension Bulletin.
- McGowan, E. B., and Waite, C. A.—Textiles and Clothing—Macmillan Company, New York, 1919.
- Picken, M. B.—The Secrets of Distinctive Dress—International Textbook Press, Scranton, Pennsylvania, 1918.
- Rittenhouse, Anne—The Well Dressed Woman—Harper & Bros., New York, 1924.
- Singer Sewing Machine Company—A Manual of Family Sewing Machines, Chicago, 1924.
- Small, C. P.—How to Know Textiles—Ginn & Company, Chicago, 1925.
- Story, M.—How to Dress Well—Funk & Wagnalls, New York, 1924.
- Trilling, M. B., and Williams, F.—A Girl's Problems in Home Economics—J. B. Lippincott Company, Chicago, 1926.
- Weinberg, L.—Color in Everyday Life—Moffatt, Yard & Company, New York, 1918.
- Whitlock, M.—Clothing Club Manual—University of Illinois Extension.
- Woolman, M. S.—Clothing—Choice, Care and Cost—J. B. Lippincott Company, Philadelphia, 1920.

Teacher's References

- Baldt, L. I.—Clothing for Women—J. B. Lippincott Company, Philadelphia, 1916.
- Cook, R.—Sewing Machines—Manual Arts Press, Peoria, 1922.
- Denny, G. G.—Fabrics and How to Know Them—J. B. Lippincott Company, Philadelphia, 1923.
- Dooley, W. H.—Textiles—D. C. Heath & Company, Boston, 1924.
- Goldstein, H.—Art in Everyday Life—Macmillan Company, New York, 1925.
- Hanna, A. K.—Pattern Making—Macmillan Company, New York, 1922.
- Mathews, J. M.—Textile Fibers—John Wiley & Sons, New York, 1913.
- Woolman, Mrs. M. S., and McGowan, E. B.—Textiles—Macmillan Company, New York, 1926.

C. Books for Home Management*Pupil Text or Reference*

- American Red Cross—First Aid Text Book—P. Blakiston's Sons & Company, Philadelphia, 1925.
- American Red Cross—Food, What, Why, and How?—Washington, D. C., 1924.
- American Red Cross—Home Hygiene and Care of the Sick—Washington, D. C., 1924.
- Abel, Mrs. M. W.—Successful Family Life on the Moderate Income—J. B. Lippincott Company, Philadelphia, 1921.
- Balderston, L. R.—Housewifery—J. B. Lippincott Company, Philadelphia, 1924.
- Bayley, M. E.—Practical Talks on the Care of Children—E. P. Dutton & Company, New York, 1922.

- Broadhurst, J.—Home and Community Hygiene—J. B. Lippincott Company, Philadelphia, 1918.
- Calkins, C. W.—Course in House Planning and Furnishing—Foresman & Company, Chicago, 1916.
- Clark & Quigley—Etiquette Junior—Doubleday Page & Company, Garden City, New York, 1926.
- Cleveland, E.—Training the Toddler—J. B. Lippincott Company, Philadelphia, 1925.
- Donhan, S. A.—Spending the Family Income—Little, Brown & Company, Boston, 1921.
- Fisher, D. F.—Mothers and Children—H. Holt & Company, New York, 1914.
- Frederick, Mrs. Christine—Efficient Housekeeping—American School of Home Economics, Chicago, 1926. (Text edition.)
- Frederick, Mrs. C.—Household Engineering—American School of Home Economics, Chicago, 1923.
- Frederick, Mrs. C.—The New Housekeeping—Doubleday Page & Company, Garden City, New York, 1919.
- French, A.—The Beginner's Garden Book—Macmillan Company, New York, 1914.
- Goldstein, H.—Art in Everyday Life—Macmillan Company, New York, 1925.
- Gray, G.—House and Home—J. B. Lippincott Company, Philadelphia, 1923.
- Groves, E. R.—Wholesome Childhood—Houghton Mifflin Company, Boston, 1924.
- Haviland, M. S.—Character Training in Childhood—Small, Maynard & Company, Boston, 1921.
- Hunter, G. W., and Whitman, W. G.—Civic Science in the Home—American Book Company, New York, 1924.
- Jakway, B. C.—Principles of Interior Decoration—Macmillan Company, New York, 1922.
- Keene, E. S.—Mechanics of the Household—McGraw Hill Book Company, New York City, 1918.
- Lippitt, L. C.—Personal Hygiene and Home Nursing—World Book Company, Yonkers-on-Hudson, New York, 1919.
- Lord, I. E.—Getting your Money's Worth—Harcourt, Brace & Company, New York, 1922.
- Lucas, W. P.—The Health of the Runabout Child—Macmillan Company, New York, 1923.
- Matthews, M.—The House and Its Care—Little, Brown & Company, Boston, 1926.
- Philadelphia High School Faculty—Everyday Manners—Macmillan Company, New York.
- Pope, A. E.—A Textbook for Simple Nursing Procedure for High Schools—G. P. Putnam's Sons, New York, 1921.
- Quinn, M. J.—Planning and Furnishing the Home—Harper & Bros., New York, 1914.
- Robinson, L. E.—Domestic Architecture—Macmillan Company, Chicago, 1923.
- Rolfe, A. L.—Interior Decoration for the Small Home—Macmillan Company, New York, 1917.
- Rose, Mrs. M. S.—Feeding the Family—Macmillan Company, New York, 1924.
- Sell, M. A. and Sell, H. B.—Good Taste in Home Furnishing—John Lane Company, New York City, 1916.
- Starrett, H. E.—The Charm of Fine Manners—J. B. Lippincott Company, Chicago, 1920.
- Streeter—Home-making Simplified—Harper Bros., New York, 1922.
- Taber, C. W.—The Business of the Household—J. B. Lippincott Company, Philadelphia, 1926.

- Taber, C. W., and Wardall, R. A.—Economics of the Family—J. B. Lippincott Company, Philadelphia, 1923.
- Tarbell, I. M.—The Business of Being a Woman—Macmillan Company, New York, 1912.
- Wright, Agnes F.—Interior Decoration for Modern Needs—F. A. Stokes, New York, 1917.
- Van Rensselear, M., Rose, F. and Cannon—The Manual of Home-making (ref.)—Macmillan Company, New York, 1919.

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- Andrews, B. R.—Economics of the Household—Macmillan Company, New York, 1923.
- Balderston, L. R.—Laundering—J. B. Lippincott Company, Philadelphia, 1923.
- Cabot, R. C.—What Men Live By—Houghton, Boston, 1914.
- Davis, K. C.—School and Home Gardening—J. B. Lippincott Company, Philadelphia, 1918.
- Devine, E. T.—The Normal Life—Survey Associates, Inc., New York, 1915.
- Emerson, W. R.—Nutrition and Growth in Children—D. Appleton & Company, New York, 1923.
- Gilbreth, Lillian M.—The Home Maker and Her Job—D. Appleton & Company, New York, 1927.
- Goodsell, W.—The History of the Family—Macmillan Company, New York, 1915.
- Groves, E. R.—The Drifting Home—Houghton Mifflin Company, Boston, 1926.
- Groves, E. R.—Social Problems of the Family—Lippincott, Philadelphia, 1927.
- Gruenberg, S. M.—Your Child Today and Tomorrow—J. B. Lippincott Company, Philadelphia, 1920.
- Ives, F. W.—Home Conveniences—Harper & Bros., New York, 1924.
- Parsons, F. A.—The Family—G. P. Putnam's Sons, New York, 1906.
- Parsons, F. A.—Interior Decoration—Doubleday Page & Company, Garden City, New York, 1915.
- Spencer, A. G.—The Family and Its Members—J. B. Lippincott Company, Philadelphia, 1923.
- White, C. E.—Successful Homes and How to Build Them—Macmillan Company, Chicago, 1912.
- Whitman—Household Physics—J. Wiley & Sons, New York, 1924.

D. Suggested List of Magazines for Professional Reading

American Food Journal	Journal of the N. E. A.
Children—The Magazine for Parents	Progressive Education
Food and Health Education	School Review
Hygeia	Survey Graphic
Illinois Health News	Teachers College Record
Journal of Home Economics	

E. Suggested List of Recent Books on Education

- Bowman, L. F.—Problems in Home Economics Teaching—University of Chicago Press, Chicago, 1925.
- Cameron, E. H.—Educational Psychology—Century Pub. Co., 1927.
- Charters, W. W.—Curriculum Construction—Macmillan, 1923.
- Clement, J. A.—Principles and Practices of Secondary Education—Century, 1926.
- Douglass, H. R.—Modern Methods in High School Teaching—Houghton Mifflin Company, Boston, 1926.
- Kilpatrick, W. H.—Source Book in Philosophy of Education—Macmillan Company, New York, 1926.

- Monroe, W. S.—Directing High School Study—Doubleday Page and Co., 1927.
 Morrison, H. C.—The Practice of Teaching in the Secondary School—University of Chicago Press, Chicago, 1926.
 Paterson, D. S.—Preparation and Use of the New Type Examination—World Book Company, Chicago, 1926.
 Ruch—The Improvement of the Written Examination—Scott, Foresman & Company, Chicago, 1924.
 Waples—Procedures in High School Teaching—Macmillan Company, New York, 1924.

F. Bibliographies (1927)

- Robertson, A. I.—A Guide to the Literature of Home and Family Life—J. B. Lippincott Company, Philadelphia, 1924.
 Clark, M.—Art in Home Economics—University of Chicago Press, Chicago, 1925.
 Bureau of Home Economics—List of available slides and bulletins.
 Illinois State Department of Public Health—List of available motion picture films and bulletins.
 United States Department of Agriculture—List of available slides and bulletins on Home Economics subjects.
 Misc. Circular No. 86, Motion Pictures.
 Children's Bureau—List of Available Bulletins and Charts.
 Bureau of Education (Washington, D. C.)—List of Home Economics publications.
 Health Education publications.
 Publications of the Bureau of Educational Research, College of Education, University of Illinois.

N. B.—Teachers should have their names placed on the mailing lists of such State and National Institutions as the following:

- United States Public Documents, Superintendent of Documents, Washington, D. C. (Write to your Congressman to place you on this list)
 Federal Board for Vocational Education, 200 New Jersey Avenue, N.W., Washington, D. C.
 American Child Health Association, 370 Seventh Avenue, New York City.
 Home Economics Division, Extension Department, University of Illinois, Urbana, Illinois.
 Bureau of Educational Research, University of Illinois, Urbana, Illinois.
 State Department of Education, Springfield, Illinois.
 Library Extension Division, State Library, Springfield, Illinois.

(a) Use your local library.

Before sending to Springfield for books, consult your local library.

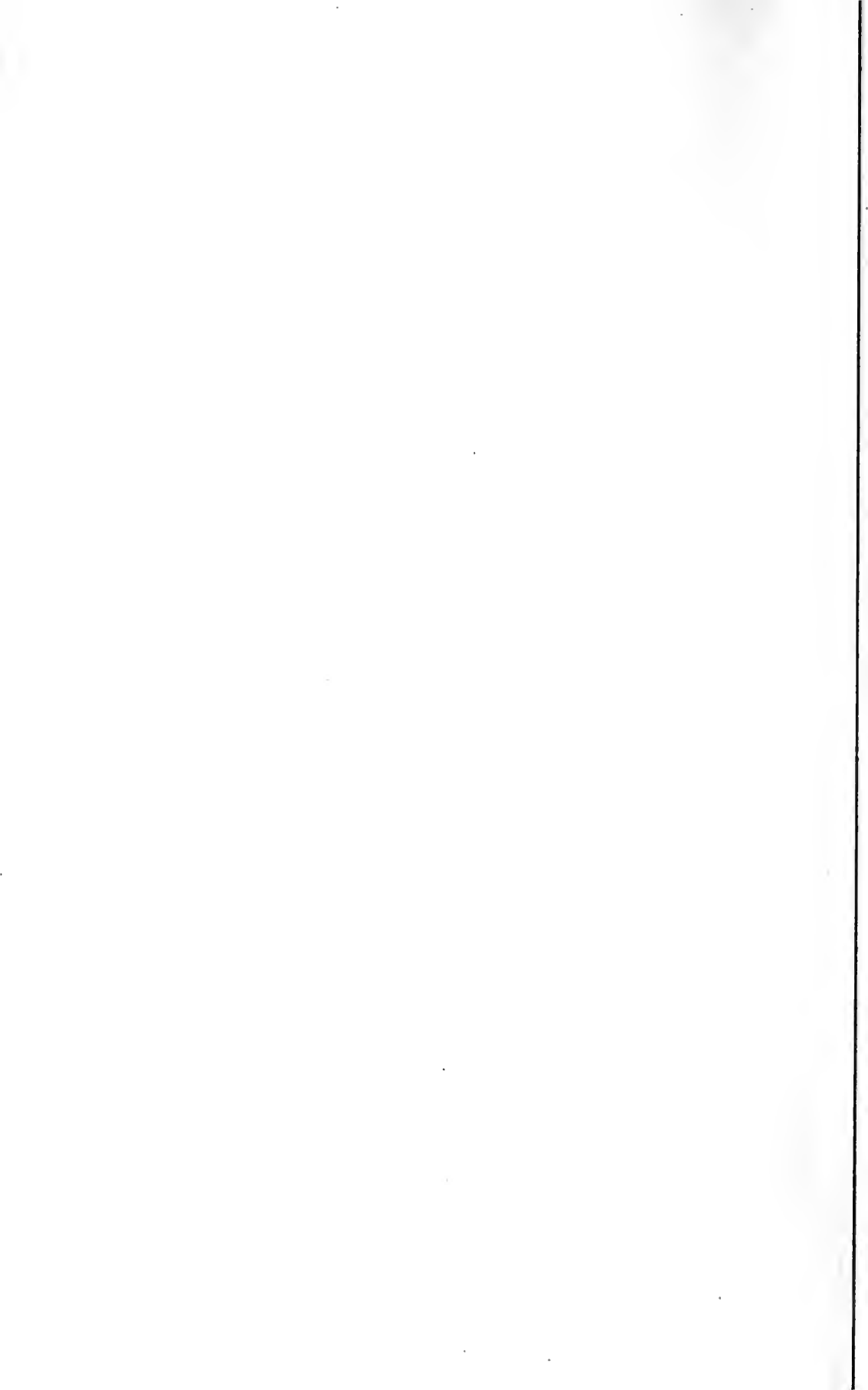
Books are not loaned direct to people living in towns where there are public libraries, but will be loaned to the library.

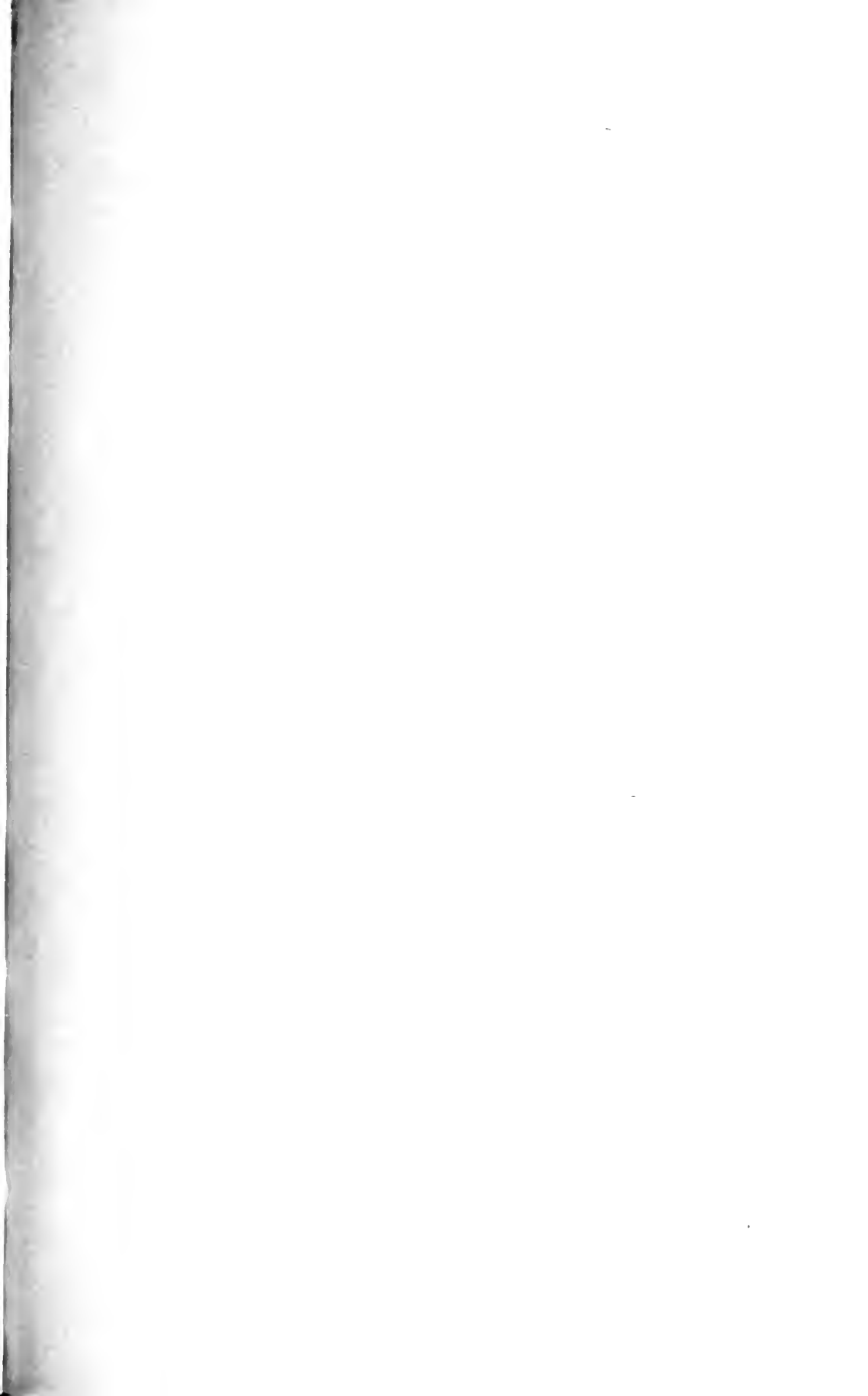
If your library does not have what you want, ask the librarian to get it for you from the Library Extension Division.

(b) How obtained

Write for application cards. Address, Library Extension Division, State Library, Springfield, Illinois.



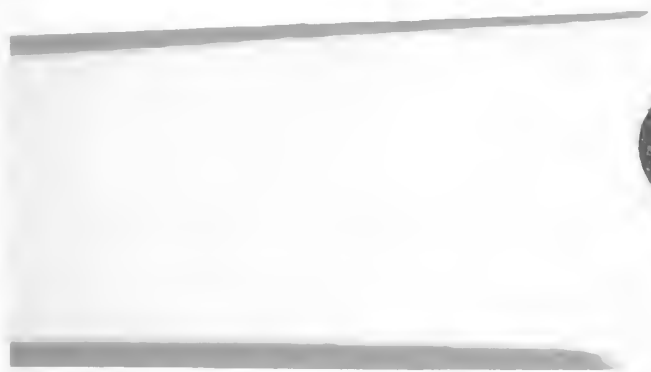




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